

**2024-25**

**CURRICULUM FOR THE MONTH OF APRIL 2024**

**PROPOSED THEMES FOR THE LEVELS OF PS**

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PS I	PS II
1	APRIL (Week I to III)	“Meri Kahani” (all about Me & Growing Me)	<p>Myself -name, age, gender, class, school, how do I commute to school, my contact details etc..</p> <p>My Likes and Dislikes</p> <p>My Family (Members in my family)</p> <p>My Body – How I appear, I love Myself</p> <p>Body Parts (Face, Large Muscles, fine Muscles &amp; Sense Organs)</p> <p>Keeping my body safe from injuries</p> <p>Keeping My Body safe by differentiating between Good Touch and Bad Touch</p>	<p>Family Tree</p> <p>Healthy Me</p> <p>Manners and Etiquettes</p> <p>Safety at Home &amp; School</p> <p>My Favourites (objects, family Members, Friends, Relatives, Celebrities – singers, sportsmen/women/characters etc)</p> <p>Keeping My Body safe by differentiating between Good Touch and Bad Touch</p>

		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>· Smell, listen, taste, see &amp; feel consciously; hygiene &amp; caring for sense organs.</li> <li>· Poise – ‘Silence Lesson’ (Arrival &amp; Dispersal)</li> </ul>	<ul style="list-style-type: none"> <li>· To smell, listen, taste, see &amp; feel consciously; hygiene &amp; caring for sense organs &amp; other body parts</li> <li>· Poise - ‘Silence Lesson’ (Arrival &amp; Dispersal)</li> </ul>	
		<b>‘Seva’</b>	<ul style="list-style-type: none"> <li>· Smile for your own self <ul style="list-style-type: none"> <li>· Namaskar</li> </ul> </li> <li>· “Touch/Hug/Kiss Me Not”...if I don’t permit</li> <li>· Taking Turns &amp; Playing Together, managing/using tiffin boxes/water bottles/ cloth or tissue napkins</li> </ul>	<ul style="list-style-type: none"> <li>· Smile &amp; be happy for yourself &amp; others <ul style="list-style-type: none"> <li>· Namaskar</li> </ul> </li> <li>· “Touch/Hug/Kiss Me Not”...if I don’t permit</li> <li>· Self-help Skills-Pack your Bag, take care of Belongings, dressing-up etc. <ul style="list-style-type: none"> <li>· Politeness</li> </ul> </li> </ul>	
		<b>Value:</b>	<ul style="list-style-type: none"> <li>- Helping my friends, family &amp; anyone in need <ul style="list-style-type: none"> <li>- Sharing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Helping &amp; Sharing</li> </ul> <p>Helping my friends, family &amp; anyone in need</p>	
		<b>Project / Experiential learning (Collaboration):</b>	“Clothes I wear”.	Being mannerly	

		<b>Prasar:</b>	<p><b>Myself/My favourite Toy/Dress/ fruit/vegetable/family member/colour etc. (Likes &amp; Dislikes)</b></p> <p><b>(At Home &amp; School)</b></p>	<p><b>Story creation: "A Good Girl/Boy"</b></p>
<b>2.</b>	<b>April Week IV to May Week II</b>	<b>Aam aur Paani ki Bahaar ki Garmi</b>	<p><b>Seasons (simple conceptualization)</b></p> <p><b>Summer – the feel of hot air (integration with the concept of life &amp; feeling of heat for all-Plants, animals, birds), thirst, importance of water.</b></p> <p><b>Summer gadgets</b></p> <p><b>Simple conceptualization of Summer Clothing</b></p> <p><b>Summer Fruits</b></p>	<p><b>Seasons in India – the 'Cycle'</b></p> <p><b>Concept of Hot/Cold Air</b></p> <p><b>Self -care &amp; care for all forms of life in extreme summers (thus, summer vacation)</b></p> <p><b>Longer Days/Shorter Nights in Summers</b></p> <p><b>Importance of Indoor Games, Healthy screen time &amp; family time (related to longer days)</b></p> <p><b>Summer Clothing &amp; accessories</b></p> <p><b>Role of water in summer season (bathing for freshness, swimming, healthy cold drinks, refreshing food forms &amp; varieties in summers)</b></p> <p><b>Summer Fruits &amp; vegetables</b></p> <p><b>Making food &amp; water available for stray animals &amp; birds</b></p> <p><b>Juicy, sweating, dryness, sunshine etc.</b></p>

**Accepting & dealing with extreme weather;  
hygiene & self-care**

**Observation of the natural  
elements/environment (sun, duration of  
day & night)**

**Compassion with all living beings**

**Behaviou  
ral Skills:**

**'Seva'**

CURRICULUM FOR THE MONTH OF **MAY 2024**

CURRICULUM FOR THE MONTH OF **JULY 2024**

**PROPOSED THEMES FOR THE THREE LEVELS OF PS**

<b>S. No.</b>	<b>MONTH</b>	<b>THEME</b>	<b>THEMES/TOPICS TO BE COVERED</b>		
			<b>PS I</b>	<b>PS II</b>	

1	July	"Water & Food"	<p style="text-align: center;"><b>Food –</b></p> <p style="text-align: center;"><b>What do I Eat—Names of Food Items</b></p> <p style="text-align: center;"><b>Am I eating 'Good Food'</b></p> <p style="text-align: center;"><b>What happens when I eat Food; Why should I eat Food</b></p> <p style="text-align: center;"><b>Difference between chewing &amp; gulping Food</b></p> <p style="text-align: center;"><b>Sweet, Sour, Bitter, Salty Food</b></p> <p style="text-align: center;"><b>Who cooks, crops &amp; prepares Food for Me</b></p> <p style="text-align: center;"><b>Water-</b></p> <p style="text-align: center;"><b>I need Water</b></p> <p style="text-align: center;"><b>Where do I get Water from</b></p> <p style="text-align: center;"><b>Does Water have Taste</b></p> <p style="text-align: center;"><b>Where do I see &amp; experience Water</b></p> <p style="text-align: center;"><b>RAIN –</b></p> <p style="text-align: center;"><b>Drops</b></p> <p style="text-align: center;"><b>Shower</b></p> <p style="text-align: center;"><b>Downpour</b></p> <p style="text-align: center;"><b>Effect of Rain on Plants, animals, insects roads, vehicles, grass, houses &amp; buildings</b></p>	<p style="text-align: center;"><b>Food –</b></p> <p style="text-align: center;"><b>Difference/Varieties of Food</b></p> <p style="text-align: center;"><b>Am I eating right &amp; to keep healthy</b></p> <p style="text-align: center;"><b>The right Eating Habits</b></p> <p style="text-align: center;"><b>Where do we get Food from?</b></p> <p style="text-align: center;"><b>Difference between raw &amp; cooked Food</b></p> <p style="text-align: center;"><b>Role of Farmer, Green Grocer, Fruit Seller, Milk Man, Baker etc.</b></p> <p style="text-align: center;"><b>What makes Food tasty – role of spices, salt, sugar etc.</b></p> <p style="text-align: center;"><b>Water –</b></p> <p style="text-align: center;"><b>Difference between natural &amp; man-made sources of Water</b></p> <p style="text-align: center;"><b>Rain – the process &amp; significance</b></p> <p style="text-align: center;"><b>Effect of Rain on Plants, animals, insects roads, vehicles, grass, houses &amp; buildings</b></p> <p style="text-align: center;"><b>Why should Water be saved</b></p>
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		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>· Eating Right – Eye-Hand &amp; Mouth-Hand Co-ordinations</li> <li>· Enacting movements &amp; gestures related to eating food, drinking water &amp; enjoying Rain <ul style="list-style-type: none"> <li>· Poise</li> </ul> </li> <li>· Being Thankful for Food &amp; Water</li> </ul>	<ul style="list-style-type: none"> <li>· Mannerism for Eating Food</li> <li>· Mannerism for drinking water, summer drinks etc</li> <li>· Packing a simple tiffin once a week for oneself</li> <li>· Poise - 'Silence Lesson' (Arrival &amp; Dispersal)</li> <li>· Being Thankful for Food &amp; Water</li> </ul>	
		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>· Eating/Finishing Tiffin</li> <li>· Defining/understanding portions of food &amp; water as per one's hunger &amp; thirst</li> </ul>	<ul style="list-style-type: none"> <li>● Creating Bird Feeders for food &amp; water</li> <li>● Preparing Summer drinks in clean water for self, family &amp; friends</li> </ul>	
		<b>Value:</b>	<ul style="list-style-type: none"> <li>- Not to waste food &amp; water <ul style="list-style-type: none"> <li>- Care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Appreciating Food &amp; Water <ul style="list-style-type: none"> <li>- Care</li> </ul> </li> </ul>	

		<b>Project / Experiential learning (Collaboration):</b>	<b>Dramatization of Food Producers &amp; Suppliers</b> <b>Food/Water/Rain related Paper folding activities</b>	<b>Preparing a Project depicting healthy foods (cutting &amp; pasting ...preferably in the classy)</b> <b>Preparation of a collective list of Indian Foods</b> <b>Puppet Show to understand Rain related Concepts</b>	
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**Prasar:**

**Learning & collective singing of prayer  
before eating tiffin in school**

**Collective singing of a prayer  
(learnt in school) with family  
members at meal times &  
sharing the experience in Circle  
Time at school**

**Picture Conversation on a  
Food/Water related  
Picture/Poster created by the  
Facilitator**

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CURRICULUM FOR THE MONTH OF AUGUST 2024

CURRICULUM FOR THE MONTH OF SEPTEMBER 2024

PROPOSED THEMES FOR THE THREE LEVELS OF PS

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PS I	PS II
1	SEPTEMBER (Week I to II)	“Animals Around Us”	<p>Introduction of the theme through a story having a number of animals.</p> <p>What is an Animal?</p> <p>Names of different Animals.</p> <p>Differentiate between animals on the basis of their size – Small and Big, integrating Pre number concept</p> <p>Basic features of Animals</p> <p>Insects which we see in the surroundings</p>	<p>Types of Animals - Pet, Farm and Wild</p> <p>Physical Features- colour, stripes, spots, dots on animals and insects</p> <p>Story based learning- Land and Water animals</p> <p>Discussion on Aquatic Animals</p> <p>Physical Features: - gills, fins, scales streamlined body &amp; Eating habits, habits to protect marine life (SDG 14)</p> <p>Animals and their young ones</p> <p>Things we get from animals</p> <p>Animals, their homes and Natural habitat</p> <p>Importance of Animals in the Ecosystem</p> <p>National Animal - Tiger</p>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>· Unique animal sounds.</li> <li>· Eating pattern of animals</li> <li>· Demonstrating the</li> </ul>	<ul style="list-style-type: none"> <li>· Care and respect for animals</li> <li>· Visit to a zoological park and</li> </ul>

			<p><b>behavioural expressions and actions found in the animal kingdom – Animal Walk</b></p> <ul style="list-style-type: none"> <li>· <b>Highlight the importance of working together through animal inspired tasks. (for e.g. Ducklings follow the leader relating it to walking in line)</b></li> </ul>	<p><b>observe different animals</b></p>
		<p><b>‘Seva’</b></p>	<ul style="list-style-type: none"> <li>· <b>Grasping the essentials of nourishing, maintaining cleanliness, and providing aid for animals.</b></li> <li>· <b>Feeding Animals</b></li> <li>· <b>Taking care of injured animals</b></li> <li>· <b>Visit to animal shelters like Goshalas for providing food and clothes during harsh weather under adult supervision. (Relating Mother Tongue and telling them that Gau means Cow and Shala means shelter)</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Feed and protect stray animals</b></li> <li>· <b>Importance of PETA</b></li> <li>· <b>Caring for injured Animals</b></li> </ul>
		<p><b>Value:</b></p>	<ul style="list-style-type: none"> <li>· <b>Not to harm animals</b></li> <li>· <b>Care for animals</b></li> <li>· <b>Disciplined as an ant</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Develop kind feelings towards animals</b></li> <li>· <b>Do not hurt animals</b></li> </ul>

		<p><b>Project / Experiential learning (Collaboration):</b></p>	<ul style="list-style-type: none"> <li>· Animal races</li> <li>· Nature Walk</li> <li>· Zoo visit</li> <li>· Show and tell activity</li> <li>· Animal Movement: Teach children about how different animals move (e.g. slither, hop, crawl, swim) and encourage children to imitate these movements.</li> </ul>	<ul style="list-style-type: none"> <li>· Collect feathers from the environment and do feather printing</li> <li>· Shadow art using animal toys</li> </ul>
		<p><b>Prasar:</b></p>	<p><b>Story:</b></p> <p>Elephant and Mouse</p> <p><b>Oath:</b></p> <p>Take a heartfelt pledge to be a compassionate caretaker</p> <p>“I promise to love and care for animals every day, being kind and gentle in every little way”</p> <p>Creating corner classifying different animals</p>	<p><b>Guess the animals through riddles</b></p> <p><b>Discussion on World Animal Day</b></p> <p><b>Panel Activity: Circle the land animals and cross the water animals in the given picture</b></p>
			<p><b>PS I</b></p>	<p><b>PS II</b></p>
2	<p><b>SEPTEMBER (Week III to IV)</b></p>	<p><b>“Animals Around Us”</b></p>	<p><b>Birds- physical features (beak, feathers, wings and claws)</b></p> <p><b>Name of common birds</b></p> <p><b>Where they live - Nest</b></p> <p><b>Difference between Animals and Birds</b></p>	<p><b>Insects and their physical features</b></p> <p><b>Sound of Insects</b></p> <p><b>Useful and harmful animals</b></p> <p><b>Birds and their physical features</b></p> <p><b>Eating habits</b></p>

				<p><b>Pollination</b></p> <p><b>Flightless birds and birds that can fly</b></p> <p><b>Habitats – trees, bushes, nest, forest, wooden areas, rivers, lakes, ponds</b></p> <p><b>National Bird - Peacock</b></p> <p><b>Pleasant animals- like Dog, deer, rabbit, dolphin, bluebird, butterfly</b></p>
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		<p><b>Behavioural Skills:</b></p>	<ul style="list-style-type: none"> <li>· <b>Eating pattern of birds</b></li> <li>· <b>Animating bird sounds</b></li> <li>· <b>Habits of birds</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Empathetic towards birds and understand that it's good to help others</b></li> <li>· <b>Silence lesson (listen and guess different sounds of birds)</b></li> </ul>
		<p><b>'Seva'</b></p>	<ul style="list-style-type: none"> <li>· <b>Provide separate bowls for grains (seeds) and water.</b></li> <li>· <b>Bird Hygiene</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Kindness towards birds</b></li> <li>· <b>Abolish cages for birds</b></li> <li>· <b>Plant more fruit trees for birds</b></li> <li>· <b>Taking care of injured animals</b></li> </ul>
		<p><b>Value:</b></p>	<ul style="list-style-type: none"> <li>· <b>Empathy</b></li> <li>· <b>Care</b></li> <li>· <b>Not to harm birds</b></li> </ul>	<ul style="list-style-type: none"> <li>· <b>Keep your bird feeders clean. Dirty bird feeders can spread diseases</b></li> </ul>

		Project/ Experiential learning (Collaboration):	<ul style="list-style-type: none"> <li>· Making of a nest</li> <li>· Distinguishing between animals and bird's footprints using clay</li> </ul>	<ul style="list-style-type: none"> <li>· Weave a story on animals, birds and insects</li> <li>· Paper bird puppets</li> <li>· Butterfly symmetry game (Matching the two halves of the butterfly and highlighting that each part is essential for the whole)</li> </ul>
		Prasar:	<p>Rhymes/Stories</p> <p>Singing bird songs</p> <p>Panel Activity: Identify the bird sounds</p>	<p>Role plays on animals, birds and insects</p> <p>Picture conversation</p>

### CURRICULUM FOR THE MONTH OF OCTOBER 2024

o.	MONTH	THEME	ACTIVITIES/TOPICS TO BE COVERED	
			PS-I	PS-II
1	October (Week I)	AIR WEEK These audio-visual experiences help them to acquire	<p>PHYSICAL PROPERTY</p> <p>1. Air is present around us. Air is colourless and odourless.</p> <p>*Circle time -</p> <p>-Blowing on own hands and feeling the air.</p> <p>-Wave your arm to feel the air.</p> <p>-Air cannot be seen but we can</p>	<p>AIR WE BREATHE</p> <p>Breathing - The most important use of air.</p> <p>The air we breathe is very important and we need to make sure we look after it. Just like we need to look after any other natural resource.</p>

		<p>knowledge about the topic in an easy and joyful way.</p>	<p>hear air when the wind blows on a windy day and we can feel it.          -Let children keep the paper on the table and switch on the fan. Let them observe what happened to the paper.          Simple exercise - Breathe in, breathe out.          Long breaths. Short breaths.          Air experiments – To demonstrate the presence of air by simple fun experiments.          Fun Time: Creating a parachute          Art – Draw something moving in the air (balloon, kite, cloth, dry leaves etc.)          Understanding smells-          Good smells and bad smells. (Smelling heeng, agarbatti, camphor, rotten tomato etc)          How do smells get to our nose?          Air carries them.          All facilitation to make sure that each child in the class gains an understanding of air, its physical property and involves himself/herself in related activities</p>	<p><b>*Circle time</b>          - Telling the importance of morning walk.          - Parts of our body that are used for breathing.          Air pollution, Smog and its Causes- Driving cars, burning fields and trash, wasting electricity, spraying chemicals.            Drawing: Encourage children to draw two things that make the air dirty.            Knowing about :          - The benefits of breathing clean air.          - Ways to keep the air clean and healthy for everyone.            Fun game : Let children use their breath or a straw to blow and try moving objects around a table without touching them.            Sharing and conversing about the importance of clean air.          Simple conceptualization of terms like air pollution, smog, harmful and smoke.            Pranayaam (1 minute)            Art Activity – Bubble Fun (Blow bubbles through a straw into a container of water to demonstrate how air and water come together to make bubbles)            All facilitation to make sure that each child in the class gains an understanding of the air we breathe, effects of breathing dirty air and involves himself/herself in related activities.</p>	
		<p>PRASAR</p>	<p>Children will go home and on encouragement by the family members (parents will be informed for the same) will demonstrate any activity that requires blowing of air such as inflating a balloon, whistling,</p>		



			blowing a candle etc.	
2	October (Week II,III & IV)	AIR	<p>Introduction to Air "Air is Everywhere"</p> <p>Feeling the Breeze "Wind and Air Movement"</p> <p>Air Takes Up Space "Air Has Volume"</p> <p>Air Pressure "Air Pushes and Pulls"</p> <p>Air and Sound "Air Vibrations"</p> <p>Craft : Straw flute craft, wind sock craft</p> <p>Listening to the rhyme of wind (comprising of properties)</p> <p>Sensory experience : floating objects, gentle sounds, balloon and bubble play.</p> <p>Weather exploration : wind, storms and breezy days.</p> <p>Air experiments : conduct simple experiments to demonstrate the power of air.</p> <p>Fostering a sense of stewardship for the environment : Group clean-up activity.</p> <p>Storytelling: Share stories or videos highlighting the effects of pollution on animals and nature.</p> <p>Role-playing: Encourage children to imagine themselves as different elements in the environment to instil empathy.</p>	<p>Introduction to Air and Its Importance</p> <p>Topics:</p> <p>What is air? Why is air important?</p> <p>"Wind in Action" "Making Sounds with Air"</p> <p>"Air and Heat" (Hot and cold air)</p> <p>Drawing : Children collaborate on creating a poster or collage illustrating their understanding of air.</p> <p>Encourage children to draw pictures of things that need air to exist.</p> <p>Outdoor play: Incorporate outdoor games that involve movement and interaction with the air.</p> <p>Craft : Create musical instruments with bottles and observe sound variations.</p> <p>Group discussion: Talk about times when they've felt the wind or noticed air around them.</p> <p>Fostering a sense of stewardship for the environment : Group clean-up activity.</p> <p>Storytelling: Share stories or videos highlighting the effects of pollution on animals and nature.</p> <p>Role-playing: Encourage children to imagine themselves as different elements in the environment to instil empathy.</p> <p>Shared Writing : Air</p>
		BEHAVIOURAL SKILLS:	<ul style="list-style-type: none"> <li>Discuss simple sustainable practices such as reducing waste and reusing materials.</li> <li>Craft projects using recycled materials to emphasize the importance of sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss simple sustainable practices such as reducing waste and reusing materials.</li> <li>Craft projects using recycled materials to emphasize the importance of sustainability.</li> </ul>
		SEVA	Planting activity: Engage children in planting seeds, teaching them about their role in caring for the Earth.	Planting activity: Engage children in planting seeds, teaching them about their role in caring for the Earth.
		VALUE	<ul style="list-style-type: none"> <li>Developing a sense of responsibility towards the environment.</li> <li>Understanding the importance of working together to keep the air clean.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a sense of responsibility towards the environment.</li> <li>Understanding the importance of working together to keep the air clean.</li> </ul>
		PROJECT / EXPERIENTIAL	<ul style="list-style-type: none"> <li>Discuss simple sustainable practices such as reducing waste and reusing materials.</li> <li>Craft projects using recycled</li> </ul>	<ul style="list-style-type: none"> <li>Discuss simple sustainable practices such as reducing waste and reusing materials.</li> <li>Craft projects using recycled</li> </ul>

		<b>LEARNING G (COLLABORATION)</b>	<b>materials to emphasize the importance of sustainability.</b>	<b>materials to emphasize the importance of sustainability.</b>	
		<b>PRASAR:</b>	Narration of story or recitation of rhyme (being celebrated at school) for family members the family to create a short video of the pre-schooler doing this step.	Narration of story or recitation of rhyme (being celebrated at school) for family members the family to create a short video of the pre-schooler doing this step.	
	<b>WEEK IV</b>	<b>PICTURE .....</b>	<p><b>CONVERSATION.....</b></p> <p><b>Wrap-Up and Review : "Fun with Air"</b></p> <p><b>Activities:</b> Review key concepts through interactive games and activities.</p> <p><b>Show and tell:</b> Throughout the syllabus, use age-appropriate language, engage in play-based learning, and encourage questions.</p>	<p><b>Group discussion:</b> Talk about times when they've felt the wind or noticed air around them.</p> <p><b>Topics:</b> Review key concepts learned throughout the weeks.</p> <p><b>How we use and experience air in our daily lives.</b></p> <p><b>Activities:</b></p> <p><b>Group projects:</b> Children collaborate on creating a poster or collage illustrating their understanding of air.</p> <p><b>Outdoor play:</b> Incorporate outdoor games that involve movement and interaction with the air.</p>	

CURRICULUM FOR THE MONTH OF NOVEMBER 2024

S. N o.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PS I	PS II
1.	November	Means of Transport	<ul style="list-style-type: none"> <li>· Story based integration on the names of common means of transport that the child sees in his/her environment.</li> <li>· Circular movement of tyres- connect different speed level (car is faster than rickshaw).</li> <li>· Talking about the 'food' for various modes of transport- types of fuel used to run different types of vehicles-(petrol, diesel).</li> <li>· Integration with pre number concepts (big/small, thick/thin, few/many, heavy/light)- Observing the wheels of different types of vehicles.</li> <li>· Recognition of sounds produced by various means of transport (loud and soft sounds).</li> </ul>	<ul style="list-style-type: none"> <li>· Story-based integration of the Modes of transport- land, water, air along with names of the people who drive these vehicles (driver, pilot, sailor).</li> <li>· Circular movement of tyres- connect different speed level (air transport is faster as compared to land transport).</li> <li>· Talking about the food- various types of fuel used to run different types of vehicles- (petrol, diesel, electricity,CNG).</li> <li>· Maximum number of passengers travelling in a vehicle.</li> </ul>

CURRICULUM FOR THE MONTH OF DECEMBER 2024

**PROPOSED THEMES FOR THE THREE LEVELS OF PS**

S. N O	MONTH	THEME	TOPICS TO BE COVERED- WINTER SEASON / FESTIVAL OF THE MONTH - CHRISTMAS		
			PS I	PS II	
1.	Decemb er (Week I&II)	COMM UNITY  HELPER S	<p>Seasons</p> <p>(Simple conceptualization)</p> <p>Stepping in winters following the concept of changes in weather (cold air, fog and environment)</p> <p>Clothes we wear in winters How to keep ourselves warm?</p> <p>Community Helpers</p> <p>Recognition of few community helpers seen around Doctor, Teacher, Carpenter, Plumber,</p>	<p>Seasons</p> <p>Children will learn about winter season including its weather and changes it bring in the environment.</p> <p>How to dress themselves to keep themselves warm.</p> <p>Appliances used in winter season.</p> <p>Community Helpers</p> <p>Recognition of few</p>	

			<b>Gardener, Soldiers, Dentists, etc.</b>	<b>community helpers seen around Delivery friend, Driver, Guard ,House help, Police, Fire Fighter, Gardner etc.</b>	
		<b>Behavioral Skills</b>	<b>Environmental responsibility by respective domestic habitat. Active participation for personal growth.</b>	<b>Emotional regulation by helping children to identify and manage their emotions during chilly winters.</b>	
		<b>'Seva'</b>	<b>Offering food to people who helps us</b>	<b>Environmental cleaning in local park.</b>	
		<b>Value</b>	<b>Show respect towards community helpers.</b>	<b>Show respect towards community helpers.</b>	

		<p><b>Project /Experiential learning (Collaboration)</b></p>	<p><b>Getting ready with me – Keeping themselves warm by wearing woolen accessories through group activity.</b></p> <p><b>Integrating role play activities focused on community helpers.</b></p>	<p><b>Project work on winter season</b></p> <p><b>Field trips – Police station Fire station , Petrol pump.</b></p>	
		<p><b>Prasar</b></p>	<p><b>Discussion on seasons and people who helps us with their peer group and family members.</b></p> <p><b>Maze game</b></p>	<p><b>Panel activity- Drawing of winter fruits and vegetables.</b></p> <p><b>Puzzle time - Joining of community helpers.</b></p> <p><b>Picture conversation on the theme of the month</b></p>	

	<p><b>Week (III &amp; IV)</b></p>	<p><b>COMM UNITY  HELPER S</b></p>	<p><b>Winter season</b></p> <p><b>Introduce various fruits and vegetables eaten in winter season.</b></p> <p><b>Importance of eating fruits and vegetables.</b></p> <p><b>Community helpers</b></p> <p><b>Discussion of their occupation and role in our daily life.</b></p> <p><b>Festival of the month</b></p>	<p><b>Winter season</b></p> <p><b>Introduce various types of food prepared during winter season. For eg- Gajar halwa, Soup etc.</b></p> <p><b>Community helpers</b></p> <p><b>Introduce community helpers and their occupations with their uniforms and understanding appreciation for the roles they play in the society.</b></p> <p><b>Discuss specific role and duty of each community helpers.</b></p> <p><b>Festival of the month</b></p> <p><b>Christmas</b></p> <p><b>Introduce biblical story focusing on the birth of</b></p>	
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**Christmas**

**Introduce biblical story focusing on the birth of Jesus Christ. Use appropriate material to narrate the story & discuss the significance.**

**Jesus Christ. Use appropriate material to narrate the story & discuss the significance.**



		<b>Behavioral Skills</b>	<p><b>Development of taste of different fruits and vegetables of winter season.</b></p> <p><b>Promote healthy habits while eating fruits and vegetables.</b></p> <p><b>Enable children to empathize with unfamiliar people.</b></p> <p><b>Respect for helpers.</b></p> <p><b>Importance of eating fruits and vegetables to the children.</b></p> <p><b>Promote healthy eating habits.</b></p>	<p><b>Taste appearance and benefits of eating winter food.</b></p> <p><b>Benefits of eating fruits and vegetables on regular basis.</b></p> <p><b>Discussion of taste, appearance and benefits of eating fruits and vegetables.</b></p>	
		<b>'Seva'</b>	<b>community service</b>	<b>Community service</b>	
		<b>Value</b>	<b>Show kindness and share wishes with others.</b>	<b>Show kindness and share wishes with others.</b>	
		<b>Project /Experiential learning (Collaboration)</b>	<p><b>Role play on community helpers.</b></p> <p><b>Group dance on theme of the festival.</b></p>	<p><b>Project work – Collage making on winter season.</b></p> <p><b>Discuss the excitement of Christmas and the joy of story dramatization.</b></p>	

**Prasar**

**Say” Thank you” to the  
community helpers in their  
environment.**

**Children will prepare  
“Thank you” card for  
people their guard.**

**Cooking without fire –  
Like – gingerbread man,  
cupcake decoration etc.**

**PROPOSED THEMES FOR THE THREE LEVELS OF PS**

<b>S. N O</b>	<b>MON TH</b>	<b>THEME</b>	<b>TOPICS TO BE COVERED</b>	
			<b>PS I</b>	<b>PS II</b>

1.	December (Week I&II)	COMMUNITY HELPERS	<p>Seasons</p> <p>(Simple conceptualization)</p> <p>Stepping in winters following the concept of changes in weather (cold air, fog and environment)</p> <p>Clothes we wear in winters How to keep ourselves warm?</p> <p>Community Helpers</p> <p>Recognition of few community helpers seen around Doctor, Teacher, Carpenter, Plumber, Gardener, Soldiers, Dentists, etc.</p>	<p>Seasons</p> <p>Children will learn about winter season including its weather and changes it bring in the environment.</p> <p>How to dress themselves to keep themselves warm.</p> <p>Appliances used in winter season.</p> <p>Community Helpers</p> <p>Recognition of few community helpers seen around Delivery friend, Driver, Guard ,House help, Police, Fire Fighter, Gardner etc.</p>	
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		<b>Behavioral Skills</b>	<b>Environmental responsibility by respective domestic habitat.</b>  <b>Active participation for personal growth.</b>	<b>Emotional regulation by helping children to identify and manage their emotions during chilly winters.</b>	
		<b>‘Seva’</b>	<b>Offering food to people who helps us</b>	<b>Environmental cleaning in local park.</b>	
		<b>Value</b>	<b>Show respect towards community helpers.</b>	<b>Show respect towards community helpers.</b>	
		<b>Project/Experiential learning (Collaboration)</b>	<b>Getting ready with me –</b>  <b>Keeping themselves warm by wearing woolen accessories through group activity.</b>   <b>Integrating role play activities focused on community helpers.</b>	<b>Project work on winter season</b>         <b>Field trips – Police station Fire station , Petrol pump.</b>	

**Prasar**

**Discussion on seasons and people who helps us with their peer group and family members.**

**Maze game**

**Panel activity- Drawing of winter fruits and vegetables.**

**Puzzle time - Joining of community helpers.**

**Picture conversation on the theme of the month**

	<p><b>Week (III &amp;IV)</b></p>	<p><b>COMMUNITY HELPERS</b></p>	<p><b>Winter season</b></p> <p><b>Introduce various fruits and vegetables eaten in winter season.</b></p> <p><b>Importance of eating fruits and vegetables.</b></p> <p><b>Community helpers</b></p> <p><b>Discussion of their occupation and role in our daily life.</b></p> <p><b>Festival of the month</b></p>	<p><b>Winter season</b></p> <p><b>Introduce various types of food prepared during winter season. For eg- Gajar halwa, Soup etc.</b></p> <p><b>Community helpers</b></p> <p><b>Introduce community helpers and their occupations with their uniforms and understanding appreciation for the roles they play in the society.</b></p> <p><b>Discuss specific role and duty of each community helpers.</b></p> <p><b>Festival of the month</b></p> <p><b>Christmas</b></p> <p><b>Introduce biblical story focusing on the birth of</b></p>	
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**Christmas**

**Introduce biblical story focusing on the birth of Jesus Christ. Use appropriate material to narrate the story & discuss the significance.**

**Jesus Christ. Use appropriate material to narrate the story & discuss the significance.**

		<b>Behavioral Skills</b>	<p><b>Development of taste of different fruits and vegetables of winter season.</b></p> <p><b>Promote healthy habits while eating fruits and vegetables.</b></p> <p><b>Enable children to empathize with unfamiliar people.</b></p> <p><b>Respect for helpers.</b></p> <p><b>Importance of eating fruits and vegetables to the children.</b></p> <p><b>Promote healthy eating habits.</b></p>	<p><b>Taste appearance and benefits of eating winter food.</b></p> <p><b>Benefits of eating fruits and vegetables on regular basis.</b></p> <p><b>Discussion of taste, appearance and benefits of eating fruits and vegetables.</b></p>	
		<b>‘Seva’</b>	<b>community service</b>	<b>Community service</b>	
		<b>Value</b>	<b>Show kindness and share wishes with others.</b>	<b>Show kindness and share wishes with others.</b>	
		<b>Project/Experiential learning (Collaboration)</b>	<p><b>Role play on community helpers.</b></p> <p><b>Group dance on theme of the festival.</b></p>	<p><b>Project work – Collage making on winter season.</b></p> <p><b>Discuss the excitement</b></p>	



				of Christmas and the joy of story dramatization.	
		Prasar	Say” Thank you” to the community helpers in their environment.	Children will prepare “Thank you” card for people their guard.  Cooking without fire – Like – gingerbread man, cupcake decoration etc.	

**CURRICULUM FOR THE MONTH OF JANUARY 2025**

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED		
			PS I	PS II	

1	JAN (Week III )	<p>“Toys and Games”</p> <p>Khel - Khilone</p>	<ul style="list-style-type: none"> <li>· Introduction to Various toys through Observation and Exploration of Toys in their immediate environment.</li> <li>· Speaking Activity -My Favourite Toy</li> <li>· Toy Land Walk: <i>Organize a "Toy Land Walk" wherein children can walk around the room with their favourite toys. As they walk, they can briefly talk about their toys.</i></li> <li>· The facilitator will incorporate sensory play with the help of sensory bins filled with different textures or musical instruments to enhance tactile exploration and language development.</li> </ul>	<p><b>Traditional Toys</b></p> <ul style="list-style-type: none"> <li>· Push/pull toys, Balls, dolls, top</li> <li>· Toy Sorting: The facilitator will have a variety of toys and ask children to sort them based on different criteria, such as colour, or type. This helps with categorization and language development.</li> </ul>	
		<p><b>Behavioural Skills:</b></p>	<p>Fostering Collaborative play through toys. The facilitator will encourage the preschoolers to share the toys turn wise and play together ie Pretend game / Act of Playing.</p>	<p><b>Patience and Turn-Taking:</b> Playing with toys enhances importance of taking turns, valuable lessons for social situations.</p>	

		<b>'Seva'</b>	<b>Creating a Toy Bank (The facilitator will encourage the students to donate toys / board games )</b>	<b>Draping a doll. Inculcating cultural integration. Keep the toys back in basket after playing.</b>	
		<b>Value:</b>	<b>Sharing and Caring  (Inculcating the habit of taking care of dolls and winding up the toys after playing.)</b>	<b>Empathy- Creating real life situations with toys and dolls to experience the feeling/emotion of empathy .</b>	
		<b>Project / Experiential learning (Collaboration):</b>	<b>Winter Fruits and Vegetables (Creating with Clay Dough)  Imaginary Play: Set up an area for imaginative play with various toys. This could be a kitchen, a doctor's office, or a construction site. Encourage children to use their creativity and language skills while playing together.</b>	<b>Science based Project work  Shadow, Reflection, Magnet  DIY toys- Soft toy making- Sock Puppet</b>	<b>.</b>

**Prasar:**

**Rhyme recitation on Patriotism.**

**Story Telling Using Toys.**

**Stories related to Bravery and Heroism.**

**PROPOSED THEMES FOR THE THREE LEVELS OF PS**

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED	
			PS I	PS II
1	JAN (Week IV)	“Toys and Games” Khel -Khilone	<ul style="list-style-type: none"> <li>· Introduction to various Indoor and Outdoor Games</li> <li>· Games We Play</li> <li>· Luka Chupi Games, Snakes and Ladders Games, Balloons, Simon Says, Puzzle play.</li> </ul>	<p><b>Traditional Games</b></p> <ul style="list-style-type: none"> <li>· Scavenger Game, Shape game, Hopscotch (Stappu), animal charade</li> <li>· Toy Sorting: Have a variety of toys and ask children to sort them based on different criteria, such as colour, size, or type. This helps with categorization and language development.</li> </ul>
		<b>Behavioural Skills:</b>	Fostering the social skills through free play and games. The facilitator will encourage team work and positive communication while playing games.	<b>Patience and Turn-Taking:</b> The facilitator will provide an environment to the children to play games with rules. These games will teach patience and the importance of taking turns, valuable lessons for social situations.
		‘Seva’	Taking care of toys/objects and articles	<b>Self-help Skills:-</b> Taking care of game boards will be promoted in children.

		<b>Value:</b>	<b>Reviving the love for traditional Games and Toys</b>	<b>Respect and Responsibility</b>	
		<b>Project/ Experiential learning (Collaboration):</b>	<b>The facilitator will narrate a story on kindness using picture cards and students will narrate the story in their own words.</b>	<b>The students will arrange the picture cards as per the sequence of the story and role play as one of the character of the story.</b>	
		<b>Prasar:</b>	<b>Children will sing Songs based on love for the Nation.</b>	<b>Children will engage themselves in new games with musical instrument</b>	

CURRICULUM FOR THE MONTH OF FEBRUARY 2025

FORMAT FOR THEMES & CURRICULUM DESIGN, PS

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED		
			PS I	PS II	

1	February (Week I to III)	Plants around us	<ul style="list-style-type: none"> <li>· Names of the plants / trees around us – Neem, Banana, Tulsi, Moneyplant etc.</li> <li>· Names of the flowers around us – Rose, Marigold, Sunflower, Lily, pansy, Jasmine.</li> <li>· Plants vary in size, colour, shape and texture of their leaves.</li> <li>· Parts of a plant – seed, roots, stem, leaves, branches, bud, flower and fruit.</li> <li>· Things we get from plants – fruits, vegetables, pulses, cereals, tea, coffee, spices, oil.</li> <li>· Names of common fruits – Apple, Banana, Papaya, mango and Orange</li> <li>· Names of common vegetables – Potato, Tomato, Onion, carrot, ladyfinger</li> <li>· Facts: National Fruit/ king of fruits – Mango</li> <li>· National Vegetable/ King of Vegetables – Brinjal / Egg Plant</li> <li>· National Flower – Rose</li> <li>· National Tree – Banyan</li> <li>· Vocabulary bag – Plants, Trees, Fruits, Flowers, Vegetables, spices, pluses, cereals, texture</li> </ul>	<ul style="list-style-type: none"> <li>· Life cycle of a plant</li> <li>· Plants need air, water, sunlight, soil, space, manure.</li> <li>· Names of few indoor plants – Money Plant, Bamboo, Areca Palm, Snake plant.</li> <li>· Names of few outdoor plants - Tulsi (Basil) Curry Leaves, Aloe Vera, Spider plant, Cactus.</li> <li>· Plants that grow in water – Money Plant. Bamboo, Lotus.</li> <li>· Importance of Plants – oxygen, shade, shelter, wood, medicine, perfume, rubber</li> <li>· Taking care of plants – adequate water, air, sunlight, protect from animals/ insects, manure / fertilizes, companion plant.</li> <li>· Fun Facts – Red coloured fruits keep the heart strong.</li> <li>· Yellow coloured fruits prevent from getting sick.</li> <li>· Green coloured fruits keep the teeth and bones strong.</li> <li>· Plants prepare their own food.</li> <li>· Plants can feel.</li> <li>· Vocabulary bag: air, water, sunlight, space, manure, shade, wood, medicine, shelter</li> </ul>
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		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>· Growing more plants and trees</li> <li>· Poise - Being thankful for plants</li> </ul>	<ul style="list-style-type: none"> <li>· Creating a green space in the house</li> <li>· Poise - Being thankful for plants.</li> </ul>
		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>· Nature walk</li> <li>· Scavenger hunt</li> </ul>	<ul style="list-style-type: none"> <li>· Taking care of green space created in the house/ classroom</li> </ul>
		<b>Value:</b>	<ul style="list-style-type: none"> <li>· Develop patience – giving adequate time to a plant to grow.</li> <li>· Planning – Keeping a track of when plants need to be watered, dry/ dead leaves to be removed.</li> <li>· Ownership – Giving each plant a name, desire to protect plants from animals/insects/harsh sunlight.</li> <li>· Eating fruits and vegetables (salad) for a healthy diet.</li> </ul>	<ul style="list-style-type: none"> <li>· Save the environment.</li> <li>· Do not pluck leaves, flowers or plants.</li> <li>· Collect, crush and put dead and dry leaves in a pot/plant.</li> <li>· Eating fruits and vegetables (salad) for a healthy diet.</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>· Collage – Pasting of different leaves, things we get from plants</li> <li>· Sorting of seeds / leaves</li> </ul>	<ul style="list-style-type: none"> <li>· Making a miniature greenhouse and how plants grow</li> <li>· Visit to a nearby / local flower shop.</li> <li>· Drawing – Life cycle of a plant.</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>· Show and tell</li> <li>· My favourite plant / tree/ fruit / vegetable / flower</li> </ul>	<ul style="list-style-type: none"> <li>· Role Play of florist, setting up a flower shop.</li> </ul>

**CURRICULUM FOR THE MONTH OF MARCH 2025**