



**Bal Bharati**  
PUBLIC SCHOOL

# PRESCHOOL CURRICULUM

2024-25

## THEMES

MONTH	PS-I
April & May	All about Myself
July	Water & Food
August	My Country, My Pride
September	Fauna on Earth
October	Air
November	Transport
December	Community Helpers
January	Toys and Games
February	Flora on Earth
March	School tour & Bridging Gap activities

***Ignacio Estrada: “If a child can’t learn the way we teach, maybe, we should teach the way he learns...”***

## MONTH – APRIL & MAY

### Theme- All about Myself (मेरी कहानी)

**PS I-** Bharati and Bharat are Bal Bhartians. Bharati is Bharat's elder sister. This morning, as they were coming to school by the school bus, Bharat asked Bharati, "Didi, how old are you?"

"Six years old, my little brother" replied Bharati.

Bharat said, "Didi, Mumma says I am three years old".

Before a minute passed, Bharat was ready with his next volley of questions. "Bharati didi, why doesn't Mumma take you to the barber for a haircut as she takes me every month?.... Why is your and my footwear different- yours being so beautiful?... Why does Dad call you 'Princess' and me 'Champ?'"

Bharati explained....

S. No	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	APRIL (Week I to III)	All about Myself (मेरी कहानी)	<ul style="list-style-type: none"> <li>● Myself -name, age, gender, class, school, how do I commute to school , my contact details , etc</li> <li>● My likes and dislikes</li> <li>● My Family (Members in my family)</li> <li>● My Body - How I appear, I love Myself <ul style="list-style-type: none"> <li>● Body Parts (face, large muscles, fine muscles &amp; sense organs)</li> <li>● Keeping my body safe from injuries</li> </ul> </li> <li>● Keeping my body safe by differentiating between Good Touch and Bad Touch</li> </ul>

			<p><b>LANGUAGE &amp; LITERACY</b></p> <p><b>Reading Readiness Activities</b></p> <p>Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"><li>● Conversing with the class group using these words meaningfully &amp; frequently.</li><li>● <b>Theme related vocabulary:</b> I, me, myself, mine, father, mother, family, brother, sister, younger, elder, uncle, aunt, love, etc.</li></ul> <p><b>Writing Readiness Activities</b></p> <ul style="list-style-type: none"><li>● Development of postural control</li><li>● Simple outdoor activities - running, hopping, jumping for the growing child's well-toned large muscles to support &amp; enhance fine muscle coordination.</li><li>● Crumpling, clay, squeezing, throwing, catching - specifically for fine muscles.</li></ul>
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- Skills to improve sensorial perception (Printing activities like finger printing, vegetable printing).
- Other activities to enhance fine motor skills in collaborative small groups like, shelling vegetables-peas, corns, etc.
- Activities to enhance self-help skills like self-feeding, self-dressing, and self-grooming.
- Scribbling using crayons on different surfaces.
- Coloring activities

#### **HINDI LITERACY**

- शब्दावली - गर्मी, कल्फी, गरम, पसीना, चाय, रस, सर, कंधे, बाज, पैर, हाथ, होठ, आंख, कान, बाल, दोस्त, इत्यादि।

**इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।**

			<p style="text-align: center;"><b>NUMERACY</b></p> <ul style="list-style-type: none"><li>● Sorting and pairing activities</li><li>● Pre-number concept: Big/Small</li><li>● Shape-Circle</li><li>● Knowledge of patterns- straight line (standing lines)</li><li>● Oral counting- 1 to 5</li><li>● Recognition of number 1</li></ul> <p>Montessori Apparatus- Pink Tower, Sand paper number</p> <hr/>
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			<ul style="list-style-type: none"> <li>● Knowledge of patterns- straight line (standing lines)</li> <li>● Oral counting- 1 to 5</li> <li>● Recognition of number 1</li> </ul> <hr/> <p>Montessori Apparatus- Pink Tower, Sand paper number</p>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Smell, listen, taste, see &amp; feel <b>consciously</b>; hygiene &amp; caring for <b>sense organs</b>.</li> <li>● <b>Poise - 'Silence Lesson'</b> (Arrival &amp; Dispersal)</li> </ul>
		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>● Awareness &amp; seva to self.</li> <li>● Namaskar</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>

		<b>Value:</b>	<ul style="list-style-type: none"> <li>● <b>Helping &amp; Sharing</b></li> <li>● Helping my friends, family &amp; anyone in need</li> <li>● Sharing</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>● 'Clothes I wear'</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Story Creation - 'Good Girl/Boy'...</li> </ul>
2.	April Week IV to May Week II	Aam aur Paani ki Bahaar ki Garmi	<ul style="list-style-type: none"> <li>● Seasons (simple conceptualization)</li> <li>● Summer - the feel of hot air, integration with the effect of extreme heat on different life forms</li> <li>● Importance of water and concept of thirst</li> <li>● Summer gadgets</li> <li>● Simple conceptualization of summer clothing, summer fruits</li> <li>● <b>Summer vocabulary:</b></li> </ul>



		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Accepting &amp; dealing with extreme weather.</li> </ul>
		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>● Hygiene &amp; self-care</li> </ul>
		<b>Prasar</b>	<ul style="list-style-type: none"> <li>● 'Aam'</li> </ul>

**# Value/Basic Courtesies and Manners- Greetings, Use of Three Magic Words, Taking Turns and Sharing**

Robert John Meehan: Every child has a different learning style & pace. Each child is unique, not only capable of learning, but also capable of succeeding.

### MONTH - JULY

#### Theme- Water & Food (अच्छा जल पान, विकास का प्रतिमान )

**PS I-** A small, white, cute, furry rabbit lived in a burrow. Its name was Bunny. One day, as Bunny came out of the burrow to fetch some food and water, it found a vegetable seller's shop close by. In the shop there were baskets full of red, crisp carrots. Its mouth drooled...we all need to eat healthy food like fresh vegetables and fruits to grow big... (Story to be continued by the teacher and students)

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	July	'Water & Food'- अच्छा जल पान, विकास का प्रतिमान	<b>Food -</b> <ul style="list-style-type: none"> <li>● What do I eat—Names of food items</li> <li>● Am I eating 'Good Food'?</li> <li>● What happens when I eat food; Why should I eat food?</li> <li>● Difference between chewing &amp; gulping food</li> <li>● Sweet, sour, bitter, salty food</li> <li>● Who grows crops &amp; prepares food for me?</li> </ul>

**Water-**

- I need water
- Where do I get water from?
- Does water have taste?
- Where do I see & experience water in different activities
- Rain-drops, shower, downpour
- Effect of rain on plants, animals, insects, roads, vehicles, grass, houses & buildings

**Activities to enhance fine motor coordination -clay modelling with rolling board, building blocks etc.**

- Development of postural control

(spooning, threading, paper tearing and pasting, lacing and pegging)

- Picking up small objects  
especially with Pincer grip and Tripod grip
- Tong activities, lemon squeezing, medicine dropper squeezing activities

- Stirring and mixing

### **LANGUAGE & LITERACY**

**Reading Readiness Activities** Facilitator to enhance the Preschoolers active vocabulary with the following:

- Conversing with the class group using these words on a daily basis consciously & as frequently as possible.
- Theme related vocabulary: hot, sun, dry, cut, water, food, junk, raw, cook, tiffin, chew, bite, eat, cut, waste, peel, packed

#### **Letter & sound recognition and related vocabulary:**

Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.

Remember & remind yourself to

go from simple to complex while teaching letter related vocabulary.

**Letter Ll-** leg, lips, left, lock, lion, leaf, letter, ladder, lemon, lotus etc.

**Letter I i-** is, it, if, in, ill, India, insect, injection, intake, etc.  
**Letter T t-** tap, ten, toy, tin, top, tall, tiger, torch, towel, tomato, teeth, table, tongue etc.

**Writing Readiness Activities:**

- Tracing straight lines from top to bottom and left to right
- Tracing in sand and paper
- Related worksheets (dot to dot tracing using thick crayon)

**#Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.**

**HINDI LITERACY**

- शब्दावली - भोजन, फल, सब्जी, दूध, साफ़, गंदा, मच्छर , पानी, बारिश , छाता, पकौड़े , इंद्रधनुष इत्यादि।

**इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।**

**NUMERACY**

- Sorting and pairing activities
- Pre number concept- More/less

			<ul style="list-style-type: none"> <li>● Shape-Square and Triangle</li> <li>● Knowledge of patterns- straight lines (sleeping lines)</li> <li>● Oral counting- 1 to 5</li> <li>● Recognition of numbers 2 and 3</li> <li>● Correlation of numbers 1 to 3 with quantity</li> <li>● Matching activities</li> <li>● <b>Montessori Apparatus-</b> Pink Tower, Cylinder Blocks, Sandpaper Numbers</li> </ul>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Eating Right: Eye-Hand &amp; Mouth-Hand Coordination <ul style="list-style-type: none"> <li>● Enacting correct movements &amp; gestures related to eating food, drinking water &amp; enjoying rain</li> <li>● Poise</li> <li>● Being thankful for food &amp; water</li> </ul> </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>

		<b>Value:</b>	<ul style="list-style-type: none"> <li>• Not to waste food &amp; water</li> <li>• Care</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>• Dramatization of food producers &amp; suppliers</li> <li>• Food/Water/Rain related paper folding activities</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>• Learning &amp; collective singing of prayer before eating tiffin in school</li> </ul>

#Value/ Basic Courtesies and Manners- Politeness and Truthfulness

**Fred Rogers: “Play is often talked about as if it were a relief from serious learning. But, for children, play is serious learning. Play is really the work of childhood.”**

### MONTH - AUGUST

Theme- My Country, My Pride (मेरा देश , मेरा अभिमान)

**PS I-** Lieutenant Azaad is a soldier in the Indian Army. He is presently posted at Delhi and lives with his family. Soon Lieutenant Azaad will leave Delhi and move to Rajasthan with his wife and son, Yash to take care of our country India from there.

Yash is so proud of the fact that his father is an Indian soldier and also very excited about moving to Rajasthan with his Ma & Papa. He is looking forward to eating Rajasthani food, visiting various interesting places, forts & monuments in Rajasthan and greeting everyone “*khamma Ghani*” along with “Namaskar” that he has learnt as he stayed in Delhi. Yash salutes his BIG nation -INDIA!

Bharati & Bharat, Yash’s neighbourhood friends are sad about Yash leaving Delhi. They wish him and his family *good wishes as they move to Rajasthan.*



S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	August (Week I)	<p style="text-align: center;"><b>मेरा देश, मेरा अभिमान)</b></p> <p><b>Celebrating Stories (for entertainment' language learning, Theatre, cognitive skills sequencing, Reasoning and memory)</b></p>	<ul style="list-style-type: none"> <li>● Any one age-appropriate, entertaining stories to be-</li> <li>● created/shortlisted by the facilitator - to build upon the features/skills demarcated here.</li> <li>● becomes a better listener/indulges in reasoning and sequencing.</li> <li>● Learns to remember, involves herself in narration/role play.</li> <li>● Makes a story related collage.</li> <li>● These story-based competencies may be achieved through collaborative/small group activities planned &amp; written in planners.</li> </ul>

- Facilitator to record at least three anecdotes in this story week.

(Please note: One theme-based story has been created and added for ready reference. The second story on the same theme needs to be created/shortlisted by the concerned teacher.)

#### **LANGUAGE & LITERACY**

**Reading Readiness Activities** Facilitator to enhance the Preschoolers active vocabulary with the following:

- Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
- Theme related vocabulary- Delhi, city, India, Country, Flag, Tricolor, clean, nation,

national, symbols, games, march, peace, soldiers, etc.

- Sight words- I, my, me

**Letter & sound recognition and related vocabulary.**

Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.

Remember & remind yourself to go from simple to complex words while teaching letter related vocabulary.

Tracing of straight lines like tracing in sand and paper.

**Letter F f-** fan, fit, fat, fun, fry, fly, fish, frog, flag, face, fight, fingers, feather, fantastic, fabulous etc.

**Letter D d-** den, day, dew, doll, drum, dress, door, dive, dirty, deep, deer, drive, dark,

drain, drape, dinner, doctor etc.

**Letter A a-** at, an, am, ant, axe, apple, arrow, alligator, airplane, almanac, anger, almirah etc.

**# Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayons.**

### **Writing Readiness Activities**

Activities to enhance fine motor coordination, clay modelling with rolling board, building blocks etc.

- Development of postural control.
- Tracing of slanting lines (left to right and right to left)
- Picking up small objects especially with Pincer grip and Tripod grip.
- Colouring in enclosed figures.

### **HINDI LITERACY**

- शब्दावली - दिल्ली, झंडा, नदी, भारत, लाल किला, कमल, मोर, चीता, विजय, सैनिक, पहाड़, इत्यादि।

**इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।**

## NUMERACY

- Sorting and pairing activities.
  - Pre number concept- long/short.
- Revision of shapes- circle, square and Triangle.
- Knowledge of patterns- slanting lines
- Moving finger clockwise and anti- clockwise to trace various shapes.
- Oral counting- 1 -10
- Recognition of numbers 4 and 5.
- Correlation of numbers 1 to 5 with quantity.
- Matching activities.
- Information of age,contact number.

Montessori Apparatus- Pink Tower, cylinder blocks, Long stairs, SandPaper Numbers.

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		<b>Prasar</b>	<ul style="list-style-type: none"> <li>● Narration of <i>any one</i> story (being celebrated at School) for family members.</li> <li>● The family to create a short video of the Preschooler doing this activity.</li> </ul>
<b>2</b>	<b>August (Week II &amp; III)</b>	<b>My India, My Pride</b>	<ul style="list-style-type: none"> <li>● Identifying the colours - Orange, White, Green &amp; Blue in the environment. This to be followed by making the Preschoolers prepare orange &amp; green colours through class activities.</li> <li>● Identifying the 'Tiranga' through Picture Conversation (only)</li> </ul>

			<ul style="list-style-type: none"> <li>● Coloring the Tiranga</li> <li>● Listening to story of Indian independence</li> <li>● Recognizing ONE Freedom fighter and speaking one-two sentences about her/him.</li> <li>● Learning important terms like 'Jai Hind', 'Tiranga', 'Mera Bharat Mahaan' through morning (Special) Assemblies spread through the entire second/third week of the month.</li> </ul>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Learning &amp; Collective Singing of an age-</li> </ul>

			appropriate Song/Rhyme helping the <i>Preschooler feel</i> “MY India My Pride”.
		<b>“Seva”</b>	<ul style="list-style-type: none"> <li>● To learn to salute the National flag.</li> </ul>
		<b>Value</b>	<ul style="list-style-type: none"> <li>● National Citizenship</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>● Simple, collective class display for celebrating Independence Day</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Singing &amp; sharing National songs &amp; Rhymes with family, friends, facilitators at School (audio recording/videos to be made wherever</li> </ul>



			possible & to be shared too.)
	<b>WEEK IV</b>		
		<b>PICTURE CONVERSATION WEEK TO CELEBRATE INDEPENDENCE DAY</b>	
		CONVERSATION CHARTS... TO BE PREPARED BY FACILITATORS (in total consonance with the Competencies & Learning Outcomes achieved in the I, II & III Weeks of August)	

# Value Basic Courtesies and Manners - Gratitude and Respect for Nation

**Wright Thurston: Don't just teach Kids how to count...teach them what counts the most.**

**MONTH - SEPTEMBER**

**Theme- Fauna on Earth (जीव जंतुओं के साथ है निभानी यह भी तो है हमारे जैसे प्राणी)**

**PS I-** It was time for an annual celebration!! The animals living in a pond in a thick forest were preparing for a lovely & colourful 'Parade'. The Shark declared that she would lead the parade & asked everyone to dress up in their best attire and participate joyfully.

The Crocodile & the Tortoise seemed to be a little perplexed & confused as they had promised their animal & insect friends, the Bear, the Giraffe and the Butterfly for organising a similar parade on land.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	SEPTEMBER (Week I to II)	'Fauna on Earth'- जीव जंतुओं के साथ है निभानी यह भी तो है हमारे जैसे प्राणी ।	<ul style="list-style-type: none"><li>● Introduction to the theme through a story having a number of animals</li><li>● What is an animal?</li><li>● Names of different animals.</li></ul>

			<ul style="list-style-type: none"> <li>● Differentiate between animals on the basis of their size - Small and Big, integrating Pre-number concept</li> <li>● Basic features of animals and birds</li> <li>● Insects which we see in the surroundings</li> </ul> <p style="text-align: center;"><b>LANGUAGE &amp; LITERACY</b></p> <p><b>Reading Readiness Activities</b></p> <p>Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"> <li>● Conversing with the class group by using these words on a daily basis</li> <li>● consciously &amp; as frequently as possible.</li> <li>● Theme related vocabulary: Names of animals, care, shelter, friendly, pet, vet, wild.</li> <li>● Sight words - I, Am</li> <li>● Letter &amp; sound recognition and related vocabulary:</li> <li>● Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.</li> <li>● Remember &amp; remind yourself to go from simple to complex words while teaching letter related vocabulary.</li> <li>● Letter K k- kit, kid, kite, kiwi, keep, kind, kettle, kitten, kennel, kangaroo, kindergarten etc.</li> </ul>
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			<ul style="list-style-type: none"><li>● <b>Letter B b-</b> bat, bag, bin, bin, bed, beg, bug, boy, ball, bear, bite, blue, black, boon, boil, black, bread, butter, brush, bully, button, branch, bottle, butterfly etc.</li><li>● <b>Letter H h-</b> hat, hot, hit, hut, heal, head, high, heel, high, horn, hero, hump, horse, home, house, height, helicopter, heroine, hamper, hashtag, hunger etc.</li><li>● Alphabet stories and rhymes to introduce the letters</li><li>● Letter games</li><li>● Related worksheets</li></ul> <p><b># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon</b></p> <p><b>Writing Readiness Activities</b></p> <ul style="list-style-type: none"><li>● Development of postural control.</li><li>● Tracing of curves</li></ul>
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- Paper folding, colouring in enclosed figures and free hand drawing, etc.
- Rainbow tracing on numbers and letters using three different colours

#### HINDI LITERACY

- शब्दावली - कुत्ता ,बिल्ली , चूहा, गाय, मछली, बंदर, शेर, चारा, घास , खरगोश, पंख, चोंच, इत्यादि
- मौखिक ध्वनि विश्लेषण ऊ और आ
- अपने नाम की पहली ध्वनि सुनना ।

# स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षिका का ध्येय रहेगा ।

इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें ।

#### NUMERACY

- Sorting and pairing activities

			<ul style="list-style-type: none"> <li>● Pre-number concept: Tall/Short</li> <li>● Revision of shapes- Circle, Square and Triangle</li> <li>● Knowledge of patterns- Curves</li> <li>● Oral Counting 1-10.</li> <li>● Recognition of numbers 6 &amp; 7</li> <li>● Correlation of numbers 1 to 7 with quantity</li> <li>● Matching activities</li> </ul> <p><b>Montessori Apparatus-</b> Frames (Velcro Frame), Number Rods, Sandpaper Numbers</p> <hr/> <hr/>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Unique animal sounds <ul style="list-style-type: none"> <li>✓ Eating pattern of animals</li> <li>✓ Demonstrating the behavioural expressions and actions found in the animal kingdom - Animal Walk</li> </ul> </li> <li>● Highlight the importance of working together through animal inspired tasks (for e.g. politeness &amp; softness of a</li> </ul>

			puppy/rabbit, ducklings follow the leader relating it to walking in line.)
		<b>“Seva”</b>	<ul style="list-style-type: none"> <li>• Grasping the essentials of nourishing , maintaining cleanliness, and providing aid for animals , feeding animals , taking care of injured animals.</li> <li>▪ Visit to animal shelters like <i>Goshalas</i> for providing food and clothes during harsh weather under adult supervision (Relating Mother Tongue and telling them that <i>Gau</i> means cow and <i>Shala</i> means shelter).</li> </ul>

		<b>Value</b>	<ul style="list-style-type: none"> <li>● Not to harm animals</li> <li>● Care for animals</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<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>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Story: Elephant and the Mouse</li> <li>● Oath: Take a heartfelt pledge to be a compassionate peer: “I promise to love and care for animals every day, being kind and gentle in every little way.”</li> <li>● Creating a corner to classify different animals (for eg. a jungle with carnivores &amp;</li> </ul>



			herbivores, small & big animals) & explaining this classification to the peer group.
2	SEPTEMBER (Week III to IV)	Fauna Around Us	<ul style="list-style-type: none"> <li>• Birds- physical features (beak, feathers, wings and claws)</li> <li>• Name of common birds</li> <li>• Where they live - nest</li> <li>• Difference between animals and birds.</li> </ul>
		Behavioural Skills:	<ul style="list-style-type: none"> <li>• Care for birds</li> <li>• Be energetic....Wake up with sunrise like birds</li> <li>• Like birds, go to bed at the same time every evening</li> </ul>

		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>● Provide separate bowls for grains (seeds) and water.</li> <li>● Bird Hygiene</li> </ul>
		<b>Value</b>	<ul style="list-style-type: none"> <li>● Cleanliness- to help animals &amp; birds grow in a healthy manner.</li> <li>● Empathy Care</li> <li>· Not to harm birds</li> </ul>
		<b>Project/ Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>● Nest Making (in collaboration): Description of the bird &amp; its nest</li> <li>● Distinguishing between animals and birds' footprints using clay</li> </ul>

		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Rhymes/Stories</li> <li>● Singing bird songs</li> <li>● Panel Activity: Identify the bird sounds</li> </ul>
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# Value/ Basic Courtesies and Manners- Kindness and Honesty

Concrete experiences and participative learning are the formula behind clearer concepts!!

**MONTH - OCTOBER**

**Theme- Air (साफ रहेंगी वायु तभी बढ़ेगी आयु)**

**PS I-** Varsha is Bharati's best friend; both these five-year-old girls are classmates at Bal Bharati Public School. One day when Bharati & Varsha were enjoying their tiffin snacks sitting under a neem tree in their school's playground, Varsha noticed three flying clouds up in the sky...she expressed her surprise to Bharati and asked, "Bharati can you see those three moving clouds in the sky? I wonder how are they moving? I can't see any wings around their bodies...clouds do not have feet either as though someone is pushing them...Who can this be? Can you see someone making these clouds move Bharati?"

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	October (Week I)	साफ रहेंगी वायु तभी बढ़ेगी आयु	<ul style="list-style-type: none"> <li>● PHYSICAL PROPERTY               <ul style="list-style-type: none"> <li>- Feel and sound of air</li> </ul> </li> <li>● Simple exercises highlighting the presence of air - In and around us</li> <li>● Long breaths, short breaths.</li> <li>● Air experiments - To demonstrate the presence of air by simple fun experiments.</li> </ul> <p>All facilitators 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>

**LANGUAGE & LITERACY**

**Reading Readiness Activities**

Facilitator to enhance the

Preschooler's active vocabulary with the following:

- Conversing with the class group by using these words on a daily basis consciously & as frequently as possible.
- Theme related Vocabulary: hot, cool, pure, clean, cough, smell, viral, breeze, breathe, pollution, fragrance, vacuum etc..
- Sight words - He, She, We
- Introduction to Air - 'Air is everywhere.' Feeling the presence of air.
- Properties of air (space, speed) with the help of simple hands- on activities
- Enhance air related vocabulary and conceptualise- breeze, wind, and storm

- |  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>● Rhymes and story narration specific to development of the concept of air</li></ul> <p><b>Letter &amp; sound recognition and related vocabulary.</b></p> <ul style="list-style-type: none"><li>● Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.</li><li>● Remember &amp; remind yourself to go from simple to complex words while teaching letter related vocabulary.</li><li>● <b>Letter E e-</b> egg, elf, end, enter, empty, engage, engine, empire, exercise, empire, explore, entry. elephant, eggplant, envelope, etc.</li><li>● <b>Letter V v-</b> van, vet, vote, vase, vest, vote, voice, vulture, violet, violin, village, VIBGYOR, vegetables etc.</li><li>● Alphabet stories and rhymes to introduce the letters</li><li>● Letter games</li><li>● Related worksheets</li></ul> |
|--|--|--|--|

			<p><b># Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.</b></p>	
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**Writing Readiness Activities:**

- Development of postural control
- Colouring in enclosed figures, free hand drawing and paper tearing and pasting
- Writing of letters Ll and Tt using thick crayons

### HINDI LITERACY

- शब्दावली- पंख, बाजरा, हवा,  
गुब्बारा , हवाई जहाज, पक्षी, पतंग ,इत्यादि ।  
मौखिक ध्वनि विश्लेषण- ई और ऐ

# स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षिका का ध्येय रहेगा ।

- इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें ।

### NUMERACY-

- Sorting and pairing activities
- Pre-number concept: Far/Near
- Oral Counting 1-10
- Tracing of sandpaper numbers
- Recognition of number 7
- Correlation of numbers 1 to 7 with quantity
- Concept of zero

**Montessori Apparatus-** Frames (Button Frame), Spindle Box, Sandpaper Numbers



	<b>BEHAVIOURAL SKILLS:</b>	<ul style="list-style-type: none"> <li>● Imbibe the habit of using a handkerchief while sneezing, coughing.</li> <li>● Talking to each other from an adequate distance</li> </ul>
	<b>SEVA</b>	<ul style="list-style-type: none"> <li>● Planting activity: Engage children in planting seeds, teaching them about their role in caring for the natural environment</li> </ul>
	<b>VALUE</b>	<ul style="list-style-type: none"> <li>● Developing a sense of responsibility towards the environment</li> <li>● Working together to keep the air clean</li> <li>● Humanity, compassion, <i>Vasudhev Kutumbakam</i> -The entire world breathes the air</li> </ul>
	<b>PROJECT / EXPERIENTIAL LEARNING (COLLABORATIO)</b>	<ul style="list-style-type: none"> <li>● ‘Air we Smell’ - Good smell and bad smell (Smelling heeng, agarbatti, camphor, rotten tomato, etc.)</li> <li>● How do smells get to our nose?</li> <li>● Air carries them</li> <li>● Audio recording of learners’ reactions by the facilitator</li> <li>● PICTURE CONVERSATION</li> </ul>

			<ul style="list-style-type: none"> <li>● Wrap-Up and Review : ‘Fun with Air’</li> <li>● Activities: Review key concepts through interactive games and activities.</li> <li>● Show and Tell: Throughout the syllabus, use age-appropriate language, engage in play-based learning, and encourage questions</li> </ul>
		<b>PRASAR</b>	<ul style="list-style-type: none"> <li>● Narration of story or recitation of rhyme (being learnt at school about Air) for family members.</li> <li>● The family to create a short video of the preschooler doing this step.</li> </ul>

**#Value and Basic Courtesies and Manners -’Green’ Habits**

**Involve children actively in ‘Doing’ so that they master ‘Knowing’.**

## MONTH - NOVEMBER

### Theme- Means of Transport (यातायात है बहुत जरूरी संगी साथियों की मिटाये दूरी)

**PS I-** Once upon a time, on the busy roads of Delhi, there lived four friends- Mrs. Car, Mr. Truck, Ms Bicycle & Mr. Auto Rickshaw.

On a sunny day, as they were waiting at the Red Light. They started a conversation with each other. Mrs. Car commented “You know, we always get stuck in this heavy traffic. It’s so disturbing”.

Mr. Truck nodded and said, I wish there were broader roads to make our ride smooth and clean.

Ms. Bicycle, smallest of the four said “I am slim and light as compared to you all” and run manually and do not get stuck in the traffic like you Mr. Truck and Mrs. Car. I do not create pollution at all. I look so simple... not like you Mrs. Car, you come in so many different models.

Mr. Auto Rickshaw being the green vehicle came with a solution “I am glad to tell you that unlike Car and Truck, I run on cleaner fuel, I am a green vehicle and do not create pollution. If we promote riding together and encourage each other to ride on such eco-friendly vehicles, we can make Delhi clean and green. All the three agreed and ....

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
1	November	<b>Means of Transport-</b> यातायात है बहुत जरूरी संगी साथियों की मिटाये दूरी	<p style="text-align: center;"><b>PS I</b></p> <ul style="list-style-type: none"> <li>● <b>Why travel</b> - To meet &amp; be with loved ones, family.</li> <li>● Names of common means of transport that the child sees in his/her environment.</li> <li>● Circular movement of tyres-connect different speed levels(share more details about land transport as will be going from known to unknown, and simple to complex across the three levels.)</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> </ul>

			<p>different types of vehicles.</p> <ul style="list-style-type: none"> <li>● Recognition of sounds produced by various means of transport (loud and soft sounds).</li> <li>● Role of a traffic policeman.</li> <li>● Delhi metro as a means of transport/ Metro station.</li> </ul> <p><b>LANGUAGE &amp; LITERACY</b></p> <p><b>Reading Readiness Activities</b> Facilitator to enhance the preschoolers active vocabulary with the following:</p> <p>Conversing with the class group by using these words on a daily basis consciously &amp; as frequently as possible.</p> <ul style="list-style-type: none"> <li>● Theme related Vocabulary: far, gas, CNG, slow, fast, near, land, road, rash, honk, tyre, wheel, means, mode, petrol safety, traffic, electric, zebra crossing, green vehicle, speed breaker etc.</li> <li>● Sight words- this, the, it.</li> </ul> <p><b>Letter &amp; sound recognition and related vocabulary.</b></p> <p>Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities.</p> <p>Remember &amp; remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <ul style="list-style-type: none"> <li>● <b>Letter Cc-</b> car, cup, cat cot, cold, cool, corn, cake, clock, cage, care, class, candle, cabin, create, computer,</li> </ul>
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cushion, carpenter, compass etc.

- **Letter Oo-** ox, on, off, open, oven, orange, office, oxygen, octopus, ostrich, orchid, orchestra etc.
- Alphabet stories and rhymes to introduce the letters.
- Letter games

#### **Writing Readiness Activities**

- Development of postural control.
- Free hand drawing- Land, Water & Air transport.
- Writing of letters li and Ff.

**# Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.**

### HINDI LITERACY

- शब्दावली- सड़क, जल, रेलगाड़ी, हवा, बस, कार, समुद्र ,धुआँ , पहिया , साइकिल , इत्यादि ।

इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें ।

- मौखिक ध्वनि विश्लेषण- अ,उ और औ ।

# स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षिका का ध्येय रहेगा।

### NUMERACY

- Sorting and pairing activities.
- Pre- Number Concept- Narrow & Wide.
- Oral Counting 1-10.
- Tracing of sandpaper numbers.
- Recognition of numbers 8 & 9.

			<ul style="list-style-type: none"> <li>• Correlation of numbers 1 to 9 with quantity.</li> <li>• Information of house number, number of family members.</li> </ul> <hr/> <p><b>Montessori Apparatus-</b> Previous Montessori apparatus to be carried along.</p> <hr/>
		<p><b>Behavioural Skills</b></p>	<ul style="list-style-type: none"> <li>• Action games- simple, safe and age appropriate movement of different vehicles, human pyramid.</li> <li>• Traffic Lights- Integration of observation &amp; time displayed for red &amp; green lights at Traffic signals, significance of red, yellow, and green signals in the traffic light.</li> <li>• Emphasizing the importance of holding an adult's hand when on the roads, etc.</li> </ul>



			<ul style="list-style-type: none"> <li>To learn to drive the most basic and eco- friendly land transport - tricycle &amp; bicycle.</li> </ul>
		Seva	<ul style="list-style-type: none"> <li>Inviting a Traffic Police officer in the school for felicitating him.</li> </ul>
		Value	<ul style="list-style-type: none"> <li>Integration of SD Goals- use of eco friendly vehicles like bicycle, battery operated vehicles.</li> </ul>
		Prasar	<ul style="list-style-type: none"> <li>Song- “Swachh Bharat ka Irada”</li> </ul> <p><a href="https://youtu.be/Vw-TeVhfVxY?si=GB202EGZ85OyOD98">https://youtu.be/Vw-TeVhfVxY?si=GB202EGZ85OyOD98</a></p>
		Project/ Experiential learning (collaboration)	<ul style="list-style-type: none"> <li>Exploring the school premises to spot and identify different vehicles.</li> </ul>

## # Value and Basic Courtesies and Manners- Cleanliness

***FRED DONALDSON - Children learn as they play, most importantly in play children LEARN how to LEARN.***

MONTH - DECEMBER

Theme- Community Helpers (समुदाय के मददगार करें जीवन का उद्धार )

**PS I-** Yesterday, when Bharati and Bharat were returning home from School, Bharati started instructing & explaining things to her kid brother Bharat.

“My dear Bharat, as we reach home in a little while, you will not see our helper Didi around. Mumma has given her a ‘*chutti*’ as Didi is unwell. Please take off your shoes and clothes and keep them separately. I will keep these in the washing area. Do not throw them around as you do everyday. Also, collect your lunch plate from me when I will call you from the kitchen. Do not start watching ‘Nickelodeon.’ You may do all this when our helper Didi gets back to our household tomorrow.”

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	December (Week I&II)	COMMUNITY HELPERS- समुदाय के मददगार करें जीवन का उद्धार	<ul style="list-style-type: none"> <li>● Why do we need help?</li> <li>● How can we help each other at home?</li> <li>● Concept of parents working outside of home.</li> </ul> <p>Name and identification of few common community helpers in the environment - Doctor &amp; Nurse, Driver, Guard, House help, etc.</p> <ul style="list-style-type: none"> <li>● Basic tools used by these community helpers.</li> </ul>

			<p><b>LANGUAGE &amp; LITERACY</b></p> <p><b>Reading Readiness Activities</b></p> <p>The facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"><li>● Conversing with the class group by using these words on a daily basis consciously &amp; as frequently as possible.</li><li>● Theme related vocabulary: doctor, teacher, plumber, shoemaker, cobbler, policeman, dentist, soldier, RJ's,</li></ul>
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			<p>delivery boy, barber, chef, driver, green grocer, air hostess, pilot, gardener, helper didi/bhaiya, guards, attendant, tools, uniforms, duty, responsible, share, service, thank you, serve, gratitude.</p> <ul style="list-style-type: none"><li>● Sight words- On, At.</li></ul> <p><b>Letter &amp; sound recognition and related vocabulary.</b> Concrete letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember &amp; remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <ul style="list-style-type: none"><li>● <b>Letter W w-</b> wet, way, wag, wind,</li></ul>
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wear, wait, west,  
what, wipe, wave, wall, word, waist, wash, watch, water, whistle, whale,  
winter, window, weight, weather etc.

- Revision of letters done so far.
- Alphabet stories and rhymes to introduce the letters.

**Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayon.**

#### **Writing Readiness Activities**

- Development of postural control.
  - Free hand drawing
  - Writing of letters Dd, Aa, Kk using crayons.

### **HINDI LITERACY**

- शब्दावली- माली

डॉक्टर, सब्जीवाला,  
ठेला, हरा बगीचा, दूध ,

पुलिस, अध्यापक, इत्यादि

- मौखिक ध्वनि विश्लेषण इ, ए और ओ

इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।

# स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षक का ध्येय रहेगा।

### **NUMERACY**

- Sorting and pairing activities.
- Pre number concept- Fat & Thin.
- Oral Counting 1-10.
- Tracing of sandpaper numbers.
- Recognition of numbers 1-10.

			<ul style="list-style-type: none"> <li>• Correlation of numbers 1 to 10 with quantity.</li> </ul> <p><u>Montessori Apparatus- Brown Stairs, &amp; previous Montessori apparatus to be carried along.</u></p>
		<b>Behavioural Skills</b>	<ul style="list-style-type: none"> <li>• Make the children learn certain 'helping' skills that make the home environment more organised like putting the toys back at the correct place, keeping the used plates in the sink, etc.</li> </ul>



		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>• Thank you cards.</li> <li>• Offering help to approachable community helpers through a donation drive at school.</li> </ul>
		<b>Value</b>	<ul style="list-style-type: none"> <li>• Appreciating and respecting the role of others (helpers).</li> <li>• To be patient and treat them with kindness &amp; respect.</li> </ul>
		<b>Project/Experiential learning (Collaboration)</b>	<ul style="list-style-type: none"> <li>• DIY activity related to tools of the specific helpers like stethoscopes.</li> <li>• Mini market setup for buying balloons, bangles, etc.</li> </ul>
		<b>Prasar</b>	<ul style="list-style-type: none"> <li>• Fancy dress presentation related to the helpers.</li> <li>• Special assemblies can be conducted where children share their</li> </ul>

			<p>observations on how the helpers have made a positive impact on their lives. Facilitator to record anecdotes of 'reflexive sharing' by the learners in the classroom for any particular experience with a community helper.</p> <ul style="list-style-type: none"> <li>• Inviting the doctor/nurse, etc. to school for an interactive session- Basic.</li> </ul>
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**# Value, Basic Courtesies and Manners- Gratitude**

*Chuck Grassley - "What makes a child gifted and talented may not always be good grades in school, But a different way of looking at the world and learning".*

## MONTH - JANUARY

### Theme- Toys and Games (खेल खिलौने - सीखने के खज़ाने)

**PS I-** Chulbuli and Chutki are best friends. Chulbuli always insists on playing indoor and outdoor games with Chutki and instructs her to follow rules of the game.

Chutki, on the other hand, loves playing with toys. At times, with soft toys and sometimes, with paper or wooden toys. She involves Chulbuli in naming these toys, making these toys speak to each other and share feelings. Chutki also reminds her to always share these toys with friends and to put them back at their respective places.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			PS I
1	January (Week III)	“Toys and Games”- खेल खिलौने - सीखने के खज़ाने)	<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>• The facilitator will incorporate sensory play with the help of sensory bins. These sensory bins are filled with toys of different textures to enhance tactile</li></ul>

			<p>exploration and language development.</p> <ul style="list-style-type: none"><li>● Sharing toys- Why should toys be shared?</li><li>● Significance of keeping toys clean (to be done through picture conversation or during Circle Time activities).</li><li>● Vocabulary related to Toys.</li></ul> <p><b>LANGUAGE &amp; LITERACY</b></p> <p><b>Reading Readiness Activities</b> Facilitator to enhance the Preschooler's active vocabulary with the following:</p> <ul style="list-style-type: none"><li>● Conversing with the class group by using these words on a daily basis, consciously and as frequently as possible.</li><li>● Theme related vocabulary: doll, soft, love, clean, share, chess, ludo, play, care, cards,</li></ul>
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			<p>share, happy, outdoor, indoor, puzzle, game, football, carrom board, basketball, cricket, badminton, snakes and ladder, puzzle, discipline.</p> <ul style="list-style-type: none"><li>● Revision of the letters done so far.</li><li>● Sight words- You</li></ul> <p><b>Letter &amp; sound recognition and related vocabulary.</b> Concretize letter recognition with the help of a variety of experiences like air tracing, tray tracing, and interactive panel activities. Remember and remind yourself to go from simple to complex words while teaching letter related vocabulary.</p> <ul style="list-style-type: none"><li>● <b>Letter Uu</b>- up, us, urn, ugly, utter, under, uncle, unpack, umbrella, upstairs, underpass etc.</li><li>● <b>Letter Rr</b>- rat, red, raw, root, rock, ring, rain, rope, ripe, rage, route, right, rough, rattle, robot, ribbon, radish, racket, rainbow etc.</li></ul>
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- Reading of two letter words.
- Sight words- You, His, Her

# Concrete experiences should be given to the children for recognition of letters before they begin to write using thick crayons.

#### Writing Readiness Activities

- Development of postural control.
- Colouring an enclosed figure and free hand drawing
- Writing letters - Kk, Bb, Hh (using a pencil).

#### HINDI LITERACY

- शब्दावली- खिलौने ,गुड़िया ,  
पिटारा , पोटली, भागना, आसन, सेहत, आदि ।
- मौखिक ध्वनि विश्लेषण-व और ब
- लिखित अभ्यास - व और ब ।

# स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षक का ध्येय रहेगा।  
इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।

#### NUMERACY-

- Sorting and pairing activities.
- Shape- Oval
- Oral counting 1-10.

			<ul style="list-style-type: none"> <li>● Tracing of sandpaper numbers.</li> <li>● Correlation of numbers 1 to 10 with</li> <li>● Pre-number concept- Up &amp; Down.</li> </ul> <p><b>Montessori Apparatus-</b> Knobles cylinder, Zip Frame &amp; previous Montessori apparatus to be carried along.</p> <hr/>
		<b>Behavioural Skills:</b>	<ul style="list-style-type: none"> <li>● Fostering collaborative play through toys. The facilitator will encourage the preschoolers to share the toys turn wise and play together i.e, Pretend game / Act of playing.</li> </ul>
		<b>'Seva'</b>	<ul style="list-style-type: none"> <li>● Creating a Toy Bank (The facilitator will encourage the students to donate toys / board games )</li> </ul>



		<b>Value:</b>	<ul style="list-style-type: none"> <li>● Sharing and caring</li> <li>● Inculcating the habit of taking care of toys and winding up the toys after playing.</li> </ul>
		<b>Project / Experiential learning (Collaboration):</b>	<ul style="list-style-type: none"> <li>● Winter fruits and vegetables (Creating with clay dough)</li> <li>● 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.</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Rhyme recitation on patriotism</li> <li>● Toy land walk: 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.</li> </ul>

			<ul style="list-style-type: none"> <li>• Students will be encouraged to speak two sentences about 'My Toy, My Best Friend'.</li> </ul>
	JAN (Week IV)	"Toys and Games"	<ul style="list-style-type: none"> <li>• Introduction to various indoor and outdoor games</li> <li>• The games we play: Luka- chupi games, Snakes and Ladders games, balloons, Simon says, puzzles</li> </ul>
		Behavioural Skills:	<ul style="list-style-type: none"> <li>• Fostering social skills through free play and games. The facilitator will encourage teamwork and positive communication while playing games.</li> </ul>
		'Seva'	<ul style="list-style-type: none"> <li>• Taking care of toys/objects and articles</li> </ul>

		<b>Value:</b>	Reviving traditional games and toys
		<b>Project/ Experiential learning (Collaboration) :</b>	<ul style="list-style-type: none"> <li>● Creating a 'Jawaan/Tank/Soldier Cap' to celebrate Republic Day</li> </ul>
		<b>Prasar:</b>	<ul style="list-style-type: none"> <li>● Children will sing songs based on love for the nation</li> </ul>

Value, Basic Courtesies and Manners- Team Spirit and Sharing

**“Concepts determine knowing, believing, and doing. Help children form healthy & positive ones!”**

### MONTH - FEBRUARY

#### Theme- Flora on Earth (पेड़ पौधों का करो खयाल बनाओ जीवन को खुशहाल)

**Theme- Plants:- To weave the concept through the journey, going from simple to complex.**

**PS I-** Once Bharati and Bharat were enjoying the cool morning breeze in the garden next to their home. Suddenly, Bharati started wiggling Bharat's mind with some questions- "Bharat as we walk around here, how many colours can you identify in plants around us?" Bharat replied, "I can see red (roses), green (leaves and grass), brown (trunks), yellow (sunflower), pink and white (periwinkle), orange (baby naarangi)."

Bharati exclaimed "Oh wow! I am sure you have seen these colours in the plants, flowers, fruits and trees growing here." "Imagine staying somewhere, where there is no garden around us and we don't have all these colours to appreciate."

And Bharat "Can you smell the fresh fragrance of these plants and flowers? The fresh air we are breathing in is also smelling so nice."

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
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Sr. No	Month	Theme	PS I
1	February (Week I to III)	Flora on Earth -पेड़ पौधों का करो ख्याल बनाओ जीवन को खुशहाल	<ul style="list-style-type: none"> <li>▪ Names of the common plants / trees around us – Neem, Banana, Tulsi, Money plant etc.</li> <li>▪ Names of the common flowers that we can see in our immediate environment-Rose, Marigold ,Sunflower, Lily, Pansy, Jasmine etc.</li> <li>▪ Plants vary on the basis of their size , colour, shape and texture of leaves.</li> <li>▪ Things we get from plants-fruits, vegetables, wood, medicine, flowers.</li> <li>▪ Naming and identification of common fruits and vegetables.</li> <li>▪ Importance of Plants fresh air, shade, shelter, cool breeze , wood, medicine, perfume , rubber.</li> </ul>

- Name the national fruit, Vegetable, Flower, Tree.

### **LANGUAGE & LITERACY**

#### **Reading Readiness Activities**

- Facilitator to enhance the preschoolers active vocabulary with the following:  
Conversing with the class group by using these words on a daily basis consciously and as frequently as possible.
- Theme related vocabulary: sun, ant, pot, bud, crop, seed, stem, tree, stem, root, leaf, bud, fruit, water, seed, grow, field, spring, tractor, blossom, oxygen, names of plants, flower, vegetable and tree.
- Revision of the letters done so far.
- Sight words- You, His, Her

### Writing Readiness Activities

- Development of postural control.
- Free hand drawing.
- Writing of letters- ee, vv, oo using pencil.

### HINDI LITERACY

- शब्दावली- पेड़,  
पौधा, पानी, मिट्टी ,तना, फूल , बाजरा,  
घोंसला, तिनका आदि
- मौखिक ध्वनि विश्लेषण क और त

- सभी स्वरों का मौखिक ध्वनि विश्लेषण क और त ।
- लिखित अभ्यास - क और त

## स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षिक का ध्येय रहेगा।

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इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।

#### NUMERACY-

- Sorting and pairing activities.
- Oral Counting 1-10.
- Revision of Pre- number concept done so far.
- Revision of shapes
- Correlation of numbers 1 to 10 with quantity.
- Maze, Problem Solving.
- **Montessori Apparatus-** Previous Montessori apparatus to be carried along



		<ul style="list-style-type: none"> <li>● <b>Behavioural Skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Not to pluck leaves, flowers, stems etc.</li> </ul>
		<ul style="list-style-type: none"> <li>● 'Seva'</li> </ul>	<ul style="list-style-type: none"> <li>● Watering plants in school &amp; at home</li> </ul>
		<ul style="list-style-type: none"> <li>● <b>Value:</b></li> </ul>	<ul style="list-style-type: none"> <li>● Do your bit to develop - "GREEN HABITS".</li> </ul>
		<ul style="list-style-type: none"> <li>● <b>Project / Experiential learning (Collaboration):</b></li> </ul>	<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>

# Value, Basic Courtesies and Manners- “Green” Habits

Plutarch- “The mind is not a vessel to be filled but a fire to be ignited”.

**MONTH - MARCH**

Bridging programmes uploaded on PSDEAR prepared for Bal Bharati PS levels to be incorporated, to help the learners move to the next level with ease, confidence, clarity in their concepts, well achieved language and literacy competencies, & readiness to imbibe the next level of learning outcomes, behavioural skills, values, and learning standards for self-identification as proud BAL BHARATIANS.

S. No.	MONTH	THEME	THEMES/TOPICS TO BE COVERED
			<b>PS I</b> <ul style="list-style-type: none"><li>● Revision of letters done so far.</li><li>● Revision of the sight words.</li><li>● Free hand drawing</li><li>● Writing Practice of the letters done so far.</li><li>● Bridging Worksheets</li></ul> <b>Hindi Literacy</b> <ul style="list-style-type: none"><li>● शब्दावली- विद्यालय , किवाड़, अध्यापक, छात्र , शिक्षक, गार्ड , कक्षा, सीट, कुर्सी , सहायिका ,दीदी, भइया, इत्यादि ।</li><li>● सभी स्वरों का मौखिक ध्वनि विश्लेषण</li><li>● मौखिक ध्वनि विश्लेषण- प और म</li><li>● लिखित अभ्यास - प और म</li></ul> <b>## स्वर एवं वर्ण संबंधित आयु अनुरूप विख्यात शब्दावली एकत्रित करके बच्चों तक पहुंचाना शिक्षक का ध्येय रहेगा।</b>

			<p>इन शब्दों को नियमित रूप से क्रियाओं द्वारा बच्चों के सक्रिय शब्द कोष में प्रयोग करवायें।</p> <p><b>NUMERACY-</b></p> <ul style="list-style-type: none"> <li>● Sorting and pairing activities.</li> <li>● Oral Counting 1-10.</li> <li>● Revision of the Pre number concept done so far.</li> <li>● Revision of the shapes already done.</li> <li>● Correlation of numbers 1 to 10 with quantity.</li> <li>● Revision of information of age, contact number. house number, number of family members.</li> <li>● Montessori Apparatus- Previous Montessori apparatus to be carried along.</li> </ul> <p><b>Role of Special educators for learning gaps.</b>  <b>Identification of weaker students, learning gaps, thus the role of special educator in collaboration with the class teachers.</b></p>
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Value, Basic Courtesies and Manners- Respect for School Property

Environment- immediate and known to the child is the most meaningful for vocabulary building