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A handbook for Pre-primary teachers
Based on NCERT's Preschool Curriculum, 2019

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Published By
Jammu and Kashmir, Board of School Education
Srinagar/Jammu

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FOREWORD

Pre-Primary Education in recent times has gained tremendous priority, mainly because the period of a child up to the age of 6-8 years is critical and presents a developmental continuum, besides ensuring a gradual and smooth transition from non-formal pre-primary to primary education. At this stage the Child's physical, linguistic, cognitive, psychosocial and emotional aspects are lined-up for holistic development. The phase as such demands more cautious and well organized and productive interventions.

The term Education at pre-primary stage describes learning as a process of acquiring knowledge, skills, habits, attitudes, etc. It centers itself to prepare young child adequately to enter the formal educational system. The research in the field indicates that the early years of a child's life are the most critical years for lifelong development as the pace of development in early years is extremely rapid. It further reveals that if these early years are not supported by a stimulating and enriching physical and psychosocial environment, the chances of the child's brain and other developments to their full potential get significantly reduced. Besides, the period act as the foundation for the inculcation of lifelong social values and personal habits.

It is in this context that JKBOSE in collaboration with Director School Education Kashmir/ Jammu is coming out with a ***Teacher's Hand on Pre-School Education (PAHAL)*** as a step to offer a balanced package of activities which ensures the holistic development and successful transition of our learners to formal schooling. The Hand Book is purely based on Pre-Primary Curriculum Framework 2019 developed by NCERT New Delhi.

It is expected that this Teachers Hand Book (PAHAL), developed for the age group of 3-6 years children, will help teachers to create an enabling environment in the classroom where they can help children play and learn to socialize with other children, learn more about themselves, build confidence and much more.

I extend my sincere appreciation to Director Academics, JKBOSE, Director School Education Jammu/Kashmir, the expert group from NCERT and other organizations, the Academic Divisions of JKBOSE and the Resource Persons/subject Experts of School Education Department who provided their valuable inputs and suggestions in the development of this Handbook on Pre-Primary Curriculum.

I hope this Teachers Hand-book will prove a great success to all connected with teaching of Pre- Primary Education. Pertinently, the process is a launch, as such open to suggestions and inputs from the all the stakeholder.

(Prof Veena Pandita)
CHAIRPERSON



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ACKNOWLEDEMENT

Realizing the significance of swift cognitive, affective and psychomotor development during early childhood, NEP-2020 ensures universal access to ECCE and has made provisioning of quality early childhood care and education to be achieved within 10 years. The policy aims to get the best outcomes in the physical, cognitive, and emotional domains of a child. It also focuses on developing social capabilities, compassion, and cooperation among students. It is indeed a very welcome step because we do understand that there is a strong relationship between the quality ECCE program and improved retention rates, attendance rates and achievement of learning outcomes in primary schools and beyond as established in a study done by NCERT.

Development of Teacher's handbook on Preschool Education by JKBOSE in collaboration with SCERT, J&K assumes great significance in the way it will set stage for planned learning experiences for students, paving way for effective transaction of NCERT's Preschool Curriculum.

The purpose of this handbook is to promote quality and excellence in early childhood education by providing guidelines for practices that would promote optimum learning and development of all young children and set out the broad arrangement of approaches and experiences.

I extend my sincere gratitude to Prof. Veena Pandita, Chairperson of J&K BOSE (Additional Charge, Director SCERT, J&K) under whose vision and supervision, we could develop this Teachers' Handbook. My sincere thanks are due to Dr. Venita Kaul, Prof. Amberdkar University Delhi Ex. Founder Director of ECCE, New Delhi, Prof. Shashi Manhas, HoD. Deptt. of Home Science University of Jammu, Prof. Ritu Chandra Assistant Professor, Deptt. of Elementary Education, NCERT New Delhi and Dr. Nuzhat Nasreen Sr. Assistant Professor, IASE, Srinagar for their valuable contribution in bringing out this Teachers' Handbook on ECCE. Besides all the team members from Academic Division of J&K Board & Faculty Members of SCERT, J&K do deserve all my thankfulness and affection who worked sincerely and developed this Book. I also thank the resource persons of Jammu & Kashmir School Education Department who provided inputs and suggestions to prepare a useful Teacher's Handbook on Pre-School Curriculum. I am sure that this handbook shall help in achieving the goals of quality ECCE & go a long way in the realisation of vision envisaged under NEP 2020.

Feedback and valuable comments from the teachers and other concerned stakeholders shall always be appreciated & welcomed for making the required changes in the Handbook.

(Dr. Farooq Ahmad Peer)
Director Academic, JKBOSE



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INTRODUCTION:

I believe that investing in our children’s development from the earliest stage, is the single most important contribution we can ever make... Jay Weatherill, 1964, 45th Premier of South Australia.

Early Childhood stage, particularly up to 6 years of age, is globally acknowledged to be the most critical years for lifelong development.

There is an increasing recognition that Early Childhood Education (ECE) provides the crucial foundation for learning and helps to develop cognitive and

non-cognitive skills important for future success and learning. Neurobiological research also highlights the importance of a child’s early years on brain and behavioral development. Both occur mostly during early childhood, a phase where development is influenced by the quality of experiences and interactions, and where development occurs at a more rapid pace than in later years.

“The National Curriculum Framework – 2005, describes the first six years of life as critical since the rate of development in these years is more rapid than at any other stage of development. And Early Childhood Care and Education (ECCE) makes a positive contribution to children’s long-term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. The National Policy on Education (NPE), 1986 states that “Early Childhood Care and Education is a crucial input in the strategy of human resource development as a feeder and support programme for primary education and also as a support service for working women”. (NPE, 1986, POA, 1992).

And the National Education Policy 2020 (MHRD-2020) recognizes the fact that over 85% of a child’s cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth, therefore strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. As per NEP 2020, universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.

The process of quality in the classroom needs to be good and it means what actually children experience in early years and how they are getting these experiences. Keeping in view, this crucial aspect of child’s developmental years, a need is being felt to cater to such a potential age group, where rate of returns in terms of educational investment are very high. Pre-primary schooling is an important stage for all-round development of the child. What the child needs at this stage is a curriculum that is play based and caters to the all-round development.



This will enable the child to be better prepared to meet not only the immediate challenges of the primary education but also of life-long learning. Unfortunately, what the child in most cases is getting today by way of pre-primary education is a downward extension of the primary stage curriculum, for which the child is not developmentally ready and forcefully learns through rote learning, as a result conceptual foundation of the child remains weak. This has serious repercussions on the later stages of school education.

A significant development in this regard has come up through new National Education Policy 2020, which has put pre-primary in particular focus and has strongly recommended for ensuring a quality early childhood experience for the child. It is in this context, that NCERT has brought out two documents: - “Guidelines for Preschool Education” and a “Curriculum for Preschool education” to help the teachers, administrators, policy planners and other stake holders provide good quality preschool education to children. The curriculum has been designed for three years of preschool before class I, which includes three major goals to be achieved, highlighting the key concepts/ skills, pedagogical processes and learning outcomes for Preschool I, II and III, catering to 3-4 years, 4-5 years and 5-6 years of age group respectively.

Present endeavor is a step in this direction, wherein Jammu and Kashmir State Council of Education Research and Trainings (SCERT) has tried to put into practice NCERT’s Preschool curriculum in order to facilitate pre-primary education in government schools. This handbook will act as a guiding tool for the practicing teachers. This will also help in bringing uniformity in the teaching learning practices being followed in pre-primary schools of J&K.

Aims of Pre-Primary Education:

The overarching aims of pre-primary education are:

1. Providing strong foundations for all round development and life-long learning.
2. Preparing the child for formal schooling.

Objectives of Pre-Primary Education

1. To ensure child-friendly environment where each child is valued, and respected, feels safe and secure and develops a positive self-concept.
2. To enable a sound foundation for good health, well-being, nutrition, healthy habits and hygiene.
3. To enable children to become effective communicators and foster both receptive and expressive language.
4. To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
5. To enable a smooth transition of children from pre-primary to primary level.



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About this Handbook:

With NEP 2020's strong focus on early years of a child's life underlining importance of a sound early childhood experience on lifelong development of a child, planning for this age group has become all the more significant. In this context, NCERT has already made a landmark contribution by bringing forth Preschool curriculum for 3 to 6 years of age groups, for guiding the teachers and supporting them in planning and executing the developmentally appropriate activities for this age group. In the light of emerging needs and new developments in pre-primary education, this handbook is an attempt to take NCERT's endeavor to field, so that the teachers engaged in pre-primary education may be oriented in the transaction of preschool curriculum and pedagogical processes/ materials required for doing so.

Key concepts in Pre-Primary education

1. Domains of Development:

When used in relation to human development, the word "domain" refers to specific aspects of growth and change. The four major domains of development are physical, cognitive, language, and social-emotional.

The 4 critical developmental domains define the early childhood development. These early years of a child is the time to build strong foundation in all developmental domains. Developmental domains of childhood development are interdependent. Development in one domain influences, and is influenced by the development in the other domains. Learning and development in children is holistic, it advances in all these domains simultaneously.

Development in children is tracked by their progress in each domain of childhood development.

1. The domain of physical development refers to the development of physical skills, known as motor skills (Gross and Fine motor)

It is through physical developmental domain that a child develops gross movements, fine motor controls, eye-hand co-ordination, balance and kinaesthetic sense. When we talk of physical development of a child, the term includes in addition to motor skills, development of physical well-being, healthy habits, self-awareness and positive self-concept as well.

➤ Gross Motor Skills:

Gross motor (physical) skills are those which require **whole body movement** and which involve the **large muscles of the body** to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. They also include **eye-hand coordination skills** such as ball skills (throwing, catching, kicking).

➤ Fine Motor Skills

Fine Motor skills are **finger and hand skills** such as writing, cutting, opening lunch boxes, and tying shoelaces. Fine motor skills involve the use of the **smaller muscle of the hands**, commonly in activities like using pencils, scissors, construction with lego or blocks, doing up buttons and opening lunch boxes.



1. The domain of language development

Children need the skills to be able to communicate their ideas and feelings. Language skills for pre-primary stage include:

- Foundational emergent reading skills (concepts of print, phonemic awareness, and phonics)
- Emergent writing (developmentally appropriate drawings, dictated stories and messages, beginning letter formations)
- Speaking and listening (participating in conversations, asking and answering questions, describing things, adding details, speaking audibly, clearly, and in complete sentences)

I. The domain of cognitive development

This includes cause-and-effect, reasoning, as well as early-math skills. Cognitive Skills are the core skills our brain uses to think, read, learn, remember, reason, and pay attention. Cognitive skills include;

- Problem solving
- Pre number concepts and operations; Sequencing, Seriation, Classification, visual discrimination, matching, comparing, sorting, and organizing.
- Spatial sense; patterns and estimations in measurement
- Understanding fact and fiction.
- Understanding cause and effect, critical thinking, observing.
- Simple reasoning.
- Memory recalling
- and knowledge about concepts of physical, social and biological environment

II. Domain of Social and Emotional Development

Social and emotional development domain deals with children's ability to understand the expressions of emotions, form attachments, play with others, and handle peer pressures.

It gives children the capacity to understand the feelings of others and control their own feelings. Social interaction demands that children are able to cooperate, follow directions, have moral reasoning and demonstrate self-control. It is also under this domain that children need to feel safe, nurtured, respected, and loved.

2. Planning and Transaction of Pre-primary Curriculum

Planning is important for implementing the curriculum. Systematic and good planning leads to effective transaction of the curriculum. The activities of curriculum need to be drawn up and transacted keeping in mind the objectives. It should be innovative and flexible to accommodate immediate needs, interests and situations. The teacher should keep in mind the objectives,



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characteristics of all children including those with special needs, age-specific and developmentally appropriate practices along with physical infrastructure and materials required and available for curriculum implementation. Planning in terms of specific objectives and activities should be done both on a long-term and short-term basis. The teacher should have collection of a variety of games, activities, play materials, stories, songs, rhymes, etc. There should be balance between teacher-directed and child-initiated activities. The following points must be kept in mind while transacting the pre-primary Curriculum:

- *Build on prior knowledge*—Always start with what the children know and are familiar with.
- *Encourage positive interactions (child-child, child-teacher, and child-material)*—Interactions between children, the range of environmental and cultural experiences along with the meaningful dialogues help children build a solid knowledge foundation and prepare them for formal schooling.
- *Organize variety of activities*— Plan and organize lots of games and activities. It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal safety and hygiene are considered important.
- *Listen to children*—Listen to what children are talking while they are observing and exploring during the activities, to understand the level of information and strengths they have, in order to plan activities, to promote their learning further.
- *Spend time in observation*—Observe children while they are engaged in activities. The teacher may choose to participate in activities with children or decide to stand aside while observing them.
- *Scaffold a child's experiences*— Elaborate on the child's 'hands-on' experiences, encourage children to recall experiences that relate to a current task, to build learning continuity and establish new concepts and understandings.
- *Celebrate diversity*—The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed in a variety of ways like musical, story-based, play, discovery, pictorial, artistic, logical deductive because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.
- *Listen to and co-coordinate with parents and family members*— Involve parents in the programme, invite them to share local folk tales, songs, traditional festivities and also encourage them to organize meaningful developmentally appropriate activities at home as well.

3. Theme-based pedagogical approach for curriculum transaction:

Theme-based approach attempts to tie in various skills and knowledge to be acquired by children into a coherent whole, organized around a specific theme, such as myself, plants, animals, fruits, vegetables, etc. A deliberate focus on a given topic enables even very young children to be more efficient in acquiring skills and processes required to gather and process information in later life. When we take a particular theme and help children to actively and visibly build knowledge on that theme, we enable children to acquire skills to make learning more efficient in the future. To plan the content following a thematic approach, each theme could be spread over about 1–2 months, with sub-themes that cover a smaller period, such as a week or two weeks, so that the

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information surrounding a large unit is organized in a way that makes sense to the children. For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period. Theme teaching is generally carried out according to a detailed pre-designed lesson plan. Keeping into consideration the varied environment our children get exposed to, the plan for pre-primary level here is more a suggestive one and can be enriched by going beyond and by connecting more effectively to the child's immediate environment.

Yearly Plan for Pre-Primary Classes

S.No.	Month of the academic year	Theme
1.	First month	Me & My Family (Sub Themes-Myself- Parts of body, healthy habits, family members) <i>First Parent Teacher Meet & Exhibition</i>
2.	Second month	My home (Sub Themes-Things in my home, My role in family) <i>Second Parent Teacher Meet & Exhibition</i>
3.	Third month	Neighborhood (Sub themes-My neighbors, My school, Local market, Local visits- (river, hill, park, zoo), Playground, health center, zoo, playground, Religious places) <i>Third Parent Teacher Meet & Exhibition</i>
4.	Fourth month	Animals and Birds (Sub Themes-Pet/domestic/wild/water animals, Insects, birds) <i>Fourth Parent Teacher Meet & Exhibition</i>
5.	Fifth month	Plants (Sub Themes-Trees-types, trees, grass, herbs, shrubs, creepers. Uses. Parts of plants, vegetables, flowers, fruits) <i>Fifth Parent Teacher Meet & Exhibition</i>
6.	Sixth month	Means of Transport (Sub themes – Air, Water, Land- Traffic rules) <i>Sixth Parent Teacher Meet & Exhibition</i>
7.	Seventh month	Community helpers (Sub themes- Doctor, Teacher, Tailor, Postman, Sweeper, Barber, Farmer, Sweet Vendor, Vegetable/Fruit seller, Potter, Cobbler, Blacksmith, Carpenter, Mason, Milkman) <i>Seventh Parent Teacher Meet & Exhibition</i>
8.	Eighth month	Seasons (Sub Themes-Summer, Rainy, Autumn, Winter, Spring seasons) <i>Eighth Parent Teacher Meet & Exhibition</i>
9.	Ninth month	Our Environment (Sub themes- Sun, Moon, Stars, Air, Water) <i>Ninth Parent Teacher Meet & Exhibition</i>



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10.	Tenth month	Festivals and Important days
		<i>Tenth Parent Teacher Meet & Exhibition</i>

GENERAL INSTRUCTIONS FOR TEACHERS:

- Teacher can manipulate the activities according to the available resources.
- Use learning material according to the theme.
- All the activities performed under various themes may not necessarily revolve around theme of the day/week, though children must be introduced to the theme during the process. Acquiring skill is more important than gaining content knowledge.
- Teacher will not explain any scientific law during science experiments. Let children only observe and participate in what is going on.
- Teacher must adjust the local fairs and festivals (falling in the month) in routine time-table.
- A record of the children's work should be maintained, which can be in the form of portfolios, pictures, child profile and also assessment cards given in the annexure.
- Assessment of children should be continuous and comprehensive.
- Medium of instruction should be child's mother tongue/local vernacular. Multi-lingual approach can also be practiced, ensuring the child's comprehension aspect doesn't get compromised.
- Understand individual differences and learning styles of children.
- No child should be subjected to the physical punishment, mental harassment and abuse.
- Proceed from concrete to abstract experiences.
- Have a balance of child-led and teacher-initiated interaction.
- Encourage cooperative learning.
- Use the thematic method to initiate integrated learning
- Allow children to express themselves through conversation, encourage them to voice their thoughts.
- Accept, respect and comfort children.
- Be responsive, offer warmth and reach out to All children.
- Ensure an inclusive classroom setting.
- Make adaptations and inclusions in daily plan of activities for children with special needs



SPECIFIC INSTRUCTIONS PERTAINING TO DEVELOPMENTAL DOMAINS

For physical and motor development

- To allow maximum movement, teacher must keep the room uncluttered.
- Teacher should select motor activities in accordance with the child's stage of development, interest and needs.
- To ensure child's interest, teacher must bring variety into activities.
- Teacher must maintain balance between active and passive activities and indoor and outdoor activities.
- Provide short rest period after vigorous activities.
- Ensure that each child gets the chance to actively participate in play activities.
- Do not interfere with children's free play.
- As each child is different in developmental aspects, so do not compare children's achievements.
- Help in early identification and intervention for children with special needs.
- Focus not only on planning and conducting activities but also on continuous process for interaction and relating learning to child's environment.

For cognitive development

- Create a stimulating environment for children to match, classify, seriate, sequence, hypothesize and experiment.
- During outdoor activities, encourage the child to observe, describe and discuss.
- Plan different activities and give children opportunity to think creatively and solve problems and also to develop skills.
- Be attentive to children's reaction.

For language development

- Do not expect all children to be alike and respond in the same way as there are individual differences.
- For healthy language development, provide opportunities and encouragement to verbalize experiences while doing an activity.
- Talk a lot with children during activities.
- Encourage children to speak in full sentences.



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- Listen patiently to children and answer their queries.
- Encourage the quiet/shy child to talk by praising and giving attention.
- Do not snub or correct a child abruptly if he speaks incorrectly, just repeat the correct form.

For Socio-emotional development

- For inculcating positive self-concept and good personal habits, try to highlight every child's strengths.
- Praise and encourage children without hesitation.
- Ensure that every child gets attention.
- Give verbal acceptance to each child's feelings and encourage each child to express his/her feelings.
- Plan activities to provide opportunities for creative drama, role play and creative activities.
- Treat all children alike. Do not compare, criticize, humiliate, abuse child.
- Appreciate every child's effort, even if it requires lot of improvements.
- Do not create an authoritarian climate with the children with a stress on structure, rules and regulations.
- Respect the child and the social environment the child comes from.
- Ensure social inclusion of children with disabilities in the classroom.



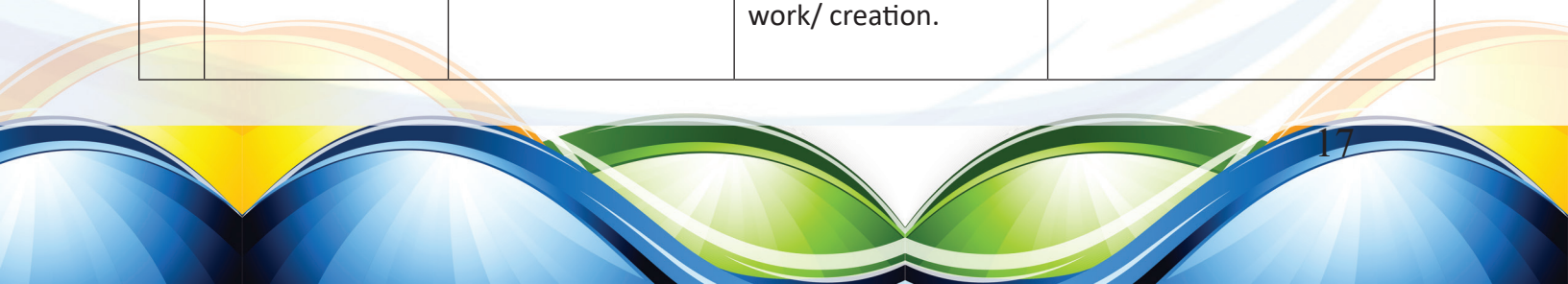
Theme wise Plan for Pre-Primary Classes

S. No	Goals/ domains of Development	Suggestive Pedagogical process		
		Pre-primary- I (3-4 years)	Pre-primary-II (4-5 years)	Pre-primary-III (5-6 years)
THEME- 1		Me & My Family (Sub Themes-Myself- Parts of body, healthy habits, family members)		
1.	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Sit on the floor with knees bent, stand up, sit down, stretching, hopping, crawling, throwing, running skipping, dancing.</p> <p>Hand printing, thumb printing, using available resources like water colour, mud, ink etc.</p> <p>Threading beads.</p> <p>Blocks construction.</p> <p><i>Tactile discrimination-</i></p> <p>Tearing and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers etc.</p> <p>Periodic health checkup (height, weight and general health), ensuring immunization and safety of children.</p> <p>Free-hand drawing.</p>	<p>Rhythmic jumps, swinging arms up and down.</p> <p>Hopping, catching, throwing overhand, jumping.</p> <p>Engaging children in dance, action song involving simple turn, twist and stretch of body.</p> <p>Using pincer grasp of a thumb/ forefinger (e.g., tearing, cutting and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers).</p> <p>Activities aiming at the development of Good Habits, Health, Hygiene and sanitation, healthy eating.</p> <p>Periodic health checkup (height, weight and general health), ensuring immunization and safety of children.</p>	<p>Children to know about themselves, their body parts, through different activities.</p> <p>Periodic health checkup (height, weight and general health), ensuring immunization and safety of children.</p> <p>Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements.</p> <p>Make five corners using different emotions and play like colour game. When the emotion is called out, children run and stand on that emotion.</p> <p>Threading beads of different colours in a pattern.</p> <p>Make 'I can do' cards with pictures or drawings of skills/actions that the majority of the children in your class can do. E.g., 'pictures of child jumping; painting, running, building blocks, etc. As you hold the card up and show it to the children, they do the skill/ actions or pretend to do it.</p>



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		<p>Help children make greeting cards for their friends, family, birthdays and festivals.</p> <p>Teach the children a proper hand wash technique, brushing and combing, eating the food without spilling etc.</p> <p>Good habits like cleaning up after play. Expressing and recognizing feelings (happy, sad, angry) using feeling cards and stories.</p> <p>Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation</p>	<p>Object printing, vegetable printing, Puppets, Masks.</p> <p>Musical chair activity- with children playing on the beats of Dafli.</p> <p>Pretend play on family by providing props to children. Finger puppets of different family members may be used to create a rhyme for the children with dramatization. E.g., <i>Father Finger Father Finger Where are You?</i></p> <p>Make identical set of expression cards. Mix up the cards and let children match the cards of expressions like 'happy to happy' or 'sad to sad'.</p> <p>Teach the children a proper hand wash technique, brushing, combing, bathing.</p> <p>Supporting children for their sense of self-worth and pride in accomplishments.</p> <p>Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation.</p>	<p>Children will draw their family on paper and color it.</p> <p><i>Clay Modelling</i> – Give a small ball of clay to each child. Ask children to make their own face or the face of any other family member.</p> <p>Mask making and using it in role plays</p> <p>Give children cards of different emotions, play some music and the children dance, When the music stops, they have to find a partner with the same emotion card.</p> <p>Role play on visits to home</p> <p>Supporting children for their sense of self-worth and pride in accomplishments. Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation</p>
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2.	<p>Language development/ Children become Effective Communicators</p>	<p>Free & guided conversation on the theme using conversation chart.</p> <p>Encourage each child to say something about herself/ himself, ones' name; where do I stay; who are there in my family; what do I like and do not like.</p> <p>Rhymes, Story.</p> <p>Prepare a 'Name Pocket Bag', Attach or paint letters (A-Z) on these pockets Ask children to pick up their 'name card' from the bag and wear it. At the time of 'good bye circle' ask them to keep their 'name card' back in the bag by matching the initial letter on the pocket.</p> <p>Scribbling.</p> <p>Coloring inside shapes.</p> <p>Greeting in the morning and departing time. Frequently used English words in daily routine activities (e.g., good morning, thank you, welcome etc.)</p> <p>Identify their own name cards with the help of their photograph.</p>	<p>Free and guided conversation on the theme, and supporting them in using a variety of communication strategies including gestures, non-verbal expressions, talking in turns and listening to others.</p> <p>Ask children to touch their faces and each feature of their face, name it, and talk about its functions. Similarly, with arms, legs, stomach, back. This will be followed by a rhyme based on body parts.</p> <p>Draw each child's name in large letters. (Write a large capital of the first letter of each child's name).</p> <p>Encourage the child to colour/ decorate the letters of her/his name.</p> <p>Action songs</p> <p>Picture reading</p> <p>Picture books</p> <p>Letter recognition</p> <p>Letter sound association</p> <p>Scribbling</p> <p>Identify their own name cards with logo (picture of their own choice that becomes like a symbol for their name)</p>	<p>Free and guided conversation on the theme, and supporting them in using a variety of communication strategies including gestures, non-verbal expressions, talking in turns and listening to other.</p> <p>Ask each child to talk about their parents/ siblings.</p> <p>What is their name, what do they do in the house; This will be followed by a rhyme based on family member.</p> <p>Children to know about family members, neighbors, school staff and distinguish people and relationships (during daily activities such as circle time, pick-up and dispersal etc.)</p> <p>Interacting with family members about family and community history (e.g., family album, family tree, grandparents visiting to school and sharing their childhood experiences, etc.)</p> <p>Role plays by children (home visits, use of kitchen set to perform different roles of family members right from food preparation, serving and washing of utensils)</p> <p>Letter recognition</p> <p>Letter-sound association</p> <p>Identify their name cards without logo/ photo.</p>
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<p>3.</p>	<p>Cognitive development/ Children become Involved learners and Connect with their Immediate Environment</p>	<p>Picture- matching or pick odd one out.</p> <p>Concept of shape; circle (e.g., My mother’s plate, roti etc.)</p> <p>Join 2-piece puzzles. Games and activities having simple rules and instructions such as freeze, dance, follow my clap, loud or quiet etc.</p> <p>Sensory tray activity- eyes closed, kids will feel things of different textures.</p> <p>Talking about environmental concerns during circle time activities, e.g., not wasting water, closing the tap when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc.</p>	<p>Picture matching e.g., take chart sheet having pictures of father, mother, brother, sister. Then take separate set of cards of the pictures. Ask the children to match.</p> <p>Join 3-piece puzzles.</p> <p>Children may be asked to classify members of the family on the basis of gender.</p> <p>Sound discrimination (use different utensils, daphli, and clapping sound for identification by children); Make children stand in a circle. Show one colour card e.g. yellow and call out “Who is wearing a yellow colour dress or has something yellow?” Children who have anything yellow with them will come to you.</p> <p>Shapes/Colours matching</p> <p>Talking about environmental concerns during circle time activities, e.g., not wasting water, closing the tap when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc.</p> <p>Sorting objects on the basis of size.</p>	<p>Make children sit in a circle and clap while counting 1 -10.</p> <p>Activities and games for taste, smell, sight, sound, and touch such as games using textures, play with sound boxes.</p> <p>Join 4-5-piece puzzles.</p> <p>Observing different objects in their immediate surroundings during field trip/nature walk</p> <p>Divide children into groups of 5. Ask the children to keep running around, while the teacher claps or plays the dhapli. When the teacher stops clapping, the children have to stand in a line in order of their height.</p> <p>Classifying smileys on the basis of feelings.</p> <p>Count and tell which is more or less.</p> <p>Circle big/small objects.</p> <p>Arrange parts of body cut outs in sequence of position on body.</p> <p>Talking about environmental concerns during circle time activities, e.g., not wasting water, closing the tap when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc.</p>
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THEME-2		My home (Sub Themes-Things in my home, My role in family)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio-emotional development</i></p>	<p>Dance, rhythmic movements, activities such as bending, twisting, stretching, balancing etc.</p> <p>Fingertip painting.</p> <p>Draw lines on the floor. Ask children to walk on the line.</p> <p>Clean and arrange their classroom (e.g., lifting bits of paper, arranging the books and play material).</p> <p>Using card board/paper to create home.</p> <p>Drawing /coloring home sketches</p> <p>Sand pit activities-creating home using wet sand.</p> <p>Using cardboard boxes for making homes.</p> <p>Stories/ rhymes/ action songs based on the theme.</p>	<p>Games where children enjoy free formation such as musical game, number-up (grouping according to number), <i>fire in the mountain run-run.</i></p> <p>Draw lines on the floor. Ask children to jump on the line.</p> <p>Clean and arrange their classroom (e.g., lifting bits of paper, arranging the books and play material).</p> <p>Clay modelling-creating utensils with clay.</p> <p>Drawing sketches of home and also child's favorite place in the home.</p> <p>Using old cardboard boxes for creating houses/particular rooms.</p> <p>Free play in outdoor area.</p> <p><i>Role play-</i> cooking food in kitchen, home visits, cleaning house, tending to garden-watering plants.</p> <p>Stories/ rhymes/action songs based on the theme.</p>	<p>Rhythmic songs and movements involving a lot of body coordination</p> <p>Free play in outdoor area.</p> <p>Draw lines on the floor. Ask children to walk 2 steps and then jump 2 steps on the line</p> <p>Clean and arrange their classroom (e.g., lifting bits of paper, arranging the books and play material).</p> <p><i>Clay modelling-</i> creating things found inside particular rooms in the house- furniture/objects.</p> <p>Drawing sketches of home and also child's favorite place in the home.</p> <p><i>Role play-</i> cooking food in kitchen, home visits, cleaning house, tending to garden-watering plants.</p> <p>Stories/ rhymes/action songs based on the theme.</p>



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2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation related to the theme.</p> <p>Talk about rooms in the house, things inside rooms, their favorite place in house.</p> <p>Picture reading</p> <p>Circle pictures beginning with sound.</p> <p>Storytelling and read aloud from big books, picture books and story books (teacher using the index finger beneath the print and moving it from left to right and drawing children’s attention to the print)</p> <p>Read in small or large groups and to individual children; children to look at how to turn the pages of the book</p> <p>Sing songs like; <i>Chouke mein lag gye aag re, Sare Bartan gye bhag</i></p>	<p>Free and guided conversation related to the theme.</p> <p>Talk about rooms in the house, things inside rooms, their favorite place in house.</p> <p>Listening to simple instructions during classroom activities and transitional time (e.g., “Find the block and bring it to me”, “Keep the toys on the shelves”).</p> <p>Picture reading</p> <p>Picture-letter matching</p> <p>Listening to and creating stories, rhymes, riddles, poems and songs in small groups.</p> <p>Using variety of puppets, props, pictures, flash cards while telling a story or during conversation.</p> <p>Sing songs like; <i>Chouke mein lag gye aag re, Sare Bartan gye bhag</i></p>	<p>Free and guided conversation related to the theme.</p> <p>Talk about rooms in the house, things inside rooms, their favorite place in house.</p> <p>Picture reading.</p> <p>Pretend reading</p> <p>Project work- labelling things in rooms-chairs, bed, table, wall, window, door, etc.</p> <p>Create word wall for separate set of objects.</p> <p>Encouraging children to listen carefully to recorded sounds and identify the sounds.</p> <p>Asking open-ended questions to stimulate thinking like “what will you do if your favorite toy has been kept on the top of the almirah and you want to play with that?”</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Counting objects in the immediate surroundings in a meaningful way to find out how many objects are there.</p> <p>Sorting commonly used objects as per the rooms/ places</p> <p>Talking about their drawings using simple prepositions (e.g., up-down, left-right, top-bottom, in-out, on-under)</p> <p>Pattern completion</p>	<p>Observing numbers/ symbols in the immediate surroundings, hunting numerals, counting dice.</p> <p>Completing maze of numbers, making number tower, creating numeracy-rich classroom</p> <p>Activities, where children need to measure and make estimations using cups and glasses and carry out non-standard measurement</p> <p>Recalling things in particular rooms, like bedroom, kitchen, living room, etc.</p> <p>Sorting- large and small grains (Keep two kinds of grains/ pebbles mixed up in a bowl. Ask children to sort out the different kinds of grains/ pebbles and put them in different bowls.</p>	<p>Arranging pictures of different rooms like kitchen, bedroom, bathroom, etc.</p> <p>Recognize the rooms and name them.</p> <p>Experimenting with colours, shapes e.g., mixing colours and exploring new colours.</p> <p>Matching/pairing one object or name with a number, keeping one pebble under each leaf, putting one straw in each glass and so on</p> <p>Pairing/ matching commonly used objects in home</p> <p>Stimulating thinking skills e.g., pointing out cause and effect relationships, using open-ended questions to support estimation and prediction.</p> <p>Using numbers and counting in day-to-day life and recognize that numbers represent quantity (e.g., give me three toffees from the box)</p>
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THEME-3		Neighborhood (Sub themes-My neighbors, My school, Local market, Local visits- (river, hill, park, zoo), Playground, health center, zoo, playground, Religious places)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Take the children out to collect materials like twigs, leaves, grass, wrappers etc. Children will make a collage of the material collected.</p> <p>Some obstacles will be placed on the ground e.g. pebbles, leaves etc. Children will have to run and collect them and take them to the finishing line</p> <p>Children may be asked to walk around a table, chair as well as jump/ climb from the table of low height.</p> <p>Role play on- Home visits, visits to grocery store, health Centre, playground, etc.</p>	<p>Show around different areas of the school like – classrooms, playground, office, library, kitchen shed</p> <p>Children sit in a circle and involve them in the game ‘passing the parcel’. Teacher explains that the child has to pass the object in hand to the child sitting next to him/her (neighbor).</p> <p>Ask children to run and touch almirah, window, door and come back.</p> <p>Ask the children to colour the sketches of hills, mountains, landscapes and rivers etc.</p> <p>Pretend play on doctor treating patient.</p> <p>Role play on; Home visits, visits to grocery store, health Centre, playground, etc.</p>	<p>Take the children for a walk to the local market. Show the children different types of shops like grocery store, cloth store, fruit and vegetable shops etc.</p> <p>Take the children out to a playground and help them use different play materials like swings, slides, play station, jungle gym etc.</p> <p>They may be asked to run around, and pick up dry, fallen leaves for collage making.</p> <p>Pretend play on local market. Using props like baskets, bags fruits, vegetables, weighing scale etc.</p> <p>Children will draw and colour the things seen in the market e.g., food items, clothing, toys etc.</p>

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2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation related to the theme.</p> <p>Show them a local farm, hill, mountain, lake, river etc. whatever is found in the neighborhood, followed by a conversation on the same.</p> <p>Talk about the visit to the health center, like what did they see at the health center, why people come to the health center.</p> <p><i>Picture reading-</i> Labelled pictures of different neighborhood places.</p> <p>Letter recognition and letter sound correspondence</p>	<p>Free and guided conversation related to the theme.</p> <p>Show them a local farm, hill, mountain, lake, river etc. whatever is found in the neighborhood, followed by a conversation on the same.</p> <p>Talk about the visit to the health center, like what did they see at the health center, why people come to the health center.</p> <p>Asking children to point out rhyming words in books by themselves</p> <p>Letter recognition and letter sound correspondence</p>	<p>Free and guided conversation related to the theme.</p> <p>Show them a local farm, hill, mountain, lake, river etc. whatever is found in the neighborhood, followed by a conversation on the same.</p> <p>Talk about the visit to the health center, like what did they see at the health center, why people come to the health center.</p> <p><i>Follow the beat</i> — Helping children to learn about syllables by clapping the 'beats' s/he hears in words e.g., the teacher selects the word elephant. Pause as you say each syllable – e-lephant and clap out for each syllable together</p> <p>Making a rhyming word chain for example, rain-chain-drain-train-grain pain-gain-...</p> <p>Letter recognition and letter sound correspondence</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Concepts “big and small” etc. by showing the pictures of mountains and hills, rivers and lakes etc.</p> <p>Pairing pictures of objects found in rooms; broom and dustpan, paper and pencil, cup and saucer, spoon and fork, shoe and sock, salt and pepper, etc.</p> <p>Classify objects on the basis of one attribute (Shape, colour, size).</p> <p>Concept of empty and full explained by using two glasses, one filled with water.</p> <p>Giving concept of numbers using beads, seeds, pebbles.</p>	<p>Identifying pictures of play material found in playground, sequencing them as per size of the picture.</p> <p>Pairing pictures of objects found in rooms; broom and dustpan, paper and pencil, cup and saucer, spoon and fork, shoe and sock, salt and pepper, etc.</p> <p>Giving concept of numbers using beads, seeds, pebbles.</p> <p>Classify objects on the basis of two attribute (Shape, colour, size).</p> <p>Counting number of doors windows at home.</p>	<p>Take clippings of pictures from old magazines, newspapers, of objects which belong in the different rooms of the house.</p> <p>Guide them to paste these pictures to one kind of room in each page.</p> <p>Pretend play on setting dining table.</p> <p>Predicting pattern in the picture.</p> <p>Giving concept of numbers using beads, seeds, pebbles.</p> <p>Classify objects on the basis of three attribute (Shape, colour, size).</p>
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THEME-4		Animals and Birds (Sub Themes-Pet/domestic/wild/water animals, Insects, birds)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p><i>Nature walks-</i> Teacher will take the children for nature walk and show them the animals/ birds/ insects in their locality and talk about them.</p> <p><i>Name relay-</i> The children will stand in a circle and teacher will throw a ball towards the children and ask them to throw the ball to one another calling out name of an animal or bird.</p> <p>Messy play like sand play and water play, printing etc.</p> <p>Finger printing.</p> <p>Mask making with the help of teacher by using paper plates and wool.</p> <p>Clay modelling; make simple beads and shapes with clay.</p> <p>Colouring the water animals. Paper tearing pasting activity. Thumb printing.</p> <p>Make 'Bird collage' from collection of seeds.</p> <p>Use bird feathers for painting and collage.</p>	<p><i>Nature walks-</i> Teacher will take the children for nature walk and show them the animals/birds/insects in their locality and talk about the what they see.</p> <p><i>Name relay-</i> Children will stand in a circle and teacher will throw a ball towards the children and ask them to throw the ball to one another calling out name of an animal or bird.</p> <p><i>Clay modelling-</i> make clay models of animals, birds of their choice.</p> <p>Tying shoe laces on cardboard shoe</p> <p>Encourage stacking and building games</p> <p>Match picture cards of animals with their young ones.</p> <p><i>Role play-</i> Ask children to form circle while standing and holding each other's hand and one child will play the role of tiger outside the circle and one child will play the role of goat standing inside the circle. The tiger will try to catch the goat by breaking the circle the children in the circle will try to save the goat by not letting the tiger enter the circle.</p> <p>Draw animal of your choice.</p> <p>Making animal/bird masks.</p> <p>Children will pin cut outs of the trunk ear and tail of the elephant on the picture.</p>	<p>Imitating actions of animals- hop, jump, run, crawl, fly.</p> <p>Throw ball into basket.</p> <p>Jump up to touch the rope tied across.</p> <p>Obstacle race.</p> <p>Dancing,</p> <p><i>Clay modelling-</i> make clay models of animals, birds of their choice.</p> <p>Games where children enjoy free formation such as musical game, number-up (grouping according to number), <i>Ek Mota Hathi Jhoom Ke Chala.</i></p> <p>Clay modelling- making animals/birds of clay.</p> <p>Make a fish by paper folding.</p> <p>Draw water animal of their choice and colour it.</p> <p>Riddles on birds.</p> <p>Blind fold the children one by one and ask them to pin the cut outs of the tail and trunk of the elephant, other children may guide the child.</p> <p>Developing sensitivity towards animals e.g., feeding animals, birds, not hurting them, playing with them, etc.</p> <p>Small group activities such as storytelling, dramatic play, free play, puppet play to stimulate children's imagination</p>



Pahal

2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation; Teacher may use an animal/ bird puppet to begin the conversation related to the theme.</p> <p>Teacher will show pictures of pet animals and birds.</p> <p>Story telling-Use facial expressions, gestures, props and sounds while narrating the story. (e.g., <i>Greedy Dog. Thirsty crow.</i>)</p> <p>Riddle; with actions (<i>Ghar Ghar main jaaon chuhe Pakad kar khaun.</i>)</p> <p>Rhyme- <i>Old McDonald had a farm.</i></p> <p>Wild animals/ Domestic animals.</p> <p>Water animals: <i>Machhli jal Ki Rani hai.</i></p> <p>Matching animal cards with names or beginning letters</p> <p>Letter formation activities using thick pencils, creating letters with clay/play dough/plasticine.</p> <p>Creating a “reading area” or “mini library area” in the classroom and equipping it with information books and graded story books;</p>	<p>Free and guided conversation; on animals’/ birds’ color and other physical features- legs, paws/claws ears, horns, nails, beaks, feathers, teeth and their food habits</p> <p>Rhyme- e.g., <i>Jungle Mein lagi aag bhago.</i></p> <p>Story telling followed by matching animals and birds with their body parts.</p> <p>Making collage on underwater life.</p> <p><i>Thirsty Crow</i> or any other story of birds.</p> <p>Riddle on bird or a small action song. Discussion on saving animals.</p> <p>Visit to Zoo/ Fish aquarium followed by a discussion/ conversation</p> <p>Word plays and creating rhyming strings such as cat, hat, fat, bat...or dilli, billi, tilli...</p> <p>Reading aloud and providing graded story books to expose children to the written language.</p> <p>Matching and naming upper case and lower-case letters (using cut outs/ magnetic letters/ textured letters),</p> <p>Creating a “reading area” or “mini library area” in the classroom and equipping it with information books and graded story books;</p>	<p>Free and guided conversation on the theme.</p> <p>Imitation of voices and actions of animals and their young ones.</p> <p>Teacher will introduce the concept of animals/birds and their habitats through pictures and appropriate questions.</p> <p>Role play on story of Lion and Rat... Birds and snake.</p> <p>Riddles.</p> <p>Project work: Saving animals, birds, insects.</p> <p>Birds/Animal/Insect families</p> <p>Sentence relay; I see a parrot. I see a peacock.</p> <p>Creative storytelling based on the collage mode story of a farmer with flannel board.</p> <p>Picture reading posters on different topics and encouraging children to observe the picture and notice small details (<i>how many animals and birds are in the picture?</i>)</p> <p>Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work-places, etc.</p> <p>Creating a “reading area” or “mini library area” in the classroom and equipping it with information books and graded story books;</p> <p>Encouraging children to create their own mini books in small groups—it could be stories or information books</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Matching pictures on similar cards like cat- cat, dog- dog fish- fish, insect- insect, bird -bird</p> <p><i>Recall</i>-teacher will show 3 cards to children then hide one card and children will recall the missing card.</p> <p>Paste pictures of three animals and one bird on a cardboard strip e.g., elephant, monkey, tiger and hen. Then ask children to identify each animal and ask which is the odd one-out?</p> <p>Divide children into small groups. Distribute these cards among each group. Call out a characteristic of any animal and let the children raise and show their card (or cards) of animals that have particular characteristic. For example, call out: “Hold up and show your animal (or animals) if it eats grass” or “Hold up your animal (or animals) if it lives in water”.</p>	<p>Sorting</p> <p>Children will be asked to sort out the pictures of pet animals, wild animals, birds and insects.</p> <p><i>Recall</i>- teacher will show four cards to children, then hide one card and children will recall the missing card.</p> <p><i>Sequencing</i>- Narrate a short story using three picture cards, afterwards children will organize the 3 cards in a sequence</p> <p>Do simple jigsaw puzzle and memory games.</p> <p>Who am I? animal Riddle.</p> <p>Manipulating objects/ materials such as interlocking blocks, Lego toys, nuts and bolts, construction toys</p> <p>Hunting number symbols in the immediate environment.</p> <p>Using concrete objects for matching and sorting. (matching number of dots to number symbols, matching of patterns)</p> <p>Let children sort animal picture cards into categories such as pets, jungle, water, birds, insects and animals that live underground.</p>	<p>Matching animal cards with names or letters</p> <p>Let children sort animal picture cards into categories such as pets, jungle, water, birds, insects and animals that live underground.</p> <p>Letter pattern or letter writing</p> <p><i>Number sense</i>- Counting with concrete objects.</p> <p>Uses pre-mathematical vocabulary such as in-out, on-under, before/after, up/down to describe objects.</p> <p>Observing numbers and symbols in the immediate surroundings</p> <p>Jungle collage of wild animals, labelling the collage items.</p> <p>Making bird families.</p> <p>Solving riddles on senses such as I am soft and furry and say meow, who I am? (Cat)</p> <p>Sequencing animals in different ways (example size, height, speed) coloring.</p> <p>Play with feely bag</p> <p>Solving simple problem situations e.g., matching the appropriate bottle cap to the bottle and try to close / open the same.</p> <p>Predicting patterns.</p>
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THEME-5		Plants (Sub Themes-Trees-types, trees, grass, herbs, shrubs, creepers. Uses. Parts of plants, vegetables, flowers, fruits)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Watering the plants sowing seeds.</p> <p>Children will swing on a tree branch in the presence of teacher.</p> <p>They will run and touch the plant and come back.</p> <p>Perform the activities like jump, swing, walk, catch.</p> <p>Puppet show/ role play on. Plant/ flowers.</p> <p>Leaf printing</p> <p><i>Coloring</i> – free and within enclosed space (using thick crayons and markers)</p> <p>Draw your favorite fruit, vegetable, flower.</p> <p>Nature walks.</p> <p>Inhale, exhale activity to understand the importance of trees.</p> <p>Joining dots in an out lined sketch of plant.</p>	<p>Watering the plants sowing seeds. Children will swing on a tree branch in the presence of teacher.</p> <p>Perform jump, swing, walk, catch.</p> <p>Action songs involving rhythmic body movements, enacting swaying plants in wind, swinging trees, jumping birds and animals on trees.</p> <p>Role plays on trees.</p> <p>Coloring and pasting different parts of plants.</p> <p>Collect pebbles and stones while on nature walk and create pebble art.</p> <p>Draw your favorite fruit, vegetable, flower.</p> <p>Puppet show.</p> <p>Help children to create a bouquet with the flowers/plants they collected.</p> <p>Let children do paper folding to make flowers.</p>	<p>Watering the plants, sowing seeds, transferring saplings in the field; Specify area for the children in the school garden for such activities.</p> <p>Free play.</p> <p>Action song like <i>Ek Budia ne boya dana..Gaajar ka tha ped lagana.</i></p> <p>Free play in outdoor area</p> <p>Run, jump, climb, race, stretch.</p> <p>Children will run and touch different objects in room.</p> <p>Make a Herbarium sheet by pasting parts of plant leaves.</p> <p>Take prints of different pattern of leaves</p> <p>Project on life cycle of plant.</p> <p>Paint one side of the leaf and print on the sheet, likewise other parts.</p> <p>Role play on plants/ fruits/ vegetables/ flowers.</p> <p>Puppet show.</p> <p>Let children use the dried leaves and flowers to create greeting cards etc.</p>

Pahal



2	<p>Language development/ Children become Effective communicators</p>	<p>Free and guided conversation related to the theme. Familiarize the children with types of plants their names with the help of chart/pictures. Ensure that all the children are participating in the conversation.</p> <p><i>Show and Tell:</i> Let children talk on what they have collected during 'nature walk' e.g., leaves, flowers, seeds, etc.</p> <p>Age-appropriate stories in various forms (orally, with props, pictures, dramatization, puppets etc.)</p> <p>Re-telling stories by children in their own words (e.g., talking about the events, characters, etc.)</p> <p>Learning new words and vocabulary for e.g., "by creating a word wall", "my first word book"</p> <p>Creating a print rich classroom (labelling the shelves, and storage boxes, poems, posters, etc.)</p> <p>Perform on the action song, '<i>the tree is planted in the middle of the ground.</i>'</p>	<p>Free and guided conversation related to the theme.</p> <p>Types of plants (trees, grass, herbs, shrubs and creepers) with the help of charts, pictures sketches and model of plants and real material</p> <p>Answering open-ended questions e.g., if it is all right to pluck a flower or not</p> <p>Perform on the action song, '<i>the tree is planted in the middle of the ground.</i>'</p> <p>Re-telling stories by children in their own words (e.g., talking about the events, characters, etc.)</p> <p>Learning new words and vocabulary for e.g., "by creating a word wall", "my first word book"</p> <p>Creating a quiet, special place for a child to read, write and draw such as 'literacy area' (making books and other reading materials easily accessible)</p> <p>Age-appropriate stories in various forms (orally, with props, pictures, dramatization, puppets etc.)</p>	<p>Free and guided conversation related to the theme.</p> <p>Importance of plants, types of plants (trees, grass, herbs, shrubs, creepers). How they are useful to us (for food, wood, oil, oxygen, etc.).</p> <p>Importance of Medicinal plants like Neem, Pudina, Tulsi, etc.</p> <p>Sources of food.</p> <p>Type of food.</p> <p>Children will be asked to speak 3-4 sentences on any plant/ fruit/vegetable of their choice.</p> <p>Giving words to wordless picture books</p> <p>Interacting in a print-rich environment in the class (by labeling things, word walls, posters, etc.).</p> <p>Using the books showing the parts of the book such as title, cover page, front and back cover and helping them to identify with print and illustrations (teachers tracking the print while reading the narrated text/print).</p> <p>Creating a quiet, special place for a child to read, write and draw such as 'literacy area' (making books and other reading materials easily accessible)</p> <p>Age-appropriate stories in various forms (orally, with props, pictures, dramatization, puppets etc.)</p> <p>Action songs- e.g., <i>Chana kisne boya</i></p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Nature walks to nearby open space to make them aware about different type of plants and help them differentiate these on the basis of size and names (big trees /small trees, grass, shrubs, herbs etc).</p> <p>Sensory development activities, such as games–tasting and guessing, exploring taste with edible fruits/ vegetables and telling name.</p> <p>Fun with smelling bottles, flowers, smelling scented play dough</p> <p>Let children bring few seeds from their home or give each child 1-2 seeds of different kinds. Let children match their seeds.</p> <p>Arrange puzzle of 2-3 pieces of a tree.</p> <p>Name and match primary colours.</p>	<p>Nature walks to nearby open space to make them aware about different type of plants on the basis of size and names ((big trees /small trees, grass, shrubs, herbs etc).</p> <p>Listening to sounds of nature while walking on dry leaves, wind blowing, etc.</p> <p>Arrange puzzle of 4 to 6 pieces of a tree.</p> <p>Sequential thinking- sequence of plant growth.</p> <p>Differentiate plants on the basis of odour (e.g., coriander, Mint leaves).</p> <p>Identify primary and secondary colours by their names. Match objects with colours.</p> <p>Provide different types of leaves and let children sort them according to shape, colour, size, etc.</p> <p>Make any pattern with real flowers, seeds, leaves and twigs and let children copy it.</p>	<p>Nature walks to nearby open space to make them aware about different type of plants on the basis of size and names ((big trees /small trees, grass, shrubs, herbs etc).</p> <p>Place four identical leaves and one different leaf and let children identify the different leaf.</p> <p>Let children create a small flower book. Let them collect pictures of different flowers and paste in a book.</p> <p>Actively participating in early science experiences with teacher’s support (e.g., observing plants as they grow and name their basic parts)</p> <p>Project work; on seed sowing and germination</p> <p>Fun with smelling bottles, flowers, smelling scented play dough.</p> <p>Activities for spatial relationships such as stand in front of chair, behind a chair, next to the chair, on top and under the chair.</p> <p>Identify primary and secondary colours by their names. Match objects with colours.</p>
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THEME-6		Means of Transport (Sub themes – Air, Water, Land- Traffic rules)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Children will form a train and pretend to move on a track.</p> <p>Perform activities of jump, swing, walk, catch and dance.</p> <p>Ask children to pretend driving a car and race from one end to the other, taking precaution not to hit each other while running.</p> <p>Hand printing using available resources like water colour, mud, ink etc.</p> <p>Draw picture of a car on paper and ask children to tear and paste paper on it.</p> <p>String thread in big beads</p> <p>Provide red, yellow and green paint and give big round cut-out circles. Let children paint the traffic lights. Attach stick to the bottom of these circles. Use this traffic light during pretend/ dramatic play with toy cars, buses etc., and also in the block area.</p> <p>Provide clay, plasticine to make wheels and other objects.</p>	<p>Children will form a train and pretend to move on a track.</p> <p>Perform activities of jump, swing, walk, catch and dance.</p> <p>Ask children to drive an imaginary bus. They will move when teacher says- 'Move', they will stop when teacher says- 'Stop' telling them not to hit each other while they drive their imaginary bus.</p> <p>Collect old bicycle tyres and ask the children to roll the bicycle tyre on the ground.</p> <p>Help children make a vehicle with the help of a cardboard box or any waste box, such as- tea box, tooth paste box and play with it.</p> <p>String thread in small beads</p> <p>Action songs on vehicles.</p> <p>Collage making.</p> <p>Provide red, yellow and green paint and give big round cut-out circles. Let children paint the traffic lights. Attach stick to the bottom of these circles. Use this traffic light during pretend/ dramatic play with toy cars, buses etc., and also in the block area.</p>	<p>Let children throw the ball in the tyre kept at a distance.</p> <p>Ask children to pretend driving a car and race from one end to the other, taking precaution not to hit each other while running.</p> <p>Draw a line on the ground with chalk powder and encourage children to roll the tyre along the line.</p> <p>Ask the children to run to a tree. Once they reach the tree ask them to walk backward to the starting point.</p> <p>Drawing pictures of vehicles and coloring them.</p> <p>Hang a tyre from a tree according to the height of children. Provide balls or beanbags and ask children to throw a ball through the tyre</p> <p>Making paper aero planes and flying them.</p> <p>Paperfolding activity of boat & kite.</p> <p>Put a stiff thread/wire through holes arranged in a complex design.</p> <p>Ask children to sit in pair by joining legs with each other. They will hold hands and move pretending as rowing a boat. They will sing while rowing—<i>Haiyaa ho haiyaa, haiyaa ho haiyaa, paani me chale meri chhoti si naiyaa</i> (slow and fast)</p>



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2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation on the theme;</p> <p>Let each child select a vehicle picture and ask her/him to tell everyone about that vehicle.</p> <p>Give children simple picture books or story books to handle themselves. Move around and go to each child and help the child identify pictures, construct the event based on pictures.</p> <p>Spot the odd one out: car, house, bus, scooter.</p> <p>Make identical sets of upper case and lower-case letters. Let children match the letters and say their sounds.</p>	<p>Free and guided conversation on the theme;</p> <p>Make sounds or play recorded sounds of various modes of transport. Ask children to identify and name the vehicle.</p> <p>Road safety rules;</p> <p>Field trip to make children observe various means of transport and road safety rules;</p> <p>Parts of vehicles with correct pronunciation; oral puzzles regarding transport.</p> <p>Make identical sets of upper case and lower-case letters. Let children match the letters and say their sounds,</p> <p>Tell a story to children on the theme and then ask them to dramatize the story on bus/ train/ aero plane, etc.,</p>	<p>Free and guided conversation on the theme;</p> <p><i>Matching vehicles:</i> Make a master board by pasting different types of vehicle pictures on it. Have cut-outs of the same separately. Ask children (in small groups) to match the cut-out of vehicles with that on the master board. Encourage children to identify and name the vehicles</p> <p>Sounds of various means of transport;</p> <p>Road safety rules;</p> <p>Field trip to make children observe various means of transport and road safety rules.</p> <p>Parts of vehicles with correct pronunciation;</p> <p>Riddles on transport.</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Take a thick mount board and divide it into three sections, namely, air, water and land. Provide cut outs of different transportation pictures and ask children to place the pictures at the appropriate places.</p> <p>Involve children to match different colored wheels.</p> <p>Identification and Naming of colours;</p> <p>Concept of shape-circle (e.g., My mother's plate, roti etc.)</p> <p>Encourage children to recall things circular in shape, such as wheels of a bicycle, roti, moon, bangle, coin etc.</p> <p>Give pictures of vehicles of different sizes to the children and ask them to arrange them in a series according to size.</p>	<p>Picture matching- Provide picture cards of car, cycle, bus, scooter, etc. and ask the children to match these pictures on the matching board of means of transport.</p> <p>Children will be asked to identify and name objects of different shapes in the environment, such as— square window, round bangles, rectangular door etc.</p> <p>Concept of fast/slow (in terms of speed) Right/left concept Building blocks.</p> <p>4-piece puzzles.</p> <p>Giving concept of numbers using beads, seeds, pebbles.</p> <p>Show a big picture of a vehicle and give children (in a small group) an opportunity to count how many wheels are seen in it.</p>	<p>Concept of fast/slow (in terms of speed) Right/left concept</p> <p>Show incomplete pictures of vehicles to the children and ask them to find the missing part of the vehicles.</p> <p>Give pictures of different means of transport to the children and ask them to classify them on the basis of number of wheels.</p> <p>Concept of in/Out through jumping inside and outside the circle game.</p> <p>Give stones to the children. When teacher says 'In', the children will place a stone inside the circle and when she says 'out', the children will pick up their stone and place it outside the circle.</p> <p>Let children seriate the car cards from biggest to smallest number.</p> <p>6-piece puzzles on transport.</p>
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Pahal

THEME-7		Community helpers (Sub themes- Doctor, Teacher, Tailor, Postman, Sweeper, Barber, Farmer, Sweet Vendor, Vegetable/Fruit seller, Potter, Cobbler, Blacksmith, Carpenter, Mason, Milkman)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Ask children to stand in circle, give some instructions such as – ‘Run’ and all the children will run, change the instruction, such as-jump, hop and dance the children will follow the instruction.</p> <p>Tie a rope at some height and ask children to jump up high to touch the rope.</p> <p>Rhymes with action depicting different roles performed by community helpers.</p> <p>Use grains/ pulses to create art pieces on paper.</p> <p>Dramatization, Story.</p>	<p>Ask children to dance to the beats of drum (slow and then fast)</p> <p>Roll, slide, climb, balance.</p> <p>Place a bucket and ask the children to throw the ball in the bucket from a distance.</p> <p>Drawing and coloring tools of helpers.</p> <p>Role play on using different tools</p> <p>Role play on Teacher and student.</p> <p>Clay modelling to create tools/ products of different community helpers.</p> <p>Make holes on a few card board pieces and ask children to pass the thread through the holes.</p>	<p>The following activities may be performed by the children like ball dribbling, throw and catch, roll, slide, climb, balance.</p> <p>lay 4-5 tyres on the floor and ask children to jump from one tyre to another.</p> <p>Give props and ask children to play the roles of doctor and patient, teacher in class, vendor in street, shopkeeper, driver, etc.</p> <p>Draw and colour instruments/ tools used by different community helpers.</p> <p>Clay modelling to create tools/ products of different community helpers.</p>

Pahal



<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation using conversation chart.</p> <p>Organize a show -and-tell activity where each child will say 1-2 sentence(s) about the thing/picture shown.</p> <p>Picture cards on the theme-story, rhyme, role play, picture and letter dominoes; Identification and naming of the tools used by helpers in the theme.</p>	<p>Free and guided conversation using conversation chart;</p> <p>Show the picture of a Community helper and have a guided conversation, such as--what does that Community helper do? What is the name of Community helper?</p> <p>Picture cards on the theme,</p> <p>Story, rhyme, role play, picture & letter dominoes;</p> <p>Name and Identify tools used by helpers.</p>	<p>Free and guided conversation using conversation chart;</p> <p>Picture cards on the theme.</p> <p>Story, rhymes, role play, picture & letter dominoes;</p> <p>Name and Identify tools used by helpers.</p> <p>Actions songs on the theme, e.g. <i>Cobbler cobbler, mend my shoes.</i></p> <p>Organize a show -and-tell activity where each child will say 2-3 sentence(s) about the thing/picture shown.</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Match the tools with the pictures of helpers.</p> <p>Concept of far and near;</p> <p>Memory games-Find my tool.</p> <p>Match the wooden blocks according to colour.</p> <p>Take the children to a local market and show the vegetable/ fruit seller to the children.</p> <p>Distribute seeds and beads to each group of students and ask them to make patterns with them on the floor—one seed one bead one seed one bead.</p> <p>Ask children to join 2-piece puzzles of tools used by the community helpers, e.g., scissors, stethoscope, injection, plough, mirror, bucket, and envelope.</p>	<p>Give some stones/ seeds/ beads to the children. Ask them to count and make groups of two.</p> <p>Concept of more or less with the help of beads or seeds or any other object available around.</p> <p>Take the children on a local visit and show them people engaged in different occupations.</p> <p>Distribute the pictures of related items such as - key-lock, hammer-nail, trunk-clothes/ toys etc. (in pair). And ask children to match and form pairs.</p> <p>Distribute seeds and beads to each group and ask them to count and make groups of five.</p> <p>Place pictures of a farmer, a postman and a doctor.</p> <p>Children will observe them and then close their eyes for a while. Now hide one of the pictures and ask children to tell which one is missing</p>	<p>Match the tools with the helpers, concept of in – out, open-close.</p> <p>Classification of tools; sequence of work performed by helpers, Memory games; find my tool.</p> <p>Concept of up-down, open – close</p> <p>Classify the wooden blocks according to colour and shape.</p> <p>Take the children on a local visit and show them people engaged in different occupations.</p> <p>Place pictures of a farmer, a postman and a doctor. Children will observe them and then close their eyes for a while. Now hide one of the pictures and ask children to tell which one is missing</p>
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THEME-8		Seasons (Sub Themes-Summer, Rainy, Autumn, Winter, Spring seasons)		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Activities like throwing ball in a basket jump, climb, run.</p> <p>Children may be asked to race towards other end of room, wear cap and gloves and come back.</p> <p>Some children may pretend to act as flowers and some as butterflies. The butterflies will move around the Flowers.</p> <p>(spring season)</p> <p>Blowing balloons.</p> <p>Floating paper boats in water during rainy season.</p> <p>Join the dots to form a cap.</p> <p>Use colored wool to make prints.</p> <p>Paste paper bits in the sketch of cap or sweater.</p> <p>Color the picture of ice cream.</p> <p>Leaf printing.</p> <p>Children will draw the picture of fan and sun.</p> <p>Thread paintings.</p>	<p>Spread a small newspaper which the children have painted blue and say- “This is a small water puddle”. Make children stand in a line and encourage them to jump across the puddle (take turns).</p> <p>The children will do swaying action with their hands when the teacher will say wind is blowing.</p> <p>Children balance a book on their head and walk-in zig zag manner.</p> <p>Children will be taught to fold a plain paper to make a fan.</p> <p>Joining dots to complete the sketch of different clothes.</p> <p>Make paper caps and paper umbrella.</p> <p>Cotton/ scrap painting.</p> <p>Children will make prints in sand with leaves.</p> <p>Collage making on different seasons using twigs, flowers, leaves.</p> <p>Dramatization</p> <p>Story telling</p> <p>Thread paintings.</p>	<p>Skipping, catching ball, hitting and catching balloon.</p> <p>Child will be taught to fold a plain paper to make a firki/ wind mill.</p> <p>String beads.</p> <p>Walk in a zigzag manner over a straight rope while fanning a fan.</p> <p><i>Garmi aayi paseena lai</i> Children will do pretend play enacting bathing action.</p> <p>Free play where children can express themselves such as playing on playground (climbing, swinging, running, drawing, coloring, painting etc.)</p> <p>Ask children to do creative movements by swaying sideways slowly, like a tree swaying with a mild wind and then swaying faster, like a tree swaying with a strong wind.</p> <p>Make paper caps and paper glasses.</p> <p>Draw the picture of trees in different seasons.</p> <p>Picture of leafless tree and they will ask to join the dots to form the tree.</p> <p>Collage making on different seasons using twigs, flowers, leaves.</p>



Pahal

2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation using conversation chart on seasons, asking, how children are feeling, like cold or warm, what is the weather today.</p> <p>Different words for describing weather, hot and cold, snowy sunny, windy rainy etc. Discuss four Seasons chart.</p> <p>Pleasant day out in the garden, <i>Story of rainbow</i>.</p> <p>Action song- <i>Malti ke bacche ko sardi ho gayi</i></p> <p>Making name card for each child and using for activities such as roll call or turn taking activity.</p> <p>Display of daily routine with pictures and printed words and talking about it.</p> <p>Story of sun and wind, followed by creative drawing.</p>	<p>Free and guided conversation using conversation chart on season, engaging kids in conversations like, dress we wear, food we eat.</p> <p>Activities for recognizing beginning and ending sounds of words.</p> <p>Stories on seasons.</p> <p>Poems on names of months.</p> <p>Children will collect leaves in autumn season and make collage.</p> <p>Children will be asked to say a sentence on season specific terms.</p> <p>Children will do role play during summer season on the types of food they eat during summer season such- as; ice cream, soft drinks, ice etc.</p> <p>Activities helping children make connections between words and concepts (adding pictures to the words)</p> <p>Visual discrimination games (e.g., which letter/picture/ shape/ word is different?)</p>	<p>Free and guided conversation on weather.</p> <p>Conversation chart on clothes and seasons.</p> <p>E.g.- what are you wearing today?</p> <p>“if it is raining, how will you go to school and why?”</p> <p>Food we eat in different seasons (teacher can use pictures of different food items for their discussion).</p> <p>Seasonal vegetables and fruits.</p> <p>Care and precautions to be taken in different seasons.</p> <p>Conversation on what do we do in different seasons, e.g.- winter, spring, summer, autumn and monsoon?</p> <p>Story of sun and wind, followed by creative drawing.</p> <p>Pleasant day out in a garden.</p> <p>Exploring print in the immediate environment (signs in the environment, logos, sign boards labels on food containers, posters on the bus, hoardings etc.);</p> <p>Finding the hidden word/ letter/ pictures, familiar word searches etc.</p>
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<p>3</p>	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Dressing your doll for winter.</p> <p>Children will color a picture of umbrella.</p> <p>Solving simple mazes and completing, 3-piece puzzles.</p> <p>Using relationship cards (matching and finding relations in pictures e.g., Sweater/ jacket, Rain/umbrella etc.)</p> <p>Arrange puzzle of 3 to 4 pieces having pictures of heaters, fire sweater etc.</p> <p>Children will touch the things and identify whether it is hot or cold.</p> <p>Touching wet and dry cloth.</p> <p>Color the rainbow.</p>	<p>Children will pick up dry and fresh Flowers and will tell the colours of the flower petals.</p> <p>Odd one out from the pictures of different seasons.</p> <p>Puzzle of 4 pieces having pictures of kangri, coat, sweater, etc.</p> <p>Making patterns of leaves.</p> <p>Arrange the leaves on the basis of color and size.</p> <p>Picture and letter matching. Dressing your doll. Coloring of rainbow.</p> <p>Answering simple problem-solving questions e.g., “if it is raining, how will you go to school”.</p> <p>Completing 4-5-piece puzzles, solving mazes.</p> <p>Finding out the missing parts in a picture/ drawing</p>	<p>Drawing Sky/ sun in different seasons.</p> <p><i>Sorting and matching activities-</i></p> <p>Sorting different fabric pieces on the basis of textures/ patterns.</p> <p>Collage making and labeling.</p> <p>Pairing of body parts and clothes- gloves, socks, cap etc.</p> <p>Actively participating in early science experiences with teacher’s support (e.g., observing how water changes from one form to other, from ice to water etc.)</p> <p>Conducting simple experiments with teacher’s support such as making and floating paper boats, making and flying paper rocket, feeling air while blowing balloons etc.</p> <p>Using spatial language in everyday language (stand straight, bend body, squeeze and become a tiny seed etc.)</p> <p>Visual discrimination cards, picture reading posters, memory cards.</p>
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THEME-9		Our Environment (Sub themes- Sun, Moon, Stars, Air, Water)		
1	Children maintain Good Health and Well-being <i>-Physical development</i> <i>-Socio- emotional development</i>	Walk along a curved rope, perform activities of stretch, hop, crawl, gallop, run, skip and dance.	Walk along a curved rope, perform activities of stretch, hop, crawl, gallop, run, skip and dance.	Draw shape of a circle, stars on ground, use rope to make shape of sun, moon, stars on ground.
		Take the children out in the sun and use fingers to make shadows of different formations, like bird, dog, fish, etc. Crush strips of paper into small balls and paste these balls inside the outline of moon/ Sun/ Star Spread a carpet on the floor and say, "this is a river". Make children stand in a circle around it. Call out "River" and children will jump on the carpet and when you call out "Land" children will jump on the floor	Ask children to tear a yellow paper into small bits and paste them in an outlined drawing of the sun, and also bits of silver paper to make moon. Free hand drawing Collage making Sun craft, Moon craft. Use Prism to see passing of sun rays through it. Provide soapy water and allow the children to make bubbles and watch them float in the air. Provide a paper pinwheel to each child and let them run with it and see how air moves the pinwheel.	Run, skip, jump, hop. Draw a maze on the floor and ask children to find their way. Colour drawings of sun and moon. Make a big outline picture of a star and ask the children to paste small seeds/ pulses/ tiny pebbles on the boundary of the star. Free hand drawing Create paper pinwheel. Create sun catcher.

Pahal



2	<p>Language development/ Children become Effective Communicators</p>	<p>Free and guided conversation on environment, including mountains, rivers, plains & water using pictures.</p> <p>Rhymes, Story.</p> <p>Playing games with children that require talking about recent events by asking simple questions.</p> <p>Draw children's attention towards print /letters (In their names/ favorite cookies/ toffees etc.)</p> <p>Sing alphabet rhymes, playing with cutouts/ magnetic letters; collage making in small group with cutouts of letters.</p>	<p>Free and guided conversation on earth including mountains, rivers, plains & water using picture/ conversation charts;</p> <p>Use of picture cards with letters; letter dominoes, ludo, rhyme & story.</p> <p>Let children observe the teacher using her finger beneath the words across the page from left to right and top to bottom.</p> <p>Show the parts of the book such as title cover page, front and back cover and helping them to identify with print and illustrations.</p>	<p>Free and guided conversation on the theme.</p> <p>Have a guided conversation with the children on the concept of 'day' such as what do we do during the day, what do we do at night? How the day begins with the rising of the sun and ends with the setting of the sun?</p> <p>Environment-rich in prints which encourage children to read and initiate reading for others.</p> <p>Let children observe the teacher using her finger beneath the words across the page from left to right and top to bottom.</p> <p>Make children familiar with the forms and formats of the books and other print resources</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Teach the children about the concepts ‘big and small’ etc. by showing the pictures of mountains and hills, rivers and lakes etc. Matching, identification & naming the theme.</p> <p>Free hand drawing of a river, mountains, etc. nature walk.</p> <p>Have small cut-outs of different shaped kites and ask the children to match the kite shapes. Similarly, you can do for colours.</p>	<p>Concept of heavy/ light.</p> <p>Seriation; simple science experiments on water (pouring water into different transparent vessels up to level marked;</p> <p>Dropping different objects in water to know about sink/float)</p> <p>Dissolving of different things like sugar, chalk, sand in water to know about their properties.</p> <p>Nature walks. Make paper boat & float it on water</p>	<p>Concept of time as day/night, matching identification and naming of sun, moon stars, sky, air.</p> <p>Sequencing of rising and setting of sun & moon.</p> <p>Experiments on air (Inflating a balloon; feeling of air by blowing breath on hand; make bits of paper and scatter them with the help of rotating fan; keep burning candle on plate filled with water & keep a glass tumbler over it to see that candle blows out.</p> <p>Various experiments with air and water.</p>
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THEME-10		Festivals and Important days		
1	<p>Children maintain Good Health and Well-being</p> <p><i>-Physical development</i></p> <p><i>-Socio- emotional development</i></p>	<p>Make children to stand in the form of Christmas Tree/Crescent/ Diya/Star etc. and perform the following activities of roll, bounce slide, rock, climb, balance and dance.</p> <p>Celebration of festivals/ important days falling in the month.</p> <p>Ask children to color ice cream sticks in three colors of the National Flag.</p> <p>Dressing up using different props related to the theme. (Teacher guided activity)</p> <p>Make diyas using clay and colour them.</p>	<p>Make children to stand in the form of Christmas Tree/ Crescent/Diya/Star etc. and perform the following activities of roll, bounce slide, rock, climb, balance and dance.</p> <p>Teacher will organize a musical chair activity with children.</p> <p>Celebration of festivals/ important days falling in the month.</p> <p>Use paper of different colours and involve children in making small flags out of them and decorate the classroom.</p> <p>Make diyas using clay and colour them.</p> <p>Dressing up using different props related to the theme. (Teacher guided activity)</p>	<p>Guide the children to do march-past.</p> <p>Organize a short hopping race from one end of the room to the other.</p> <p>Celebration of festivals/ important days falling in the month.</p> <p>Ask children to collect fallen leaves and flowers and use these for making a rangoli in the classroom.</p> <p>Make paper craft-like envelope, stars, suns, etc.</p> <p>Making of garland, crescent, star etc. using waste paper. Dressing up using different props related to the theme. (Teacher guided activity)</p> <p>Make diyas using clay and colour them.</p>



Pahal

2	<p>Language development/ Children become Effective Communicators</p>	<p>Free & guided conversation on the theme, involving questions like, do you know which festival is celebrated today? Why do we celebrate it? What do we do today?</p> <p>Encourage children to speak.</p> <p>Using conversation chart on festivals explaining related costumes, food, entertainment etc.</p> <p>Story, Rhyme, letters & Pictures dominoes.</p> <p>Joining dots to complete pictures.</p> <p>Tracing lines to solve maze activity.</p> <p>Tracing letters.</p>	<p>Free & guided conversation on the theme, involving questions like, do you know which festival is celebrated today?</p> <p>Why do we celebrate it? What do we do today? Encourage children to speak.</p> <p>Using conversation chart on festivals explaining related costumes, food, entertainment etc.</p> <p>Tracing shapes, letters using thick crayons/ pencils.</p> <p>Recalling celebration of some festival in own words.</p> <p>Picture reading.</p> <p>Story-telling.</p> <p>Children may prepare small gifts (craft items) with waste materials and go to nearby needy homes and give them the gifts.</p>	<p>Free & guided conversation on the theme, involving questions like, do you know which festival is celebrated today? Why do we celebrate it? What do we do today? Encourage children to speak.</p> <p>Using conversation chart on festivals explaining related costumes, food, entertainment etc.</p> <p>Story, Rhyme, letters & Pictures dominoes.</p> <p>Picture reading.</p> <p>Retelling stories.</p> <p>Recalling celebration of some festival in own words.</p> <p>Children may prepare small gifts (craft items) with waste materials and go to nearby needy homes and give them the gifts.</p>
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3	<p>Cognitive development/ Children become Involved Learners and Connect with their Immediate Environment</p>	<p>Matching pictures with festivals. Sorting similar shape dominoes-big/small.</p> <p>Action song on festivals. Dressing up using different props related to the theme. (Teacher guided activity).</p> <p>Predict next shape in pattern (Up to 3 shapes)</p>	<p>Concept of happiness/sadness using smileys.</p> <p>Memory games or puzzles.</p> <p>Seriation of objects in terms of size.</p> <p>Circle all green objects</p> <p>Color all triangles yellow</p> <p>Sequence of events-through pictures</p> <p>Pattern completion (reproduce 3 patterns in a row)</p>	<p>Take number cards (1-5) in serial order and introduce the concept of 'what comes before, after'.</p> <p>Count and match up to 10.</p> <p>Spot the difference in picture (3-4 differences).</p> <p>Pattern creation</p> <p>Compare the numbers.</p> <p>Circle the largest/smallest number.</p>
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Sample daily lesson plans for transaction of theme-based curriculum:

Here are three sample lesson plans annexed below, which will act as a guiding tool for the teachers to help them organize domain specific learning experiences under various themes for the children at different levels of pre-primary education, i.e. Pre-primary-I, Pre-primary-II and Pre-primary-III.



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Annexure I

Sample Daily Lesson Plan (Pre-primary I)

Day/ Theme	Circle time (30 mins)	Activities for Cognitive development (30 mins)	Indoor Free Play (30 mins)	Break (30 mins)	Activities for language development (30 mins)	Art and Aesthetics (30 mins)	Outdoor Play (30 mins)	Good Bye Circle, Story Telling (30 mins)
	Teacher Initiated Large Group Activity	Teacher guided Large Group Activity	Child Initiated Small Group Activity		Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child/ Teacher Initiated Large Group Activity	Teacher Initiated Large Group Activity
Day 1/ Me and My family	Welcome children Warm up Health & hygiene check-up Rhymes related to theme Sharing ideas by the children Name tag activity. Calendar activity.	Draw a picture of face (Child). Colour matching or pick odd one out. Block building.	Children select and play with material such as jig- saw puzzle, stringing beads, blocks, stacking cups, shape boards, rings, role play.		Free & guided conversation on the theme using conversation chart. Encourage each child to say something about herself/himself Ones' name; where do I stay; who are there in my family; what do I like and do not like.	Hand printing, thumb printing, using available resources like water colour, mud, ink etc.	Children perform movements as directed by the teacher -- run, jump, hop. Children will go on swings, slide, and sand pit.	Story-telling. Picture reading. Recapitulation of the day. Children will be encouraged to share the experiences with their parents at home

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Sample Daily Lesson Plan (Pre-primary II)

Day/ Theme	Circle time (30 mins)	Activities for Cognitive development (30 mins)	Indoor Free Play (30 mins)		Activities for language development (30 mins)	Art and Aesthetics (30 mins)	Outdoor Play (30 mins)	Good Bye Circle, Story Telling (30 mins)
	Teacher Initiated Large Group Activity	Teacher guided Large Group Activity	Child Initiated Small Group Activity		Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child/Teacher Initiated Large Group Activity	Teacher Initiated Large Group Activity
Day 1/ Me and My family	Welcome children Warm up Health & hygiene check-up Rhymes related to theme Sharing of ideas by the children Name tag activity Calendar activity	Picture matching. Sound discrimination (use of different utensils, dafla, and clapping sound for identification by children);	Children select and play with material such as jig-saw puzzle, stringing beads, blocks, stacking cups, shape boards, rings, role play.	Break (30 mins)	Free & guided conversation on the theme using conversation chart. Ask children to touch their faces and each feature of their face, name it, and talk about its functions. Similarly, with arms, legs, stomach, back... This will be followed by a rhyme based on body parts	Ask children to make a free hand drawing of their own selves.	Children perform movements as directed by the teacher -- run, jump, hop. Children will go on swings, slide, and sand pit.	Story-telling. Picture reading. Recapitulation of the day. Children will be encouraged to share the experiences with their parents at home



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Sample Daily Lesson Plan (Pre-primary III)

Day/ Theme	Circle time (30 mins)	Activities for Cognitive development (30 mins)	Indoor Free Play (30 mins)		Activities for Language development (30 mins)	Art and Aesthetics (30 mins)	Outdoor Play (30 mins)	Good Bye Circle, Story Telling (30 mins)
	Teacher Initiated Large Group Activity	Teacher guided Large Group Activity	Child Initiated Small Group Activity	Break (30 mins)	Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child / Teacher Initiated Large Group Activity	Teacher Initiated Large Group Activity
Day 1/ Me and My family	Welcome children Warm up Health & hygiene check-up Rhymes related to theme Sharing ideas by the children Name tag activity Calendar activity	Classifying smileys on the basis of feelings. Arrange parts of body cut outs in sequence of position on body.	Children select and play with material such as jig-saw puzzle, stringing beads, blocks, stacking cups, shape boards, rings, role play.		Free and guided conversation on the theme. Ask each child to talk about their parents/ siblings. What is their name, what do they do in the house; This will be followed by a rhyme based on family member.	Children will draw their family on paper and color it.	Children perform movements as directed by the teacher -- run, jump, hop. Children will go on swings, slide, and sand pit.	Story-telling. Picture reading. Recapitulation of the day —What did we do today? What did you enjoy the most? Children will be encouraged to share the experiences with their parents at home



Annexure II

Child's Profile

A record of child's profile at the time of entry to pre-primary class must be maintained by the teacher and updated from time to time.

The child profile must include the entries given in the annexure below.

Scholar No.

Adm. No./Date

My Name

My Address

Photograph of Child

My Date of Birth

Aadhaar No.

Sex

My Blood Group

My Mother's Name

My Father's Name

Phone Number

Trait	At the time of admission	First Term	Second term	Third Term	Fourth Term
My Height (in cms)					
My Weight (in Kg.)					
Attendance					
Total Working Days					



Annexure III

Child Assessment Card – Every term

Assessment during pre-primary education should be a comprehensive one, based on the learning outcomes defined in the NCERT's Preschool curriculum.

Instructions for filling up of the Assessment Card

1. There are separate assessment cards for each age group.
2. Child assessment card should be filled for every child.
3. Entries should be made by the teacher, after checking every detail/record.
4. Make objective assessment without bringing in personal subjectivity.
5. No point or part of the card should remain unfilled.
6. Language of comments should be positive regarding the child in the "Teacher's Comments" section.

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Assessment Report for Pre-primary-I (3-4 years)

S.No.	Learning outcomes	Entry level assessment			Mid-level assessment			End level assessment		
		Does not perform	Needs improvement	Performs well	Does not perform	Needs improvement	Performs well	Does not perform	Needs improvement	Performs well
1	Children Maintain Good Health and Well-being									
A	Begins to state some physical characteristics, about self									
B	Identifies close family members									
C	Participates in the activities and takes initiative									
D	Waits for turn while playing or during activities									
E	Follows simple rules									
F	Expresses emotions through verbal and non-verbal modes (gestures, drawing etc.)									
G	Expresses joy while working and playing with other children									
H	Helps other children, cares and shares belongings with them									
I	Communicates immediate needs									
J	Follows hygiene and healthy eating habits									
K	Exhibits gross motor coordination in play/ routine activities like walking, running, jumping, climbing, dancing etc.									
L	Explores and participates in music, dance and creative movements									



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Teacher's Comments regarding the child

Brief report of the teacher –parent /guardian discussion

Signature of Guardian/Parent

Name

Dated.....

Signature of Class Teacher

Name.....

Dated.....

Signature of Head Teacher

Note:- This is to be filled after every periodical assessment





Assessment Report for Pre-primary-II (4-5 years)

S.No	Learning outcome	Entry level assessment			Mid-level assessment			End level assessment		
		Does not perform	Needs improvement	Performs well	Does not perform	Needs improvement	Performs well	Does not perform	Performs well	Performs well
1	Children Maintain Good Health and Well-being									
A	Describes self in terms of physical characteristics									
B	Identifies close family members, friends and neighbors									
C	Follows instructions									
D	Plays cooperatively with other children									
E	Shares belongings with other children									
F	Demonstrates hygiene and sanitation practices									
G	Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc.									
H	Explores and participates in music, dance and creative movements.									
I	Exhibits fine motor skills and performs tasks that require more complex eye hand coordination such as cutting out shapes, free hand drawing, coloring, threading beads, stringing, copying, tearing, pasting, lacing etc., with moderate levels of precision and control									
2	Children become Effective Communicators									



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A	Listens to others for short period of time and responds, demonstrating some social conventions like eye contact.												
B	Communicates needs and thoughts verbally and non-verbally.												
C	Follows oral instructions.												
D	Participates actively in conversation and shares personal experiences, likes and dislikes												
E	Recites short poems, sings action rhymes, with comprehension												
F	Asks questions and gives answers appropriately during activities and conversations												
G	Recognizes familiar signs, logos and labels in the environment.												
H	Re-tells a short story in a sequence and acts out important events in a story												
I	Invents her/his own story in her/his own words												
J	Knows that print carries meaning												
K	Turns pages of a story book (one at a time) and pretends to read on her/his												
L	Identifies beginning sound of common words												
M	Recognizes few letters and their corresponding sounds												
N	Shows interest for appropriate writing and coloring tools												
O	Uses frequently used English words, greetings, polite forms of expression and responds in English or the home language.												
3	Children become Involved learners and Connect with their Immediate Environment												
A	Describes common objects, sounds, people, pictures, animals, birds, events etc.												

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B	Remembers and recalls 3–4 objects seen at a time													
C	Identifies 3–5 missing parts of a picture of familiar object													
D	Classifies a group of objects on the basis of two categories													
E	Identifies the unit of repeat in a simple pattern and extends the pattern													
F	Arranges 3–4 picture cards/ objects in a sequence													
G	Narrates events or stories in a sequence													
H	Shows ability to understand relationship such as part and whole, odd one out, association													
I	Enjoys experimentation and seeks explanation about their immediate physical, social and biological environment													
J	Provides solutions to simple <u>problem situations</u>													
K	Compares and classifies objects by more than two factors like shape and colour, size and shape													
L	Seriates up to 5 objects on the basis of a particular property													
M	Places 4–5 objects in one-to-one correspondence													
N	Counts and gives up to five objects when asked to													
O	Identifies numerals with corresponding numbers up to 5													
P	Enjoys experimentation and seeks explanation about their immediate environment													



Pahal

Teacher's Comments regarding the child

Brief report of the teacher –parent /guardian discussion

Signature of Guardian/Parent

Name

Dated.....

Signature of Class Teacher

Name.....

Dated.....

Signature of Head Teacher

Note:- This is to be filled after every periodical assessment

Pahal



Assessment Report for Pre-primary-III (5-6 years)

S.No.	Learning outcomes	Entry level assessment			Mid-level assessment			End level assessment		
		Does not perform	Needs improvement	Performs well	Does not perform	Needs improvement	Performs well	Does not perform	Performs well	Performs well
1	Children Maintain Good Health and Well-being									
A	Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes									
B	Exhibits understanding of relationships with extended family members									
C	Takes responsibility and makes choices based on own preferences and interests									
D	Helps peers who are in need during large and small group activities									
E	Follows rules in a game									
F	Maintains and displays basic health, hygiene and sanitation practices independently									
G	Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills etc.									
H	Explores space and participates actively and creatively in music and movement activities									
I	Exhibits fine motor skills with precision and control Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning etc.									



Pahal

J	Uses a pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting and writing.																
2	Children become Effective Communicators																
A	Listens attentively to others and demonstrates social conventions of conversation such as eye-contact,																
B	Talks in full sentences and communicates needs and thoughts																
C	Follows complex instructions																
D	Shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons																
E	Recites longer and a larger number of poems, rhymes, stories and songs with comprehension																
F	Asks questions to find information and answers questions																
G	Demonstrates understanding that print carries meaning																
H	Re-tells a story in a sequence and answers complex questions																
I	Uses pictures and text to make predictions about the story or in an information book																
J	Plays with words and creates rhyming strings such as hat, fat, bat...or dilli, billi, tilli...																
K	Identifies beginning and end sounds of words.																
L	Recognizes many letters and their corresponding sounds and tries to decode words																
M	Uses and holds writing and drawing tools with better grip (starts using thinner crayons and pencils)																

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N	Writes own name correctly.																		
O	Listens to English words, greetings, polite forms of expressions, simple sentences, and responds in English or the home language																		
3	Children become Involved learners and Connect with their Immediate Environment																		
A	Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.																		
B	Remembers and recalls 4–5 objects seen at a time																		
C	Identifies 3–5 missing parts of a picture of a familiar object																		
D	Classifies a group of objects by two or more categories simultaneously for example, colour, shape and size																		
E	Creates new patterns																		
F	Arranges 4–5 picture cards/objects in a sequence																		
G	Narrates events or stories in a sequence																		
H	Shows ability to understand relationship such as part and whole, odd one out, association																		
I	Seriates up to 5 objects on the basis of a particular property																		
J	Counts and give up to 10 objects when asked to																		
K	Identifies numerals with numbers and writes numerals up to 10.																		
L	Demonstrates awareness and sensitivity towards environmental concerns such as not wasting water, watering plants, switching off lights etc.																		



Pahal

M	Demonstrates awareness and interest in technology.								
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Teacher's Comments regarding the child

Brief report of the teacher –parent /guardian discussion

Signature of Guardian/Parent

Name

Dated.....

Signature of Class Teacher

Name.....

Dated.....

Signature of Head Teacher

Note:- This is to be filled after every periodical assessment



Annexure IV

Creating *Learning Areas* in Preschool

Activity areas, also known as learning centers, are established places in the classroom with resources that actively engage children and they may change according to the themes or topics. Playing in activity areas helps children exercise their choices and explore what interests them.

The learning or activity areas should be created in the classrooms. Care should be taken to design areas such that they are visible from every part of the room. This enables teacher to see all the children and ensure they are safe. The following are the suggestive activity areas: -

The library and literacy area:

This area should have a variety of age-appropriate children's magazines, information books, picture books, story books, big books, local folk tales, thematic books and comics.

Doll's area/ dramatic play corner:

The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.

Discovery/ science area:

It should be equipped with materials like: ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.

Block building/ manipulative area:

This area should have blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings/lacing cards; threading strings and beads; small toys such as cars, trucks, animals, people figures; and other objects from the environment.

Art Area/ creative corner:

The material in this area includes different types of papers, crayons, pencils, washable markers, slates, different coloured chinks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.

Music area:

The music area may be equipped with a dhapali, bell, bowls, flutes, tambourines, string instruments, other local musical instruments, tape recorder and a variety of DVDs of songs and rhymes. This corner may have material such as ribbons or scarves for the children to use to promote creative movement.



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Points to keep in mind:

- All the materials should not be displayed at once, as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice but if the materials are never changed, they will get bored and will lose interest in the corner.
- Keep active, noisier centres (blocks and constructions) at a distance from quiet ones (reading, games and toys).
- All corners should be labelled using words and illustrations alongside and stating how many children can work there at a time by drawing stick puppets such that children can 'read' it.
- All containers in each corner should be labelled and similar labels should be put on the storage shelves showing children where the materials need to be stored. Once children finish working with a specific material, s/he over time and with support, can participate in cleaning up and caring for the materials.

Annexure V

List of Essential Materials and Equipment required to be kept in pre-primary classrooms

In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating which have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning. Any pre-primary centre should have adequate and varied supply of play equipment and materials which is developmentally and age appropriate. A suggestive list of such sources is annexed below.

Materials	Materials and Equipment
Physical and Motor Development a. Gross Motor Skill b. Fine Motor Skill	<p>Large size blocks, wheel toys, climbers, tires, balls of different sizes, Balance beams, ladders, jungle gyms, tire structures, tunnels, slides, swings, sea-saws, hanging bars, pushing and pulling toys, tri-cycles, toy cars, trucks, aero planes, bean bags, hula hoops, ropes, balance planks. Stress should be given to creating and keeping indigenous toys at the pre-primary center.</p> <p>Button frames, shoes for lacing, beads for stringing, building blocks, puzzles, fastening frames, locking devices, interlocking blocks, Lego blocks, zipping frames, sewing cards, geoboard, foam blocks, sieves, blunt scissors, weaving cards, hammering toys, sand tools, unit and hollow blocks, adequate space for block building, sewing cards, spools to string, funnel.</p>

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<p>Social Development</p>	<p>Activity prop boxes, including materials related to the child's experience, such as post office, doctor's kit, house-keeping materials, toy telephones, grocery, puppets and puppet stage, toy money, pictures of helpers, dolls, doll house, name puzzles, name cards, dress-me dolls, musical instruments and so on. Activities or experiences that allow two or more children to work and share together, discarded telephones, old cameras.</p>
<p>Intellectual or Cognitive Development</p>	<p>Sensory material (feely bag, touch cards, texture books, etc.) magnifying glass, dominoes, different shapes, colour cards, matching games, building block props (stop sign, toy trucks, etc.) manipulative materials (puzzles, material for one-to-one correspondence, bingo-type games, colour lotto, seriated shapes, pink tower (Montessori), peg boards, nuts and screws, inset boards, geoboard, colour dominoes, shape dominoes, number dominoes, stacking and nesting toys, counting books, ordering set of objects (shortest to tallest, biggest to smallest number rods, abacus, take apart toys), pan balance, texture numerals, leaves, stones, pebbles, twigs, flowers, picture cards, water-play toys, mirrors,</p> <ul style="list-style-type: none"> - Collections of real objects for sorting and counting: buttons, shells, keys, pebbles, seeds, nuts and so on. - Geoboards and rubber bands - Play money - Balance scales - Counting books - Pre-number concept books - Sound jars - Smelling jars - Magnets - Funnels - Locks and keys - Seeds, small containers and potting soil. <p>Sequential thinking cards, reasoning cards and other such material that allow a child to reflect on, act on and learn from.</p>
<p>Creative Development</p>	<p>Varied kind of paints, varied sizes and textures of paper, sketch pens, markers clay (plasticine, potter's clay and home-made dough), mixing bowls, glue, cloth / fabric pieces, weaving frames, blunt scissors, thick crayons, bushes with long handles, yarn / wool, rolling pins and cooking cutters, colored chalks, sponges, paper plates, water colours, nuts and bolts, plastic squeeze bottles, egg cartons, easels, open shelves, rhythm instruments (cymbal, rhythm sticks, bells, xylophone) for music and movement activities, materials for making print (fork, rolling pin, spools, vegetables, blocks), dress up clothes, straws, wood scraps and any such other materials that children can use to represent their world.</p>



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Language Development

Concept books, picture books, chalk board, word-less pictures books, on familiar subjects, story books, information books, puppets, finger puppets, dress-up clothes, cassettes of stories and rhymes, language games, picture charts for language experience, textured letters, picture dominoes, letter picture domino, letter-picture puzzles, puzzles of story characters, story cards, finger plays, reading-readiness material - picture lotto games that have pictures labeled with words, picture dictionary, name puzzles, road and traffic signs, manipulative alphabet material, old typewriter, computer, conversation charts on different topics, pictures of all kinds of objects, plants, animals and people, rhyming, sound cards, alphabet board, flannel board with cutouts characters, alphabet books, teacher and child made books. Magic slates, running small chalkboards, chalks, sand trays, writing templates (circle, square, triangle and clove shape), name cards, alphabet chart pasted on the wall in literacy area, bulletin board to display samples of children's writing, variety of white and colored paper, thick crayons, thick pencils, erasers, alphabet letter print set and stamp pad, rug, storage and display rack for books, discarded rubber stamps.

Moreover, teachers should be encouraged to develop learning materials using resources available. Parents, local toy makers, craftsperson and other community members may be involved to create play materials for children. Naturally occurring materials may be adapted and used for different purposes.



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