# Magic Seeds

Aligned with HPCA

# TEACHERS' HANDBOOK

## WITH SCHEME OF WORK AND LESSON PLANS

- LITERACY
- NUMERACY
- GENERAL AWARENESS

LKG

PASSWORD

# Welcome, dear teacher!



We're so happy to have you on this learning journey with **Magic Seeds!**

This teacher's handbook is your friendly companion- whether you're just starting out or have years of experience. It's filled with simple, joyful ideas to help you make learning fun and meaningful for your little learners.

Every lesson is thoughtfully created in line with NCF 2023 and NEP 2020, with the aim to nurture all-round growth- talking, listening, moving, drawing, writing and most importantly, enjoying the process.

## Here's what you'll find inside:

- Easy step-by-step lesson guidance
- Talking and listening games
- Fun tracing and writing tips
- Creative art and craft ideas
- Classroom games and outdoor play
- Helpful teacher notes for each concept




## What we believe in:

- Play-based Learning – Learning through joyful play and movement
- Holistic Development – Growing in every way: body, mind, heart and creativity
- Experiential Learning – Touching, doing, trying and exploring

## Our six key development goals:

1. Physical & Motor Development
2. Cognitive Development
3. Language & Literacy Development
4. Socio-emotional & Ethical Development
5. Cultural & Aesthetic Development
6. Positive Learning Habits



## Highlights of the Magic Seeds Approach

The Magic Seeds curriculum is designed with a strong understanding of children's life experiences, making learning relevant, connected and engaging. It focusses on holistic development through the following key features:

1. **Theme-based Approach**

   Children explore letters and concepts through stories, play and topics that are part of a bigger theme, helping them form deeper connections and understanding.

2. **Stories for Learning**

   Stories build vocabulary and help children express themselves with confidence. They also support emotional, social and intellectual growth—making learning more meaningful.




3. **Hands-on Activities**

   Children learn best by doing. The book includes real-life practical activities using everyday materials to spark curiosity, independence and peer learning.

4. **Rhymes for Concept Building**

   Rhymes make learning fun and rhythmic. They boost vocabulary and support movement, actions and recall.

5. **Play-based Learning**

   Playful activities and games make learning natural and enjoyable. This keeps children motivated and eager to explore.

At the heart of Magic Seeds is the belief that children learn best when they **play, explore** and **feel happy.**

So take a deep breath, wear your warmest smile and let's begin!

Let your classroom be filled with stories, songs, laughter and love.

Together, let's plant the seeds of joyful learning.

**Note:**

- The teacher may bring in more rhymes and stories as per his or her choice.
- Teachers kindly note that the scheme of work attached is prepared based on the Individual book of Magic Seeds.
- Sample lesson plans are provided only for certain topics. These are purely for reference.




SCHEME OF
WORK

# JUNE



| | Topics / Focus | Learning Outcomes |
|---|---|---|
| **Week 1** | | |
| Monday | Welcome and Getting to Know Each Other | Children feel welcomed and start recognising peers and teachers. |
| Tuesday | Exploring the Environment | Children become familiar with classroom and school spaces. |
| Wednesday | Understanding Daily Routines | Children begin to understand and follow daily routines. |
| Thursday | Sharing and Exploration | Children share details about themselves and explore classroom items. |
| Friday | Recap and Group Fun | Children recall the week's activities and bond with peers. |















| | Topics | Objectives | Textbook Activities | Writing Practice | Listening Practice |
|---|---|---|---|---|---|
| **Week 2** | | | | | |
| L | • Standing lines | To help students understand and trace standing lines | Trace and practise standing lines | Standing lines | — |
| | • Sleeping lines | To make children Understand and trace sleeping lines | Trace and practise sleeping lines | Sleeping lines | — |
| N | Big-Small | To help children identify and compare objects based on size and differentiate between big and small. | • Have a discussion on the page 'Big – Small'<br>• Activity time | — | Children listen to verbal cues (e.g., "Show me the big ball," "Find the small spoon") and respond by identifying or pointing to the correct object. They repeat the words big and small aloud after the teacher. |



| Activities / Strategies | Rhymes / Songs | Transition / Closure |
|---|---|---|
| • Teacher introduces herself • Shares Name and favourite colour • Simon Says game<br>• Action rhymes | If you're happy and you know it, clap your hands. | Waving hands and saying 'Bye'to friends and teacher. |
| • Exploration - walk around school and classroom • Find Your Seat activity (photos on seats) • Free play with classroom materials | Clap your hands, listen to the music<br>Hello, Hello! | Waving hands and saying 'Bye' to friends and teacher. |
| • Walk around and name the areas seen • Act out daily routines • Passing the ball game: "What's your name?" / "Favourite toy?" • Simple balancing exercises | Familiar action songs | Waving hands and saying 'Bye' to friends and teacher. |
| • Talk about the happiness of coming to school • Bring & share favourite toy • Classroom scavenger hunt (red crayon, block, book) | I like to go to school | Recap of the day during circle time and say goodbye. |
| • Weekly recap discussion • Group collage with handprints • Freeze dance game • Rewards and stickers for participation. | Closing song during goodbye circle | Special Goodbye Circle with warm wishes and waving hands. |



| Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|
| — | Sand Tray Writing – Let children trace Standing lines. | Children understand and draw standing lines. |
| — | Sleeping Line Race – Children crawl or walk along sleeping lines marked on the floor. | Children understand and draw sleeping lines. |
| — | Size Sorting Game – Provide a set of classroom objects or picture cards (e.g. balls, boxes, books). Children sort them into two trays or circles labelled Big and Small. Encourage them to say, "This is big," or "This is small" while placing each item. | Children can identify and compare objects as big or small. |

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| GA | Red Colour | To help children recognise and name the colour red. | • Look athe objects in the page and say the colour.<br>• Colour the apple with a red crayon. | -- |
| Week 3<br>L | • Slanting Lines | To help students trace slanting lines, improve visual-motor integration. | Trace and practise Slanting lines | Slanting lines  |
| | • Curved lines | To help<br>Recognise and trace curved lines | Trace and practise<br>-Curved lines | Curved lines  |
| N | Tall-Short  | Children will be able to differentiate between tall and short objects. | -- | -- |
| GA | My Body | To help children name and point out different body parts.  | • Have a discussion on the page 'My body'<br>• Activity time | Learning to Write – Page 4 |
| Week 4 | Patterns | Children will be able to identify and complete patterns. | Patterns | Trace and draw simple patterns |
| L | Revision | To reinforce children's understanding of all types of lines and patterns they have learnt so far | Trace and Colour | Learning to Write – Pages 3-4 |
| N | Long-Short | To help children understand and compare lengths using the words long and short. | • Have a discussion on the page Long – Short .<br>• Activity time | -- |
| GA | Green Colour | To help children recognise and name the colour green.  | • Look at the objects in the page and say the colour.<br>• Colour the avocado with a green crayon . | -- |

| Listening Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Teacher shows red items; children repeat 'Red apple', 'Red ball', etc.  | Red Colour Song | Red Day – Children wear red and bring red objects to class.  | • Children identify and name red coloured objects around them. |
| — | | Stick Art – Children use ice-cream sticks to form slanting lines | Children understand and draw slanting lines. |
| — | — | Animal Jump – Hopping like a bunny in a curved pattern | Students understand and draw curved lines. |
| Children listen to verbal comparisons like "Which is tall?" or "Point to the short tree" and respond by identifying or pointing to the correct object. | — | Tower Buliding – Build tall and short towers using building blocks. | Children can compare height and use the words tall and short correctly. |
| Teacher sings 'Head, Shoulders, Knees and Toes'; children point out and demonstrate. | Head, Shoulders, Knees and Toes | Body Part Puzzle – Children assemble puzzles showing body parts. | Children can name and point to the parts of their body. |
| | | Create your own pattern using coloured beads or paper cut-outs. | Children can identify and complete basic patterns. |
| -- | | Free Drawing – Children will use their creativity to make their own artwork using a mix of standing, sleeping, slanting and curved lines, as well as different patterns. | Students revise different line types and patterns. They apply their learning through tracing, drawing, and creative exploration. |
| - Children listen to verbal cues like "Which ribbon is long?" or "Show me the short pencil" and respond by pointing to or identifying the correct object. | | Children are given objects to sort out and say long or short. | Children can compare objects based on length and use the words long and short correctly. |
| Look around and name the objects that are green in colour.  | — | Green Day – Plant a sapling, dress in green. | Children recognise and name the colour green. |

# JULY

| | Topics | Objectives | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| Week 1<br>L | Capital Letters Small letters | To help children become aware of the concept of the alphabet and understand that each letter has both a capital and a small form | • Observe the alphabet bubbles given in capital and small letter pages. | --- | Introduce letter names (only) from A-Z in the textbook. |
| | Letter A a  | • To help students recognise and say the letter A<br>• To help children Identify and learn the /a/ sound<br>• To recognise words that begin with A<br>• Write uppercase and lowercase A | • A a page • Say the words that begin with A • Draw lines to objects with A as the first letter<br>• Sight words. • Trace and Colour • Say and Write • Letter Art<br>• Sing along | • Learning to Write - Page 05 | Listen and repeat the letter A, its sound, the words that begin with the letter A, and the sight words.( No need to memorise sight words.) |
| N | Thick – Thin | To help children identify thick and thin objects  | • Have a discussion on the page 'Thick – thin'<br>• Activity time | -- | Children listen to instructions like "Point to the thick crayon" or "Show the thin stick" and respond. They repeat the words thick and thin aloud. |
| | Heavy –Light | To help children compare weight and identify heavy and light objects | • Have a discussion on the page 'Heavy- light'<br>• Activity time | -- | Children listen to prompts such as "Which one is heavy?" or "Find the light object" and respond by lifting or pointing. |
| GA | Blue Colour | To help children recognise and name the colour blue | • Look at the objects in the page and say the colour.<br>• Colour the cap with a blue crayon | -- | Teacher points to a blue chart or other items; children repeat after the teacher. |
| Week 2<br>L | Letter B | • To help students recognise and say the letter B • To help children identify and learn the /b/ sound • To recognise words that begin with B<br>• To write uppercase and lowercase B | • Bb page • Say these words that begin with B • Draw lines to objects with B as the first letter • Sight words • Trace and Colour • Say and Write • Letter Art<br>• Sing along | Learning to Write – Page 06 | Listen and repeat the letter B, its sound, the words that begin with the letter B and the sight words. |

| Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|
| | Alphabet Hunt – Show children signboards, wrappers and labels with different words. Encourage them to identify and point out capital and small letters in the words they see. | Children become aware that the letters of the alphabet are the basis of forming words. They learn the concept of the alphabet and understand that each letter has both a capital and a small form. |
| Sing along – Phonic Rhyme- Letter A  | Alphabet Hunt – Hide letter A flash-cards around the classroom and let children find them.   | Students recognise and say the letter A. Children identify and make the /a/ sound. They recognise words that begin with A and write uppercase and lowercase A. |
| -- | Clay modelling- Children can make thick and thin shapes .  | Children can identify and describe objects as thick or thin.  |
| -- | Balancing Scale – Children use a handmade balance to weigh classroom objects and decide which is heavier or lighter. | Children can compare weights and use the words heavy and light correctly.  |
| | Blue Day – Children wear blue clothes and find blue items around them. | Children identify and name blue coloured objects in their environment. |
| Sing along – Phonic Rhyme- Letter B | Balloon Sorting – Mix small object cards. Let children pick only cards with balloons and say "B for Balloon!" to reinforce the /b/ sound. | Students recognise and say the letter B. Children identify and make the /b/ sound. They recognise words that begin with B and write uppercase and lowercase B.  |

| | Topics | Objectives | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| N | More-Less | To help children understand the concept of quantity by comparing groups and identifying which has more or less | • Have a discussion on the page 'More–Less'<br>• Activity time | ___ | Children listen to instructions like "Show me the basket with more apples" or "Which cup has less water?" and respond by pointing to or saying the answer aloud. |
| | Full-Empty | To help children understand and differentiate between full and empty | • Have a discussion on the page page Full–Empty<br>• Activity time | -- | Children listen to cues like "Which glass is full?" or "Show me the empty bowl" and respond by pointing to or saying the answer. |
| GA | Functions of Body Parts | To help children understand what functions each body part do | • Discuss Functions of Body Parts<br>• Activity time | Learning to Write - Page 05 | Teacher asks: 'What do your hands help you do?' Children answer and act. |
| Week 3<br>L | Letter C c | • To help students recognise and say the letter C<br>• To help children identify and learn the /k/ sound<br>• To recognise words that begin with C<br>• To write uppercase and lowercase C | • C c page<br>• Say words that begin with C<br>• Name each picture and circle its first letter<br>• Sight words<br>• Trace and Colour • Say and Write • Letter Art<br>• Sing along | Learning to Write - Page 07 | Listen and repeat the letter C, its sound, the words that begin with the letter C, and the sight words.  |
| N | Same-Different | To sort and group similar and different objects | • Discuss on page Same- different<br>• Activity time | -- | Children listen to instructions like "Find the object that is different" or "Show me the objects that are the same" and respond accordingly. |
| | Patterns | To help children develop pre-writing skills by tracing and identifying line patterns | Trace the dots using crayons. | Learning to Write Page 3 | -- |
| GA | Yellow Colour | To help children recognise and name the colour yellow | • Look athe objects in the page and say the colour.<br>• Colour the mango with a yellow crayon | -- | Teacher shows flashcards or toys in yellow. |

| Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|
| ___ | Basket Comparison – Place two baskets with different numbers of toys or blocks. Ask children to compare and say "This basket has more....." or "This basket has less....." | Children can compare quantities and use the words more and less correctly, in various contexts. |
| -- | Water Play Station – Set up cups, bottles and bowls with and without water. Let children fill and empty them while saying, "This is full" and "This is empty." | Children can identify and describe objects as full or empty through observation and hands-on play. |
| Two little eyes look around | Action Time – Children show how they use their body parts (e.g. clap hands, walk with feet). | Children can say what their body parts help them do. |
| Sing along – Phonic Rhyme- Letter C | Cup Sorting – Provide a set of objects or cards. Ask children to sort items that begin with the letter C into a "C cup."   | Students recognise and say the letter C. Children identify and make the /k/ sound. They recognise words that begin with C and write uppercase and lowercase C. |
| -- | Sorting Tray – Provide a tray with mixed items (buttons, blocks, toys). Children group similar items together and explain why they are the same or different. | Children can sort and group objects based on similarities and differences using observation and reasoning. |
| -- | Children trace patterns such as standing lines, curves, slanting lines, and circles using crayons to strengthen pencil control and understand pattern repetition. | Children can identify and trace different patterns using lines and shapes, enhancing fine motor coordination and readiness for writing. |
| In the garden | Yellow Day – Children wear yellow and bring a yellow snack or toy.  | Children name and point out yellow coloured objects confidently. |

| | Topics | Objectives | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| Week 4<br>L | Letter D d | • To help students recognise and say the letter D<br>• To help children identify and learn the /d/ sound<br>• To recognise words that begin with D<br>• To write uppercase and lowercase D | D d page<br>• Say these words that begin with D.<br>• Draw lines to objects with D as the first letter.<br>• Sight Words.<br>• Trace and Colour.<br>• Say and write.<br>• Letter Art<br>• Sing Along | - Learning to Write – Page 08<br> | • Letter D, its sound, and the words that begin with D<br>• Read sight words aloud and encourage children to repeat. |
| N | Number 1 | • To help children recognise and write the number 1 They should understand that 1 means a group with just one object. | • Trace the number.<br>• Trace, write and practise.<br>• Let's talk.<br>• Count and Colour the lollipop<br>• Sing Along | Learning to Write - Page 04 | Children say " Number 1" aloud and count one object. They understand that 1 means that only one item is present. |
| GA | Keeping Clean | To help children understand the importance of cleanliness and hygiene | • Have a discussion on the page 'Keeping Clean'.<br>• Activity time | Learning to Write – Page 06 | Teacher models actions: brushing, washing hands, bathing. Children repeat. |
| Week 5<br>L | Revision of Letters A to D | To reinforce the recognition, sounds, and writing of letters A to D | Revisit the pages from letter Aa.<br>• D d in the textbook. | Learning to Write Pages 09-13 | Children say the letters A to D and their sounds aloud. They repeat words that begin with each letter. |
| N | Number 2 | • To help children recognise and write the number 2<br>• They should understand that 2 means a group of two objects | • Trace the number<br>• Trace, Write and Practise<br>• Let's talk<br>• Count and Colour the lollipop<br>• Sing Along | Learning to Write - Page 05 | Children say "Number 2" aloud and count two objects. They match the number 2 with a pair of items. |
| GA | Feelings | To help children identify and express basic feelings like happy, sad, angry, scared. | Talk about feelings . | -Learning to Write – Page 07 | Teacher shows emotion cards. Children mimic and name the feelings. |
| | My Body Belongs to Me | To help children understand personal safety and boundaries. | Talk about safe and unsafe touch. | -- | Teacher uses stories and puppets to model safe situations. |

| Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|
| Sing Along -Phonic Rhyme letter D | Drum Beat Game – Children will tap a drum each time they hear a word that begins with D.   | Students recognise and say the letter D. Children identify and make the /d/ sound. They recognise words that begin with D and write uppercase and lowercase D. |
| Sing along Number – 1  | Children find and bring one object of their choice (e.g., one toy, one block) and say its name aloud: "One car," "One apple." | Children can recognise and write the number 1. They understand that 1 means one object. They can recite numbers up to 1 and count one item. |
| Time to clean up | Clean-Up Time – Children clean their tables or wash their hands in groups. | Children understand how and why to stay clean every day. |
| Sing along – A,B,C and D phonic rhymes | Letter Relay Race – Children will pick a letter card and run to place it on a corresponding picture. | Children can recall and write letters A to D. They can say the sounds and name words beginning with each letter. |
| Sing along Number – 2 | Pair the Objects – Give children sets of items like socks, shoes or cups. Ask them to group them in twos and say, "Two socks," "Two cups," etc. | Children can recognise and write the number 2. They understand that 2 means two objects. They can recite numbers up to 2 and count two items. |
| If You're Happy and You Know It | Emotion Charades – Children act out feelings. Others guess the emotion.  | Children can recognise and name different feelings. |
| | Role Play – Good touch, Bad touch with dolls and puppets. | Children understand the difference between safe and unsafe touch. |

# AUGUST

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 1<br>L | Letter E | • To help students recognise and say the letter E<br>• To help children identify and learn the /e/ sound<br>• To recognise words that begin with E • Write uppercase and lowercase E | • Ee page • Say the words that begin with E • Name each picture and circle its first letter<br>• Sight words<br>• Trace and Colour<br>• Say and Write • Letter Art<br>• Sing along | • Learning to Write - Page 14 |
| | Letter F | • To enable students to say and recognise the letter F • To guide children in identifying and learning the /f/ sound • Help them recognise words starting with F and write both capital and small forms of the letter | • F f page • Say these words that begin with F<br>• Draw lines to objects with F as the first letter • Sight words<br>• Trace and Colour<br>• Say and Write • Letter Art<br>• Sing Along | • Learning to Write - Page 15 |
| N | Number 3 | • To help children recognise and write the number 3<br>• They should understand that 3 means a group of three objects | • Trace the number<br>• Trace, Write and Practise<br>• Let's Talk<br>• Count and Colour the lollipop • Sing Along | Learning to Write - Page 6 |
| GA | Orange Colour | To help children recognise and name the colour orange. | • Observe the objects given and say the colour<br>• Colour the orange with an orange crayon. | --  |
| | Revision of Colours | To help children revise the colours and learn to name basic colours around them. | Revisit the colours pages | Learning to Write - Page 3 |
| Week 2<br>L | Letter G g | • To help students recognise and say the letter G • To help children identify and learn the /g/ sound<br>• Recognise words that begin with G • Write both uppercase and lowercase G | • G g page • Say words that begin with G • Name each picture and circle its first letter<br>• Sight Words • Trace and Colour • Say and Write<br>• Letter Art • Sing Along | • Learning to Write - Page 16 |
| | Letter H | • To enable students recognise and say the letter H, identify the /h/ sound and recognise words that begin with H<br>• Help them write both uppercase and lowercase H with confidence | • H h page • Say words that begin with H<br>• Name each picture and circle its first letter • Sight Words<br>• Trace and Colour<br>• Say and Write<br>• Letter Art • Sing Along | • Learning to Write - Page 16 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| • Letter E, its sound, and the words that begin with E • Read sight words aloud and encourage children to repeat | Sing along -Phonic Rhyme- Letter E. | E Table Exploration – Set up a table with objects or pictures that begin with E (e.g., egg, envelope, elephant). Let children explore and name each item aloud. | Students recognise and say the letter E. Children can now identify and make the /e/ sound. They recognise words that begin with E and write uppercase and lowercase E. |
| • Letter F, its sound, and the words that begin with F • Read sight words aloud and encourage children to repeat. | Sing along -Phonic Rhyme -Letter F | Fruit Basket Game – Place different fruits and objects in a basket. Instruct children to identify and pick fruits saying 'F' each time they correctly choose a fruit. | Students recognise and say the letter F. Children can now identify and make the /f/ sound. They recognise words that begin with F and write uppercase and lowercase F. |
| Children say " Number 3" aloud and count three objects. They understand that 3 means a group of three things. | Sing along Number – 3 | Three Colour Sorting – Provide 3 bowls and a mix of coloured buttons. Children sort and place 3 items in each bowl, saying, "1, 2, 3 – three red buttons!" | • Children can recognise and write the number 3. They understand that 3 means three objects. They can recite numbers up to 3 and count three items. |
| Teacher shows orange-coloured items; children say their names. | Orange Colour Song | Orange Day – Children wear Orange dress and bring Orange objects to class. | • Children can name and identify objects in orange colour. |
| Teacher shows objects and says their colours; children repeat. | | Colour Hunt – Children find objects around the class and name their colours. | Children can name and identify common colours in their environment. |
| • Letter G, its sound, and the words that begin with G • Read sight words aloud and encourage children to repeat | Sing along -Phonic Rhyme -Letter G | Green Garden Game – Let children find pictures of things that begin with G and place them in a pretend garden (e.g. grapes, goat, gift) | Students recognise and say the letter G. Children identify and make the /g/ sound. They recognise words that begin with G and write uppercase and lowercase G. |
| • Letter H, its sound, and the words that begin with H • Read sight words aloud and encourage children to repeat | Sing along -Phonic Rhyme- Letter H | H Sound Hunt – Find objects beginning with H around the classroom.  | Students recognise and say the letter H. Children identify and make the /h/ sound. They recognise words that begin with H and write uppercase and lowercase H. |

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Number 4 | • To help children recognise and write the number 4.<br>• They should understand that 4 means a group of four objects. | • Trace the number.<br>• Trace, Write and Practise<br>• Let's talk<br>• Count and Colour the lollipop<br>• Sing Along | Learning to Write -Page 7 |
| GA | Family | To help children identify family members and their roles. | Family - Picture talk | • Learning to Write -Pages 8-9 |
| Week 3 L | Revision of Letters E, F, G & H | To reinforce recognition, sounds, and writing of letters E to H. | • Revisit pages for letters E e to H h in the textbook.<br>• Activity time | • Learning to Write Pages 19–23 |
| | Letter I | • To help students recognise and say the letter I. • To help children identify and learn the /i/ sound. •Recognise words that begin with I and write both uppercase and lowercase I. | • I i page • Say words that begin with I • Tick the objects that begin with the letter I • Sight Words • Trace and Colour. • Say and Write • Letter Art • Sing Along | • Learning to Write – Page 24 |
| N | Number 5 | • To help children recognise and write the number 5.<br>• They should understand that 5 means a group of five objects. | • Trace the number. • Trace, Write and Practise • Lets Talk • Count and Colour the lollipop. • Sing Along | Learning to Write - Page 8 |
| GA | Day and Night | To help children identify the difference between day and night and related activities. | Day and Night- Picture talk | Learning to Write - Page 10 |
| | Daily Routine | To help children understand their daily schedule and routine activities. | • Daily routine – Picture talk<br>• Activity time | Learning to Write -Page 11 |
| Week 4 L | Letter J | • To help students recognise and say the letter J.<br>• To help children identify and learn the /j/ sound.<br>• Recognise words that begin with J.<br>• Write uppercase and lowercase J. | • J j page • Say words that begin with J • Circle the objects that begin with J • Sight words • Trace and colour • Say and write • Letter art • Sing along | • Learning to Write - Page 25 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children say "Number 4" aloud and count four objects. They connect the number to a set of four items. | | Block Building – Ask children to use building blocks to make small towers using exactly 4 blocks. They count aloud: "1, 2, 3, 4 – four blocks!" | Children can recognise and write the number 4. They understand that 4 means a group of four. They can recite numbers up to 4 and count four objects. |
| Children introduce their family members using photos and talk about their family. | | Family Tree Craft – Children paste pictures or draw their family on a chart. | Children can name their family members and talk about their roles. |
| Children say the letters E to H and their sounds aloud. They repeat words that begin with each letter.• | Sing along – E, F, G, H phonic rhymes | Letter Treasure Hunt – Hide letter cards and pictures starting with E, F, G and H around the classroom. Children find and match them correctly. | Children can recall and write letters E to H. They can say the sounds and name words beginning with each letter. |
| Letter I, its sound, and the words that begin with I • Read sight words aloud and encourage children to repeat. | Sing along – Phonic Rhyme –letter I | Ice cream cone collage – Children will pick only items (pictures/objects) that begin with I from a tray and stick them on an ice cream cone cutout. | Students recognise and say the letter I. |
| Children say "Number 5" aloud and count five objects. They understand that 5 means a group of five items. | Sing along Number – 5 | Five Objects Hunt – Children go around the classroom to collect and show 5 objects (e.g. pencils, crayons, leaves) and say, "I got 5 things!" | Children can recognise and write the number 5. They understand that 5 means five items. They can recite numbers up to 5 and count five objects correctly. |
| Teacher shows pictures; children say 'day' or 'night'. | • In the sky<br>• Are you sleeping? | Sorting Game – Children sort cards into 'Day' and 'Night' boxes. | Children can tell what activities or things happen during day or night. |
| Children talk about their daily routine. | This Is The Way | My Day Chart – Children create a chart of their own daily routine. | Children identify and name common daily activities in order. |
| Letter J, its sound, and the words that begin with J • Read sight words aloud and encourage children to repeat. | Sing along – Phonic Rhyme – Letter J | J Jump Game – Jump when you see letter j object flashcards and say the word aloud | Students recognise and say the letter J. Children identify and make the /j/ sound. They recognise words that begin with J and write uppercase and lowercase J. |

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 5<br>L | Letter K | • To help students recognise and say the letter K. • To help children identify and produce the /k/ sound. • Recognise words that begin with K. • Write uppercase and lowercase K. | • Kk page • Say words that begin with K • Circle the first letter of each picture. • Sight words • Trace and Colour. • Say and write. • Letter Art • Sing along | • Learning to Write - Page 26 |
| N | Revision 1-5 | To reinforce numbers 1 to 5 through fun activities and counting practice.  | Revisit pages of Numbers 1-5 , Complete activity time.  | Learning to Write - Pages 9-11 |
| GA | Greetings | To teach children polite greetings used at different times of the day. | Say greetings: Hello, Good morning, Good night. | -- |
| | Good Habits | To help children learn basic good habits and manners. | Tick the good habits shown in the pictures. | Learning to Write - Pages 12-13 |

# SEPTEMBER

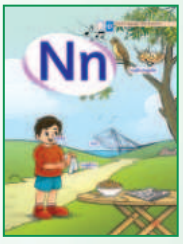
| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 1<br>L | Letter L | • To help students recognise and say the letter L. • To help children identify and produce the /l/ sound. • To recognise words that begin with L. • Write both capital and small letter L. | • L l page • Say words that begin with L. • Draw lines to objects with l as the first letter. • Sight words • Trace and Colour. • Say and write • Letter Art • Sing along | • Learning to Write - Page 27 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Letter K, its sound, and the words that begin with K • Read sight words aloud and encourage children to repeat. | Sing along – Phonic Rhyme- Letter K | Kite Craft for K – Children create and decorate a paper kite, pasting K words (e.g. key, king) on it. | Students recognise and say the letter K. Children identify and make the /k/ sound. They recognise words that begin with K and write uppercase and lowercase K. |
| Children listen to the teacher call out numbers and respond by counting the objects aloud. Example: Teacher says "3" Children count and say "1, 2, 3! | -- | Number Hopscotch – Draw boxes labelled 1 to 5 on the floor. Children take turns hopping to each number as the teacher calls it out. When they land, they count aloud using objects or their fingers. | Children can recognise and write numbers 1 to 5. They can recite the number sequence from 1 to 5. They understand the quantity each number represents. They can count and match the correct number of objects to each numeral. They show confidence in identifying and using numbers 1 to 5 in daily activities. |
| Teacher greets children at different times. Children reply using appropriate words. | | Greeting Role Play – Practise greetings in pairs or groups. | Children use basic greetings correctly in daily conversations. |
| Teacher narrates a story highlighting good habits. Children respond. | Brush Your Teeth Song | Good Habits Puppet Show – Puppets model polite behaviours. | Children understand and follow good habits at home and school. |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Letter L, its sound, and the words that begin with L • Read sight words aloud and encour-age children to repeat | Sing along – Phonic rhyme -letter L | Lemon Squeeze Fun – Let children squeeze real or pretend lemons into cups while saying 'L for Lemon!' This reinforces the /l/ sound with a fun, sensory activity. | Students recognise and say the letter L. Children identify and make the /l/ sound. They recognise words that begin with L and write uppercase and lowercase L. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 2<br>L | Letter M | • To help students recognise and say the letter M.<br>• To help children identify and produce the /m/ sound. • Recognise words that begin with M. • Write both capital and small letter M. | • M m page • Say words that begin with M • Tick the objects that begin with the letter M • Sight words • Trace and Colour • Say and write • Letter Art • Sing Along | • Learning to Write - Page 28 |
| N | Number 6 | To help children recognise and write the number 6.<br>• They should understand that 6 means a group of six objects. | • Trace the number • Trace, write and practise • Let's Talk • Count the seeds in the watermelon. • Colour 6 balls • Sing Along | Learning to Write – Page 12 |
| | Number 7 | • To help children recognise and write the number 7.<br>• They should understand that 7 means a group of seven objects. | • Trace the number • Trace,write and practise • Let's Talk • Count the seeds in the watermelon • Colour 7 balls. • Sing Along | Learning to Write – Page 13 |
| GA | Golden Words | To help children learn and use magic words like please, sorry, thank you, excuse me. | Have a discussion on golden words | -- |
| | Fun activities | To make children understand that they can engage in fun activities and avoid screen time. | Have a discussion on fun activities page | |
| Week 3<br>L | Action Words | To help children recognise and understand common action words, and use them meaningfully to enhance their vocabulary. | Action words  | --- |
| | The Thirsty Crow | Children should understand that a story has a beginning, a middle and an end. They must be able to recognise familiar sight words and action words from the story. Enable children to retell the story using key vocabulary and express ideas in their own words. | The Thirsty Crow  | ___ |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| • Letter M, its sound, and the words that begin with M<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme -Letter M | 'M' Bag – Fill a mystery bag with objects or pictures that begin with M (e.g. mug, mirror, mouse). Children take turns pulling out an item and saying its name aloud." | Students recognise and say the letter M.<br>Children identify and make the /m/ sound.<br>They recognise words that begin with M and write uppercase and lowercase M |
| Children say "Number 6" aloud and count six objects. They identify six as the total in a counted group. | Sing along – Number 6 | Sticker Fun – Give children number 6 cutouts. Let them stick 6 stars, 6 dots or 6 stickers on it while counting aloud. | Children can recognise and write the number 6.  |
| Children say "Number 7" aloud and count seven objects. They match the number to a group of seven things. | Sing along – Number 7 | • Button Line – Children arrange 7 buttons in a line or circle. They count aloud from 1 to 7 as they place each button and say, "Seven buttons!" | Children can recognise and write the number 7.<br>They understand that 7 means a group of seven.<br>They can recite numbers up to 7 and count seven objects. |
| Learning to Write - Page 13 | Golden words song | Golden Word Circle – Pass a ball, say a golden word and use it in a sentence. | Children use golden words in their daily interactions. |
| | Look at the kite | drawing and colouring activities | children understand that they can engage in fun activities and avoid screen time. |
| Teacher reads action words and demonstrates them; children repeat and act out. | If You're Happy and You Know It Hop a Little Jump a Little | Action Charades – One child acts, others guess the action word.<br>Simon Says – Teacher gives action-based instruction | Children identify action words and use them correctly in context.<br>They demonstrate understanding through role-play and vocabulary usage during the activity. |
| Recognise familiar letters and sight words. | -- | Story Role Play – Let children act out "The Thirsty Crow" using props like a pot and pebbles. | Children understand the structure of a story with a beginning, middle and end. They recognise sight words and action words from the story. They retell the story using key vocabulary and express their ideas in their own words. Through discussion and role play, they show comprehension and creativity. |

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Number 8 | • To help children recognise and write the number.<br>• They should understand that 8 means a group of eight objects. | • Trace the number<br>• Trace, Write and Practise<br>• Let's Talk<br>• Count and Write the number of bees.<br>• Sing Along | Learning to Write – Page 14 |
| | Number 9 | • To help children recognise and write the number 9.<br>• They should understand that 9 means a group of nine objects. | Trace the number<br>• Trace, Write and practise<br>• Let's Talk<br>• Count and Write the number of bees.<br>• Sing Along  | Learning to Write – Page 15 |
| GA | House | To help children understand the concept of a house and identify its different parts. | Have a discussion on the page House. | -- |
| Week 4<br>L | Letter N | • To help students recognise and say the letter N.<br>• To help children identify and produce the /n/ sound.<br>• Recognise words that begin with N.<br>• Write both capital and small letter N. | • N n page • Say words that begin with N<br>• Tick the objects that begin with the letter N • Sight words<br>• Trace and colour<br>• Say and Write<br>• Letter Art<br>• Sing Along | • Learning to Write -Page 29   |
| | Letter O o | • To help students recognise and say the letter O.<br>• To help children identify and produce the /o/ sound.<br>• Recognise words that begin with O. • Write both capital and small letter O. | • O o page • Say words that begin with the letter O<br>• Circle the objects that begin with the letter O • Sight words<br>• Trace and Colour • Say and write<br>• Letter Art<br>• Sing along | • Learning to Write – Page 41 |
| N | 0 | • To help children recognise and write the number 0.<br>• They should understand that 0 means there are no objects | • Zero – story<br>• Trace, Write and practise.<br>• Circle the objects with 0 things. | Learning to Write - Page 16 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children say "Number 8" aloud and count eight objects. They clearly connect the number to a group of eight items. | Sing along – Number 8 | Bead Chain – Children thread 8 colourful beads onto a string while counting aloud. They say "One, two... eight!" | Children can recognise and write the number 8.<br>They understand that 8 means a group of eight objects. They can recite numbers up to 8 and count eight items clearly. |
| Children say "Number 9" aloud and count from 1 to 9 together. They also count 9 objects one by one, linking number words to quantity, clearly and confidently. | Sing along – Number 9 | Hop to Number 9<br>Children will hop on number cards placed on the floor and stop at number 9 to reinforce number recognition and counting. | Children can recognise and write the number 9.<br>They understand that 9 means a set of nine.<br>They can recite numbers up to 9 and count nine objects accurately. |
| Children name parts of the house shown in the picture. | | Pretend Play – Children build a house with blocks or boxes | Children can name and point to parts of a house (door, roof, window, etc.) confidently. |
| Letter N, its sound, and the words that begin with N<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme- Letter N | N for Necklace - Give children large beads or cut-out paper circles. Ask them to thread the beads onto a string to make a necklace. As they work, encourage them to say words that begin with the letter N (e.g., nose, net, nest, nail). You can also provide picture cards to match and say aloud. | Students recognise and say the letter N.<br>Children identify and make the /n/ sound.<br>They recognise words that begin with N and write uppercase and lowercase N.  |
| • Recognise the /o/ sound in words read aloud<br>• Listen and repeat sight words that begin with O | Sing along – Phonic Rhyme – Letter O | Pick O objects,Provide children with a mix of picture cards or small objects. Ask children to pick a card, say the word aloud, and decide if it begins with the /o/ sound. | Students recognise and say the letter O. Children identify and make the /o/ sound.<br>They recognise words that begin with O and write uppercase and lowercase O. |
| • Children say "Number 0" aloud and understand that 0 means none. They point to empty sets and say, "There are zero objects." | | Zero Hunt – Place a few empty bowls, cups, or boxes around the classroom. Ask children to find and point to the ones that have zero objects in them. | Children can recognise and write the number 0. They understand that 0 means nothing or no objects. They can identify empty sets and say, "Zero objects." |

| | Topics | Objectives | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| N | Number 10 | • To help children recognise and write the number 10. • They should understand that 10 means a complete group of ten objects | • Trace the number 10 • Trace, write and practise • Let's talk • Count and Write the number • Sing Along | Learning to Write – Page 16 | Children say "Number 10" aloud and count from 1 to 10 together. They also count 10 objects one by one, linking number words to quantity confidently. |
| GA | Rooms in a house | To help children name different rooms in a house and understand their uses. | Identify and colour rooms in a house. | Learning to Write - Pages 13- 15 | Teacher describes a room. Children guess and say what happens there. |
| Week 5 L | Letter P p | To help students recognise and say the letterP. • To help children identify and produce the /p/ sound. • Recognise words that begin with P. Write both capital and small letter P. | • Pp page • Say words that begin with P • Tick the objects that begin with the letter P • Sight words • Trace and Colour • Say and write • Letter Art • Sing along | Learning to Write – Page 42 | Letter P, its sound, and the words that begin with P • Read sight words aloud and encourage children to repeat |
| N | Number 11 | • To help children recognise and write the number 11. • They should understand that 11 means a group of eleven objects. | • Trace the number • Trace, write and practise • Let's talk • Circle 11 butterflies. | Learning to Write - Page 17 | Children say "Number 11" aloud and count from 1 to 11 together. They also count 11 objects one by one, linking number words to quantity with clarity. |
| | number 12 | • To help children recognise and write the number 12. • They should understand that 12 means a group of twelve objects. | • Trace the number • Trace, write and practise • Let's talk • Count and colour the flowers. | Learning to Write - Page 18 | Children say "Number 12" aloud and count from 1 to 12 together. They also count 12 objects one by one, linking number words to quantity with clarity. |
| GA | School | • To help children understand the concept of school • Identify parts of a school and recognise people who work in a school. | Have a discussion on the page 'School'. | Learning to Write - Page 16 | Children name school places shown by the teacher and they talk about. |

| Rhymes | Subject<br>Enrichment Activity | Learning Outcomes |
|---|---|---|
| Sing along – Number 10 | Ball Toss 10 – Set up 10 cups or buckets and give children soft balls or bean bags. Ask them to toss one ball into each cup while counting aloud from 1 to 10. This reinforces one-to-one counting and the concept of teaching 10. | Children can recognise and write the number 10. They understand that 10 means a complete group. They can recite numbers up to 10 and count ten objects correctly. |
| | Show and Tell : Teacher shows flashcards of rooms and children talk about it. | Children name different rooms in a house and understand their uses. |
| Sing along – Phonic Rhyme- Letter P | Collage P - Provide children with newspapers, magazines and printed picture sheets. Ask them to find and cut out pictures of things that start with the letter P Let them paste these pictures on a large letter P  | Students recognise and say the letter P. Children identify and make the /p/ sound. They recognise words that begin with P and write uppercase and lowercase P. |
| | Step to 11 – Children step on number cards placed in a line and stop at 11 while counting. This reinforces number recognition and sequencing. | Children can recognise and write the number 11. They understand that 11 means a group of eleven objects. They can recite numbers up to 11 and count 11 items correctly |
| | Cup Count – Provide paper cups Children count and place 12 cups on a tray while saying the numbers aloud.  | Children can recognise and write the number 12. They understand that 12 means a group of twelve objects. They can recite numbers up to 12 and count 12 items correctly |
| School Song – I Like to Go to School | School Tour – Walk around to name key school areas (office, library, playground) | Children understand the concept of school, identify parts of a school, and recognise people who work in a school. |

# OCTOBER

| | Topics | Objective | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| Week 1<br>L | Revision of Letters I, J, K, L, M and N | • To reinforce recognition, sound, and writing of letters I–N<br>• Recall words that begin with these letters. | Revisit textbook pages for letters Ii to Nn | Learning to Write - Pages 32-38 | • Children say the letters I to N and their sounds aloud. They repeat words that begin with each letter. |
| N | Number 13 | • To help children recognise and write the number 13<br>• They should understand that 13 means a group of thirteen objects | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Circle 13 birthday caps . | Learning to Write<br>- Page 19 | Children say "Number 13" aloud and count from 1 to 13. They count 13 objects one by one, connecting each count to one object clearly. |
| | Number 14 | • To help children recognise and write the number 14<br>• They should understand that 14 means a group of fourteen objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Tick 14 paper boats | Learning to Write<br>-Page 20 | Children say "Number 14" aloud and count from 1 to 14. They count 14 objects one by one, matching each number with one item |
| GA | Classroom | To help children understand what a classroom is, identify classroom items, and learn simple classroom etiquettes. | Talk about Classroom page. | | Children name classroom objects shown by the teacher. |
| Week 2<br>L | Revision A- N | To help children recall all letters from A to N, along with their sounds and words that begin with each letter. | Revisit textbook pages from A to N | • Learning to Write - Page 39<br>• Complete revision worksheets | Practice letter sounds aloud<br>Recall beginning sounds and letter names |

| Rhymes | Subject<br>Enrichment Activity | Learning Outcomes |
|---|---|---|
| | Letter Trail Maze – Set up a large floor maze where children walk or crawl from one letter (I to N), collecting matching picture cards along the way | Children can recall and write letters I to N with correct sounds. They can identify objects and say words beginning with each letter. |
| — | Sticker Trail – Give children a sheet with the number 13 written on it. Ask them to place 13 stickers along the number path while counting aloud. | Children can recognise and write the number 13.<br>They understand that 13 means a group of thirteen.<br>They can recite numbers up to 13 and count 13 objects correctly. |
| — | **Spoon Count** – Children pick 14 spoons from a basket and arrange them in a line while counting aloud. They say, "I have 14 spoons!" to show understanding. | Children can recognise and write the number 14. They understand that 14 means a group of fourteen.<br>They can recite numbers up to 14 and count 14 objects correctly. |
|  | Classroom Walk – Identify and name real classroom objects. | Children understand what a classroom is, identify classroom items, and learn simple classroom etiquettes. |
| -- | Alphabet Walk – Display letter cards from A to N around the class. Children walk around, name each letter, say its sound and match it to a picture or object. | Children recall, name and pronounce letters from A to N. They recognise the sounds and words that begin with each letter and use them in oral and written activities. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Number 15 | • To help children recognise and write the number 15.<br>• They should understand that 15 means a group of fifteen objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Count and write the number of mushrooms. | Learning to Write<br>- Page 21 |
| N | Revision 11-15 | To reinforce numbers 11 to 15 through oral, written, and hands-on activities | • Revisit the pages of numbers 11-15<br>•Activity Time | • Learning to Write<br>- Pages 22-26 |
| GA | Revision of themes :Myself, habits and manners My happy place | To help children revise the themes | Revisit the pages | |

**Week 3**

Literacy
Numeracy
General awareness



## Evaluation Worksheets

| | | | | |
|---|---|---|---|---|
| L | **Week 4** Letter Q | • To help students recognise and say the letter Q. • To help children identify and produce the /kw/ sound.<br>• Recognise words that begin with Q.<br>• Write both capital and small letter Q. | • Q q page<br>• Say words that begin with Q<br>• Circle the objects that begin with the letter Q<br>• Sight words<br>• Trace and Colour<br>• Say and write<br>• Letter Art • Sing along | Learning to Write- Page 43 |
| | This, That | To help children understand and use the words 'This and That' correctly to describe objects based on how near or far they are. | • This / That | -- |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children say "Number 15" aloud and count from 1 to 15. They count 15 objects one by one, linking number to quantity. | | **Pebble Path** – Children collect and place 15 pebbles on a path while counting aloud. | Children can recognise and write the number 15. They understand that 15 means a group of fifteen. They can recite numbers up to 15 and count 15 objects correctly |
| Recite numbers from 11 to 15 as a group. Count different sets of objects aloud. | | **Number Walk** – Children walk along a number line from 11 to 15, stopping and counting items placed near each number. | Children can confidently recall, recognise, and write numbers 11 to 15. They can match quantities correctly and count objects for each number |
| | | | Children are given revision on themes - myself, habits and manners & My happy place |

Literacy
Numeracy
General awareness

## Evaluation Worksheets

| | | | |
|---|---|---|---|
| - Letter Q, its sound, and the words that begin with Q<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme Letter Q | Queen's Crown – Children make a paper crown and decorate it with pictures or stickers of Q objects.  | Students recognise and say the letter Q.<br>Children identify and make the /q/ sound.<br>They recognise words that begin with Q and write uppercase and lowercase Q. |
| • Teacher reads aloud and models short sentences using 'This and That'<br>• Children repeat the sentences and point to objects nearby or far away | -- | Point and Say Game – Place two objects: one near and one far. Children say "This is a ___" for the near object and "That is a ___" for the far object. | Children understand the correct use of 'This and That' by pointing, identifying, and speaking about near and far objects. |

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Number 16 | • To help children recognise and write the number 16.<br>• They should understand that 16 means a group of 16 objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Tick the box with 16 objects | Learning to Write – Page 27 |
| | Number 17 | • To help children recognise and write the number 17.<br>• They should understand that 17 means a group of seventeen objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Make impressions on the balloons and count | Learning to Write – Page 28 |
| GA | Transport | To introduce children to different types of transport – land, water, air. | Match vehicles to land, air or water. | Learning to Write - Page 18 |
| Week 5<br>L | Let's talk | To develop vocabulary and help children speak in complete sentences by describing what they see. | Lets talk (Observe and describe the picture in the book<br>Talk about each character and action happening) | |
| | Opposite | To help children understand and use common opposite word pairs in context through fun and active learning. | Opposites  | |
| N | Number 18 | To help children recognise and write the number 18. They should understand that 18 means a group of eighteen objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Count and circle 18 flowers. | Learning to Write – Page 29 |
| | Number 19 | • To help children recognise and write the number 19.<br>• They should understand that 19 means a group of nineteen objects. | • Trace the number<br>• Trace, write and practise<br>• Let's talk<br>• Count and colour the apples | Learning to Write – Page 30 |
| GA | Safety – Outdoor & Home | To teach children basic safety rules to follow outdoors and at home. | Discuss safe and unsafe actions in pictures. | Learning to Write - Page 19 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children say "Number 16" aloud and count from 1 to 16. They count 16 objects one by one, linking number to quantity. | | Counting Cups – Children count and use 16 cups in the activity while saying the number aloud. | Children can recognise and write the number 16. They understand that 16 means a group of sixteen. They can recite numbers up to 16 and count 16 objects correctly. |
| Children say "Number 17" aloud and count from 1 to 17. They count 17 objects one by one, linking number to quantity. | Sing along – number 17 | Lego Tower 17 – Children build a tower using exactly 17 Lego bricks. They count aloud as they stack each piece and say, "I used 17 blocks!" | Children can recognise and write the number 17. They understand that 17 means a group of seventeen. They can recite numbers up to 17 and count 17 objects correctly. |
| Learning to Write - Page 17 | Wheels on the Bus | Toy Vehicle Sorting – Sort toy cars, boats and planes. | Children identify common transport and group them by type. |
| - Respond to teacher's questions - Use full sentences while speaking - Learn new vocabulary | | Pair & Share – Children talk in pairs about what they see (e.g., "The girl is eating") Who am I? game using picture clues | Children describe actions, name people or objects, and speak in full sentences using age-appropriate vocabulary |
| - Listen to opposite word pairs - Use opposites in simple sentences (e.g., "The box is open. Now it is closed.") | | Action Opposites – Teacher says a word, and children act out its opposite using movement (e.g., Stand–Sit, Fast–Slow, Open–Close) | Children use opposite words meaningfully in sentences and respond with actions. They show understanding through listening, speaking and movement. |
| Children say "Number 18" aloud and count from 1 to 18. They count 18 objects one by one, linking number to quantity. | | Hop and Count – Place 18 number spots on the floor. Children hop from one to the next while counting each step out loud till 18 | Children recognise and write the number 18. They understand that 18 means a group of eighteen objects. |
| Children say "Number 19" aloud and count from 1 to 19. They count 19 objects one by one, linking number to quantity. | | Give children a number 19 outline. They use a cotton bud to make 19 paint dots along the number shape, saying each number as they dab. | Children recognise and write the number 19. They understand that 19 means a group of nineteen objects. |
| Teacher tells safety stories; children respond with actions or answers. | Safety Rhyme | Safety Scenarios – Children act out what to do in given situations. | Children understand how to stay safe at home and outside. |

# NOVEMBER

| | Topics | Objectives | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| Week 1 L | Letter R r | To help children recognise and say the letter R, identify the /r/ sound, name words that begin with R, and write uppercase and lowercase R | R r page • Say words that begin with R • Circle the objects that begin with the letter R • Sight words • Trace and Colour • Say and write• Letter Art Sing along | Learning to Write – Page 44 | Letter R, its sound, and the words that begin with R • Read sight words aloud and encourage children to repeat |
| | Revision of Letters O, P, Q and R | To reinforce recognition, sound, and writing of letters O–R.Recall words that begin with these letters. | Revisit textbook pages for letters Oo to Rr | Learning to Write - pages 45-47 | • Children say the letters O to R and their sounds aloud. They repeat words that begin with each letter. |
| N | Number 20 | • To help children recognise and write the number 20. • They should understand that 20 means a group of twenty objects. | • Trace the number • Trace, write and practise • Let's talk • Count and colour the muffins | Learning to Write – page 31 | Children say "Number 20" aloud and count from 1 to 20. They count 20 objects one by one, linking number to quantity. |
| GA | Domestic animals | To help children identify and name domestic animals | Identify and name domestic animals and useful animals | Learning to Write -Pages 20 - 23 | Learn the names of domestic animals. |
| | Wild animals | To help children identify wild animals | To help children identify and name wild animals. | Learning to Write - Pages 20 - 23 | Learn the names of wild animals. |
| Week 2 L | Revision This / That | To help children understand and use 'this' and 'that' to show distance. | Revisit the page- this /that | | Revise use of 'this' and 'that' through object pointing and repetition |
| | Revision Oppo-sites | To reinforce the concept of opposites through words and actions. | Revisit the 'opposites' page | | Revise opposite words through games and examples |

| Rhymes | Subject<br>Enrichment Activity | Learning Outcomes |
|---|---|---|
| Sing along – Phonic Rhyme for Letter R | R-Hopscotch<br>Draw a simple hopscotch grid outdoors or in class with chalk or tape. Place R-word picture cards (like rabbit, ring, robot, rose) in each square. As children hop on a square, they say the word aloud | Students recognise and say the letter R.<br>Children identify and make the /r/ sound.<br>They recognise words that begin with R and write uppercase and lowercase R. |
| | Letter Spin & Match – Spin a letter wheel (O to R) and match with correct object cards (e.g., octopus, pen, queen, rabbit) | Children can recall and write letters O to R with correct sounds.<br>They can identify objects and say words beginning with each letter. |
| | Treasure Hunt 20 – Hide 20 small objects around the room. Children find and collect them in a bag, counting to 20 as they gather and check. | Children can recognise and write the number 20.<br>They understand that 20 means a group of twenty.<br>They can recite numbers up to 20 and count 20 objects correctly. |
| Old MacDonald Had a Farm | Animal Mask Drama – Act like domestic or wild animals. | Children name domestic animals. |
| | Move and Freeze" Game – Act like wild animals (roar, hop, slither). | Children identify wild animals. |
| | Near & Far Hunt: Place objects near and far. Children walk and say: "This is..." / "That is..." | Children can correctly use 'this' and 'that' to describe objects based on distance. They understand the concept of near and far through practical use. |
| | Action Game: Teacher says a word, children respond with the opposite and act it out. | Children can identify and say opposite words. They show understanding by using them in context and through movements or actions. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Revision 16-20 | To revise and reinforce numbers 16 to 20 through oral recitation, writing practice and hands-on activities. | • Revisit the pages of numbers 16-20<br>• Activity Time | Write numbers 16-20 |
| GA | Water Animals | To help children identify and name different water animals and understand that they live in water. | Have a discussion on water animals | • Learning to Write – Page 22 |
| Week 3<br>L | Letter S | To help children recognise and say the letter S, identify the /s/ sound, name words that begin with S, and write uppercase and lowercase S. | • Ss page • Say words that begin with S • Colour the objects that begin with the letter S<br>• Sight words • Trace and Colour.<br>• Say and write • Letter art<br>• Sing along | • Learning to Write – Page 49 |
| N | Revision 1-20 | To help children revise and reinforce numbers 1 to 20 through oral recitation, writing and real object counting. | Revisit the textbook pages of numbers 1-20 . | Write and practise numbers 1-20 |
| GA | Birds | To help children identify and name different birds. | Look at pictures of birds and name them. | Learning to Write -Page 24 |
| Week 4<br>L | Letter t | • To help children recognise and say the letter T, identify the /t/ sound, name words that begin with T, and write uppercase and lowercase T. | Tt page • Say these words that begin with T<br>• Colour the objects that begin with T<br>• Trace and Colour<br>• Say and write • Letter art<br>• Sing along | Learning to Write – Page 50 |
| | Letter U | To help children recognise and say the letter U, identify the /u/ sound, name words that begin with U, and write uppercase and lowercase U. | •Uu page<br>• Say words that begin with U<br>• Circle the objects that begin with U • Sight words<br>• Trace and Colour<br>• Say and write • Letter Art<br>• Sing along | Encourage children to write Capital and Small Letter U<br>• Learning to Write – Page 51 |
| N | Numbers 21-26 | • To help children recognise, write and understand the numbers 21 to 26.<br>• They should know that each number represents a group of that many objects. | Write Numbers 21-26 | Learning to Write - Pages 32-34 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children recite numbers 16 to 20 as a group. They count aloud from 16 to 20 using real objects | | Number Loop Game – Children pass a number ball in a circle. When music stops, the child holding the ball says and shows any number from 16 to 20 using fingers or objects | Children can confidently recite, recognise, and write numbers 16 to 20. They can match numbers with the correct quantity and complete number patterns |
| Learn the names of water animals | Row, row, row your boat | Paper plate craft – children create a fish using paper plates, colours and sequins. | Children will be able to identify common water animals and understand that they live in water. |
| Letter S, its sound, and the words that begin with S<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme | Sticker Activity – Give children a big cutout of the letter S. Provide pictures of objects that start with S. Children decorate the S with these pictures and say the name of each object aloud. | Students recognise and say the letter S. Children identify and make the /s/ sound. They recognise words that begin with S and write uppercase and lowercase S. |
| Recite the numbers 1-20 | | Hop and Count – Children hop while counting numbers 1 to 20. | Children can count, recognise, and write numbers 1 to20. |
| Learn the names of birds . | | Play bird sounds. Children guess and name the bird. | Children identify and name different birds. |
| Letter T, its sound, and the words that begin with T<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme | T-Train Track Game – Use tape to make a big letter T on the floor. Give children toy trains and picture cards (like tiger, tomato, tent). As they push the train on the track, they say the word aloud. | Students recognise and say the letter T. Children identify and make the /t/ sound. They recognise words that begin with T and write uppercase and lowercase T. |
| Letter U, its sound, and the words that begin with U<br>• Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme- Letter U | Umbrella Fun – Give children umbrella cutouts. Provide small pictures of U-words (like umbrella, under, up, uniform). Children stick the pictures on the umbrella and say the words aloud. | Students recognise and say the letter U. Children identify and make the /u/ sound. They recognise words that begin with U and write uppercase and lowercase U. |
| Children recite numbers from 1 to 26. They count aloud from 21 to 26 using flashcards or real objects. | | **Pebble Path Game** – Give children a line of number cards (21–26). They place the correct number of pebbles under each card while counting. | Children can recognise, write and recite numbers 21 to 26. They understand that each number represents a group of that many objects and can count accurately. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| N | Shape – Circle | • To help children identify and name the shape 'circle'.<br>• They should recognise circular objects in their surroundings. | • Observe the circle shape objects in the page.<br>• Colour the circles in the grapes | Draw the circle shape. |
| GA | Insects | To help children identify and name common insects and understand their features. | Observe pictures of insects like ant, butterfly, honeybee, mosquito, etc. | Learning to Write<br>- Page 22 |

# DECEMBER

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 1<br>L | Letter V | To help children recognise and say the letter V, identify the /v/ sound, name words that begin with V, and write uppercase and lowercase V | V v page • Say these words that begin with V • Colour the objects that begin with V • Trace and Colour • Say and write • Letter art • Sing along • Say these words that begin with V • Colour the objects that begin with V • Trace and Colour • Say and write • Letter art • Sing along | • Learning to Write – Page 51 |
| | Activity time | To help children identify beginning and ending sounds in words by circling pictures that start or end with specific letters. | • Circle the pictures that begin with the given letters.<br>• Circle the pictures that end with the given letters | -- |
| N | Numbers 27–30 | • To help children recognise, write and understand the numbers 27 to 30.<br>• They should know that each number represents a group of that many objects. | Write numbers 27 to 30 | Learning to Write<br>- Pages 35–36 |
| | Shape – Square | • To help children identify and name the shape 'square'.<br>• They should recognise square objects in their surroundings. | • Observe the square shape objects in the page<br>• Colour the squares in the window . | Draw the square shape. |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children name objects that are circular in shape. | | Circle Collage – Children cut or collect round-shaped pictures from old magazines and paste them on a chart. | Children can identify, name and trace the circle shape. They can point out real-life objects that are round and say the word "circle" confidently. |
| Children say the name of insects. | Fruit Song / Vegetable Song | Nature Walk – Let children spot ants, butterflies, or other visible insects outdoors and draw what they see. | Children identify and name common insects and understand their features |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Letter V, its sound, and the words that begin with V<br>• Read sight words aloud and encourage children to repeat. | Sing along – Phonic Rhyme- letter v | Vegetable Collage – Give children cutouts or real pictures of vegetables. Ask them to paste the vegetables around a big V and say the names aloud (e.g., brinjal, carrot, etc.) | Students recognise and say the letter V. Children identify and make the /v/ sound. They recognise words that begin with V and write uppercase and lowercase V. |
| • Listen to the beginning and ending sounds of words • Say aloud the names of the pictures<br>• Emphasise the starting and ending sounds while repeating the words | | | Children can identify and say the beginning and ending sounds in words. They can recognise which pictures begin or end with the given letters and circle them correctly. |
| Children recite numbers from 1 to 30.<br>They count aloud from 27 to 30 using real objects or flashcards. | | Number Hop – Place number cards 27 to 30 on the floor. Children hop on each number while counting aloud and matching the quantity. | Children can recognise, write and recite numbers 27 to 30.They understand that each number represents a group of that many objects and can count with accuracy. |
| Children say "Square" and name objects that are square in shape.<br>Teacher asks: "Which one is a square?" | Sing along – "A square has 4 equal sides" or any shape-related action rhyme. | Square Hunt – Children search the classroom for square-shaped objects and name them aloud. | Children can identify, name and trace the square shape. They can point out real-life objects that are square and say the word "square" confidently. |

| | Topics | Objective | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| GA | Revision animal world | | | | |
| Week 2 L | Revision of letters s,t,u and v | • Recall and reinforce the sounds, shapes, and writing of letters S to V • Recognise words starting with each letter | Revisit S s to Vv textbook pages | Learning to Write – Pages 53–55 | Sound out /s/, /t/, /u/, /v/ in words • Repeat words aloud that begin with S to V |
| N | Revision – Numbers 11–20 | To revise and reinforce numbers 11 to 20 through oral counting, writing practice and engaging activities. | Revisit the pages of numbers 11-20 | Write numbers 11 to 20 | Children recite numbers 1 to 20 Count aloud from 11 to 20 using real objects or number cards |
| GA | Revision of theme –transport | To help children recall key concepts about transport | Revisit the transport pages | | Teacher revises transport modes |
| Week 3 L | Revision 0-V | To help children recall all letters from O to V, along with their sounds and words that begin with each letter. | Revisit textbook pages for letters O o to V v | • Complete revision worksheets | Practise letter sounds aloud Recall beginning sounds and letter names |
| N | Revision – Numbers 21–30 | To revise and reinforce numbers 21 to 30 through oral counting, writing practice, matching and hands-on activities. | | Write numbers 21 to 30 | Children recite numbers 1 to 30 aloud. They count from 21 to 30 using real objects, flashcards or classroom materials. |
| GA | Safety | To help children recall and understand basic safety | Revisit the safety pages in the book | | listing out actions that are not safe . |

# JANUARY

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 1 L | Letter W | To help children recognise and say the letter W, identify the /w/ sound, name words that begin with W, and write uppercase and lowercase W. | • Ww page • Say these words that begin with W • Colour the objects that begin with W • Trace and Colour • Say and write • Letter art • Sing along | Learning to Write - Page 56 |

| Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|
| Sing along – Phonic rhymes for S to V | Sound Sorting Safari – Create four letter stations for S, T, U, and V. Children pick objects or cards and match them to the correct station. | Children can recall and write letters S to V. They are able to say the letter sounds clearly and identify words that begin with each letter. |
| | Number Train – Place number cards 11 to 20 like train coaches. Children place objects on each 'coach' while saying the number aloud. | Children can recall, recognise, and write numbers 11 to 20. They can count and match quantities correctly and complete number patterns. |
| | | Children recall types of transport. |
| Sing along – Phonic rhymes for O to V | Letter Basket Game Place six baskets labelled O, P, Q, R, S, and V. Give children a mix of picture cards or objects. They take turns picking a card, saying the word aloud, identifying the beginning letter sound, and placing it in the correct letter basket. | Children recall, name and pronounce letters from O to V. They recognise the sounds and words that begin with each letter and use them in oral and written activities. |
| | Basket Drop – Keep number cards 21 to 30 in a basket. Children pick a card, say the number and count out that many blocks or beads. | Children can recognise, recall and write numbers 21 to 30. They can count, match quantities and complete number sequences confidently. |
| | Safety Circle – Show pictures of safe vs unsafe behaviour for discussion | children recall and understand basic safety |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| • Letter W, its sound, and the words that begin with W • Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme for W | Watermelon Fun – Children paste pictures of W-words (like watch, worm, whale) on a big watermelon cutout. | Children recognise and say the letter W, make the /w/ sound, and write both capital and small W. They can name words that begin with W. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| L | Letter X | To help children recognise and say the letter X, identify the /x/ sound (beginning or ending sound), name words that end with X, and write uppercase and lowercase X. | • Xx page • Say these words that begin with X • Colour the objects that begin with X • Trace and Colour • Say and write • Letter art • Sing along | Learning to Write - Page 57 |
| N | Numbers 31–36 | To help children recognise, write and understand the numbers 31 to 36. They should be able to count objects and match quantities correctly. | • Trace and write numbers 31–36 | Learning to Write - Pages 40-42 |
| | Shape – Rectangle | • To help children identify and name the shape 'rectangle'. They should recognise rectangular objects around them. | • Observe the objects in the page and name the shape<br><br>• Colour the rectangles in the chocolate bar. | draw the rectangle shape |
| GA | Plants Parts of a plant | To help children identify basic parts of a plant and their functions. | Observe the parts of a plant – root, stem, leaf, flower. | Learning to Write – Page 25 |
| Week 2 L | Letter y | To help children recognise and say the letter Y, identify the /y/ sound, name words that begin with Y, and write uppercase and lowercase Y. | • Yy page • Say these words that begin with Y • Colour the objects that begin with Y • Trace and Colour • Say and write • Letter art • Sing along | Learning to Write – Page 58 |
| L | letter z | To help children recognise and say the letter Z, identify the /z/ sound, name words that begin with Z, and write uppercase and lowercase Z. | • Zz page • Say these words that begin with Z • Colour the objects that begin with Z • Trace and Colour • Say and write • Letter art • Sing along | Learning to Write -Page 59 |
| N | Numbers 37–40 | • To help children recognise, write and understand numbers 37 to 40. • They should count and match the correct quantity of objects. | • Trace and write numbers 37–40 | Write numbers 37 to 40 in Learning to Write - Pages 41-42. |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Listen to /ks/ sound at the beginning or end of words (box, fox), repeat aloud | Sing along – Phonic Rhyme for X | X Marks the Spot – Treasure Hunt where children find X cards and say words like box, fox, six | Children identify the /x/ sound at the end of words and write capital and small letter X. They say and recognise X-words. |
| Children recite numbers from 1 to 36 aloud. They count objects from 31 to 36 one-by-one using real items. | | Lego Count – Children take 31 to 36 Lego bricks, count them and build a tower. Say aloud: 'I have 36 bricks!' | Children can recognise, write and recite numbers 31 to 36. They understand quantity and can match numbers to groups of objects. |
| Children say 'Rectangle' and identify rectangle-shaped items. Teacher asks: 'Which one is a rectangle?' | Rectangle Sorting – Children sort a mix of shapes into a 'rect-angle' basket while saying the shape name aloud. | Children can identify and trace the rectangle shape. They can name real-life objects that are rectangular in shape. | |
| Teacher shows real plants; children touch and name parts. | Plant a Little Seed Rhyme | Planting Time – Children plant a seed and water it. | Children identify plant parts and understand how plants grow. |
| Letter Y, its sound, and the words that begin with Y • Read sight words aloud and encourage children to repeat | Sing along – Phonic Rhyme for y | Mini Y-Pocket Book Children create a small folding pocket book for the letter Y. They stick pictures of objects that begin with Y (like yarn, yawn, yak, yellow) and attempt to write the word below each picture. This helps reinforce sound, vocabulary, and writing skills in a creative way. | Children recognise and say the letter y, make the /y/ sound, and write both capital and small Y. They can name words that begin with Y. |
| Letter Z, its sound, and the words that begin with Z • Read sight words aloud and encourage children to repeat. | Sing along – Phonic Rhyme for Z | Zigzag Fun – Children walk or draw in a zigzag line, saying 'Z for Zigzag!' and naming other Z words. | Children recognise and say the letter Z, make the /z/ sound, and write both capital and small Z. They can name words that begin with Z. |
| Children recite numbers 1 to 40. They count objects from 37 to 40 using flashcards or objects. | | Cup Counter – Children place 37 to 40 beads or marbles into labelled paper cups as they count aloud. | Children can recognise, write and recite numbers 37 to 40. They can count accurately and match numbers to objects. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| | Numbers 41–46 | To help children recognise, write and count numbers 41 to 46 with correct quantity and understanding. | • Trace and write numbers 41–46 | Write numbers 41 to 46 in Learning to Write - Page 43. |
| GA | Flowers | To help children identify and name common flowers like rose, sunflower, lotus, and marigold. | Flowers-picture talk | Learning to Write – Page 27 |
| Week 3 L | Revision of letters w, x, y and z | • Recall and reinforce the sounds, shapes and writing of letters W to Z<br>• Recognise words starting with each letter | Revisit Ww to Zz textbook pages | Learning to Write – Pages 60-62 |
| N | Shape – Triangle | • To help children identify and name the shape 'triangle'<br>• They should recognise triangular objects around them. | • Trace and Colour the triangle | Draw triangle shapes. |
| | Numbers 47–50 | To help children recognise, write and count numbers 47 to 50 accurately. | • Write numbers 47–50 | Write numbers 47 to 50 in Learning to Write -Page 43 |
| GA | Fruits and Vegetables | To help children recognise and name common fruits and vegetables. | Activity time | Learning to Write - Pages 26-29 |
| Week 4 L | Revision A to Z | To help children recall all the letters of the alphabet A to Z with sounds and related words. | • Revise each letter's page. | • Write letters A to Z<br>• Complete missing letters • Uppercase and lowercase practice |
| N | One More / One Less | To help children understand the concept of one more and one less than a given number. | Activity time | Learning to Write - Pages 51-52 |
| N | Before / After | To help children identify which number comes before and after a given number. | Fill in what comes before/after. | Learning to Write -Pages 47,53,54 and 57 |
| GA | Healthy Food and Tastes | To help children identify healthy food and describe tastes (sweet, sour, salty, bitter). | | Learning to Write – Page 30 |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children recite numbers from 1 to 46. They count aloud from 41 to 46 using classroom materials or counters. | | Ladder Steps – Number cards 41 to 46 arranged like ladder rungs. Children place counters as they count each step. | Children can confidently write and identify numbers 41 to 46.They can count, match and arrange numbers sequentially. |
| Teacher shows real or picture flowers. Children repeat names. | | Flower Craft – Children make a flower using paper and decorate it. | Children can recognise and name common flowers. |
| • Sound out /w/, /ks/, /y/, /z/ in words<br>• Repeat words aloud that begin or end with W to Z | Sing along – Phonic rhymes for W to Z | Letter Line Parade – Set up four letter corners for W, X, Y, and Z. Children carry letter flags, walk to the matching station, say the sound and one word for each letter. | Children can recall and write letters W to Z. They are able to say the letter sounds clearly and identify words that begin or end with each letter. |
| Children say 'Triangle' and point to triangle-shaped items. Teacher asks: 'Can you show a triangle?' | | Triangle Hunt – Children search the room for triangle shapes and say what they found. | Children can name and identify triangle shapes in their surroundings. They can trace and describe triangles clearly. |
| Children recite numbers 1 to 50. They count 47 to 50 using real objects or flashcards. | | Bead Counting – Children count and place 47 to 50 beads in containers labelled with each number. | Children can recognise, write and count numbers 47 to 50. They understand quantity and sequence. |
| Teacher shows real or plastic fruits/vegetables. Children name them. | Fruit Song / Vegetable Song | Market Role Play – Children buy and sell pre-tend fruits/veggies. | Children name and differentiate fruits and vegetables. |
| Children recite the alphabet with sounds. They say words beginning with each letter. | A to Z phonics rhymes or ABC song | Alphabet Treasure Hunt – Children find objects that start with each letter sound. | Children can recognise, say and write all letters A to Z with correct sound and picture association. |
| Children respond to prompts like 'What's one more than 5?' or 'One less than 8?' | | Button Count – Children are given a number and add one or take one away using buttons. | Children can find one more and one less for numbers within 1–20. They understand quantity increase or decrease by 1. |
| Children recite number order and answer questions like 'What comes before 10?' | Chant – 'Before and after, numbers go faster!' | Step Game – Children step forward or back on number mats to show before and after. | Children can identify and write numbers that come before and after a given number. They can arrange numbers correctly. |
| Teacher shows food pictures. Children talk about the taste and whether it is healthy. | Hot cross buns | Tasting Station – Children taste lemon (sour), salt (salty), jaggery (sweet). | Children identify healthy foods and describe different tastes. |

# FEBRUARY

| | Topics | Objective | Textbook Activities | Writing Practice | Listening/ Oral Practice |
|---|---|---|---|---|---|
| Week 1 L | Position Words (in, on, under) | To introduce spatial awareness using simple words. | Tick the correct position in pictures (e.g., ball in the box). | | Teacher uses toys and demonstrates position; children repeat. |
| N | Number Names 1–5 | To help children recognise and write number names from one to five. | Number names 1-5 | Learning to Write – Page 59 | Children listen and repeat number names 1 to 5. |
| | Number Story | • To help children develop number recognition and counting skills through an engaging story.<br>• The activity encourages children to identify and count groups of objects (butterflies) from one to five and associate them with number names. | Read the number story. Identify numbers (one to five) and count butterflies of each colour | | Children repeat the number names as teacher reads the story aloud. |
| GA | Seasons | To help children identify the four seasons and weather changes. | Season-Activity time. | Learning to Write - Page 31 | Teacher shows season pictures; children name them. |
| | Festivals | Children will be able to understand about the festivals. | Have a discussion on festivals | | Children says the name of festivals |
| Week 2 L | Vowels | To introduce the five vowels (a, e, i, o, u) | Look at each vowel and name it. Say the sound and a word for each | | Teacher says the vowel, children repeat and say one word each. |
| N | Number names 6-10 | To help children recognise, say and write number names from six to ten. | Number names pages 105 | Learning to Write - Page 60 | |
| GA | Neighbourhood: | To help children recognise places in their neighbourhood such as school, market, hospital and shop. | Neighbourhood – Picture Talk | | |

| Rhymes | Subject<br>Enrichment Activity | Learning Outcomes |
|---|---|---|
| Where Is The Teddy? Rhyme | Positional Play – Children place objects as per teacher's instruction. | Children use words like in, on, under to describe positions. |
| | Name the Count – Children count objects and say their names (e.g., "3 apples = three"). | Children can recognise, say and write number names from one to five. |
| | Butterfly Drama Time – Children dress up or wear butterfly finger puppets in different colours (red, blue, yellow, green, pink). One child plays the "big butterfly" who invites other butterflies one by one, just like in the story. As each group joins, they all flap their wings and fly around together while counting aloud (e.g., "One red, two blue..."). | Children can recognise, say, and write number names from one to five. They understand basic counting and grouping through story context. |
| | Season Box – Children place pictures of rainy/winter/summer items in the right box. | Children can name seasons and describe what happens in each. |
| Little Jack Horner | Fashion walk- Children dress up like celebrating different festivals. | Children can say the name of festivals and how they are celebrated. |
| Old MacDonald had a fam(a-e-i-o-u) | Vowel Hunt – Find and circle vowels in a picture or word bank | Children identify and say vowel letters |
| Children listen and repeat number names 6 to 10. | Number Name Relay – Children pass a card with a number name and say it aloud when music stops. | Children can recognise, say and write number names from five to ten. |
| Teacher shows pictures of neighbourhood places and explains each one. | Neighbourhood Tour Role Play – Children pretend to visit school, shop, market and hospital. | Children can name common places in their neighbourhood and tell their use. |

| | Topics | Objective | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 3 L | I, We, You, He, She, They, It | To help children identify and use pronouns like I, we, you, he, she, they and it in simple sentences. | • Look at pictures and say the correct word (I, we, he, she, etc.).<br>• Read sentences aloud (e.g., I am a boy. She is a girl.).. | |
| N | Revision of Number names 1-10 | To revise and reinforce number names from one to ten. | Number names pages 109,110 and 111 | Learning to Write - Page 60 |
| GA | Community Helpers | To help children recognise people who help us in the community. | Community Helpers- activity time | Learning to Write - Pages 33-34 |
| Week 4 L | Myself | To help children fill in their name, age and class | Fill in the blanks. | |
| N | Uncountable | To introduce the concept of uncountable | Uncountable | |
| GA | National Festivals | To introduce children to the National festivals of India | Colour the National Flag | Learning to Write - Page 32 |

# MARCH

| | Topics | Objectives | Textbook Activities | Writing Practice |
|---|---|---|---|---|
| Week 1 L | Revision A to Z | To help children recall all the letters of the alphabet A to Z with sounds and related words. | • Revise each letter's page | • Write letters A to Z<br>• Complete the missing letters<br>• Uppercase and lowercase practice |
| N | Revision 1–50 | To revise all numbers 1 to 50 for oral counting, writing and recognition. | Revise each number's page | • Write numbers 1 to 50<br>• Fill in the blanks<br>• Practice number names 1–10 |

Literacy → Numeracy → General awareness → Evaluation Worksheets

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Teacher says a sentence leaving out the pronoun. Children fill in the correct word. Example: "_ am a girl" – child says "I". | | Pronoun Action Game – Teacher calls out "he," and boys step forward; "she," and girls step forward; "it," children point to an object. | Children correctly use pronouns in speech and match them to pictures and actions. |
| Recite number names from 1 to 10 aloud as a group and individually. | | Number Name Relay – Children pass a ball while music plays. When it stops, the child holding it says a number name aloud. | Children can recall and write all number names from one to ten with ease. |
| Teacher tells who helps when we are sick, need letters, etc. | | Dress Up – Children dress as helpers and say a line about them. | Children identify and name helpers in their neighbourhood. |
| Teachers ask questions like "What is your name? How old are you? | | Let the children introduce themselves. | Children talk about themselves and can write their name, age and class |
| Teacher says: "Can we count water?" Children respond "No!"; Repeat: "a glass of milk," "a bowl of rice". | | Pretend Shop – Children role-play buying things like "a bottle of juice," "some rice," etc., using flashcards or real containers. | Children can name common uncountable nouns and understand that we do not count them with numbers like 1, 2, 3 |
| Teacher shows flashcards ;children repeat and describe. | | Flag Craft – Children make the Indian flag using paper strips. | Children recognise and recall major national festivals. |

| Listening/ Oral Practice | Rhymes | Subject Enrichment Activity | Learning Outcomes |
|---|---|---|---|
| Children recite the alphabet with sounds. They say words beginning with each letter. | A to Z phonics rhymes or ABC song | Alphabet Treasure Hunt – Children find objects that start with each letter sound. | Children can recognise, say and write all the letters A to Z with the sound and picture association. |
| Group counting 1 to 50 Individual child counts aloud up to 50 | "Let's Count to 50!" number rhyme | Number Hop Game – Children hop on number mats from 1 to 50 while counting aloud. | Children can confidently count, read and write numbers 1 to 50 in order. |

Literacy → Numeracy → General awareness → Evaluation Worksheets

# Monthly Celebrations

## JUNE

- First Day of Kindergarten: Welcome with name tags and songs
- World Environment Day (June 5): Plant a sapling together
- Father's Day (June 15): Use the greeting card provided
- Red Colour Day: Wear red, bring red objects
- Green Colour Day: Dress in green, create a leaf collage
- International Yoga Day (June 21): Do simple yoga poses

## July

- Blue Colour Day: Dress in blue
- Yellow Colour Day: Dress in yellow, bring yellow snack
- Feelings Day: Emotion mask activity or show & tell
- Paper Bag / Recycle Day: Make bags with old newspapers

## August

- Orange Colour Day: Wear Orange dress
- Independence Day (August 15): Flag colouring
- Raksha Bandhan (August 19): Make rakhis, sibling roleplay
- Family Day:Family tree craft

## September

- Teacher's Day (September 5): Card provided
- Onam (September 6): Make Paper Pookalam
- Hindi Diwas (September 14): Sing Hindi rhymes
- Food Day: Potluck party
- Grandparents' Day: Invite grandparents to share stories. Card provided.
- Reading Day: Children bring a favourite picture book and share.

## October

- Gandhi Jayanti (October 2): Gandhi drawing or charkha story
- Diwali (Oct 21): Diyas and decoration craft
- Postbox Day (October 10): Draw or make a postbox and 'post' letters to friends

## November

- Children's Day (November 14): Games, treats and skit
- Animal Day: Mask making (domestic & wild animals)

## December

- Christmas (December 25): Tree decoration, Santa's gift corner
- Shape Day – Square & Circle Hunt: Shape treasure hunt

## January

- New Year Celebration (January 1): Balloons and calendar craft
- Republic Day (January 26): Mini parade, costume activity
- Community Helpers Day: Dress up as doctor, nurse, teacher etc.

## February

- Animal Kingdom Parade: Recap all animal themes with props or headbands

## March

- International Women's Day (March 8): Card for mother
- Holi (March 14): Make paper plate rainbow wheels
- Graduation Day

# LITERACY

## Pre-Writing Skills

**Concept Focus:** Line, Pattern & Letter Tracing for Fine Motor Development

Before children start writing letters, it's important to prepare their little hands and minds through playful pre-writing activities. This helps them develop fine motor control, proper pencil grip and hand–eye coordination. The engaging tasks provided here—line tracing, pattern making and letter readiness exercises—form the foundation for confident and accurate writing.

## How to Help Children Hold a Pencil

Gently guide each child:

1. **Pinch:** Use thumb and pointer finger to pinch the pencil near the tip.
2. **Rest:** Let the pencil rest gently on the middle finger.
3. **Curl:** Keep the last two fingers curled inside the palm.
4. **Relax:** Hold the pencil softly—not too tight!

Encourage children with phrases like:
*"Pinch, rest, curl, and relax!"*
(Teachers may also show the grip practically using their own fingers for easy understanding.)

## Let's Begin with Lines in Our World

Connect tracing activities to familiar, everyday experiences:



- Encourage children by linking lines to real-world visuals:
  - "See how an apple drops from the tree? That's a standing line!"
  - "Look at the road going straight across—that's a sleeping line!"
  - "Watch raindrops fall—these are slanting lines!"

When children relate strokes to things around them, they easily visualise and remember.

## Use Fun Rhymes and Finger Tracing

Start tracing practice with finger movements in the air to build directionality and memory:

- Say simple rhymes together:
  - "Start at the top, go straight down—standing lines!"
  - "Move left to right, that's sleeping lines!"
  - "Slanting lines falling down, just like rain!"



Next, gently guide children from air tracing to using crayons or pencils:

- Clearly mark starting points with dots to guide them.
- Encourage top-to-bottom and left-to-right movements.
- Support them in developing a gentle, comfortable pencil grip.

Praise every effort and gently guide corrections to build confidence.

## Explore Patterns and Curved Lines Creatively

When children trace curved lines, waves, loops, and zigzags, make it imaginative and enjoyable:

- Talk about real-life connections:
    - Curved petals of flowers. Add pictures
    - Tall zigzag mountains.
    - Soft, gentle waves in water.

Encourage storytelling and imagination during these activities, making them more meaningful and enjoyable.

## Art-Integrated Activities

The "Trace and Colour" activity helps children practise and express creativity:

- Let them freely choose colours after tracing to boost their creativity.
- Appreciate their choice of colours and encourage imaginative colouring.
- Discuss their artwork positively to build their self-esteem.

These pre-writing activities are the first magical steps towards independent writing. When children feel confident and free while tracing, they will soon begin forming letters with joy and ease.

## Holistic Progress Card Assessment (HPCA)

Teachers can assess children based on these categories:

- **Physical & Motor Development:** Fine motor control, pencil grip, and hand–eye coordination.
- **Cognitive Development:** Accuracy in tracing and following directional instructions.
- **Positive Learning Habits:** Active participation, independence, perseverance, and enthusiasm during activities

## Capital and Small Letters – Letter Bubble Ocean Theme

**Teaching Guidelines:**

- Begin by saying: "Let's dive under the sea and meet the letter bubbles!"
- Point to each letter and say: "This is capital A. This is small a." Repeat for all letters.
- Let the children say the letters aloud as you point them out.
- Emphasise: "Capital and small letters look different but say the same sound."
- Tell a simple story: "All the letters live in the ocean. Capital letters are big and bold. Small letters are their tiny friends."
- Reinforce the idea that "We use these letters to make words."
- Display both the letter charts in the class and revise often with songs or pointing games.

## Letters Aa-Zz

### Introducing Letters Aa to Zz




1. **Thematic Exploration**
    - Show the letter page clearly.
    - Allow children quiet time to observe the pictures.
    - Encourage children to discuss freely what they see.

- Use simple, meaningful sentences linked to real-life examples:
  - Ants live in an anthill.
  - We use an umbrella when it rains.

2. **Engaging Questions like**
   - What is happening in this picture?
   - Who lives in an igloo?
   - Where do camels live?
   - Encourage open-ended responses




3. **Storytelling and Communication**
   - Allow children to create simple stories from the pictures.
   - Promote imaginative storytelling and sharing of ideas.
   - Reinforce clear expression and confidence.
4. **Digital Support**
   - Children can watch Sam's adventure for the letter to reinforce the sound of the letter and the related vocabulary in an exciting way.

## HPCA Categories for Assessment:

- Language & Literacy Development: Teacher assesses children's ability to speak clearly, use new vocabulary and form simple sentences.
- Socio-emotional Development: Observe confidence, willingness to share and cooperative interaction during discussions.

## Say These Words That Begin With the Letter (A to Z)

1. **Letter Introduction**
   - Clearly present the letter and its sound: "Letter B says /b/."
2. **Word Exploration**
   - Clearly pronounce each word while emphasising the initial sound.
   - Children repeat after the teacher.
3. **Interactive Sound Activity**
   - Ask children to identify the initial sounds.
   - Facilitate choral responses to reinforce learning.
4. **Use of Real Objects (if available)**
   - Use real-life objects or toys to strengthen concept understanding.

## Activity suggestion:

- The teacher says a sound, children respond with words beginning with that sound.

## HPCA Categories for Assessment:

- Cognitive Development: Check recognition and recall of initial letter sounds.

- Language & Literacy Development: Assess children's ability to articulate and repeat words correctly.

## Alphabet Recognition Activities (A–Z)



### Guidelines for the Teacher:

1. **Letter Introduction**
   - Clearly demonstrate letter recognition and sound connection.
2. **Naming and Matching Activities**
   - Clearly name and emphasise the beginning sounds of each picture.
   - Explain the activity (circle, match, tick, colour, etc.) with clear examples.
3. **Supportive Interaction**
   - Assist gently, providing guidance without pressure.
4. **Sound Emphasis over Spelling**
   - Ensure the focus remains on listening and identifying sounds.

## HPCA Categories for Assessment:

- Cognitive Development: Observe accuracy in identifying and matching initial sounds.
- Physical & Motor Development: Monitor children's fine motor skills while drawing lines, circling or colouring objects.

## Sight Words (A–Z)




1. **Sight Word Introduction**
   - Clearly pronounce each word without spelling it.
2. **Contextual Use**
   - Use each word in simple oral sentences to provide meaning.
3. **Regular Reinforcement**
   - Daily brief practice with sight words.

**Important Note:** Sight words are for recognition only. Avoid spelling them aloud.

## HPCA Categories for Assessment:

- Language & Literacy Development: Assess children's ability to recognise and read sight words independently.
- Positive Learning Habits: Observe participation, effort, and engagement in sight word practice.

## Before Writing Letters – Pre-Writing Multisensory Activities

To prepare children for confident letter writing, begin with joyful, hands-on pre-writing experiences. These multi-sensory exercises build fine motor skills, strengthen finger muscles, and help children connect letter shapes with their sounds.

**1. Air Brushing**

- Ask children to stretch out their writing hand.
- Guide them to form each letter in the air while saying the sound aloud.
- Encourage eye-tracking by asking them to follow their finger.
- Try 5–10 repetitions, including eyes-closed air tracing for focus and memory.

**2. Sandpaper or Sand Tray Tracing**

- Provide sandpaper letters or sand trays.
- Let children trace the letter 3–5 times with their fingers.
- Reinforce the sound while tracing: "/m/ as in mango."
- Great for tactile learning and sound-shape connection.

**3. Back-to-Back Writing Game**

- In pairs, one child "draws" a letter on the other's back using his/her finger.
- The other child guesses the letter.
- Swap roles. This activity builds touch memory and peer interaction.

**4. Scribbling Practice**

- Allow children to scribble freely on large paper or worksheets.
- Use crayons, chalk, or coloured pencils.
- Encourage repetition with different tools to build muscle control.
- This builds wrist strength and writing comfort.

**5. Alphabet Art Tracing**

- Children make letters using seeds, beads or sawdust.
- Once done, they gently trace over their textured letter with a finger.
- Allow 3–5 repetitions to improve letter memory and fine motor coordination

**Trace and Colour**

- Point to the tracing guide on the page.
- Explain the formation of uppercase A and lowercase a using simple steps: "Start at the top, slide down, up again, and across" for capital A. "Start with a curve, then go down" for small a.
- Say: "Let's trace big A and small a using the dotted lines."
- Demonstrate on the board first, then let children trace using a crayon or pencil.
- Encourage them to colour within the lines after tracing.

**Say and Write**

- Focus on correct letter formation during writing practice.
- Guide children to sit properly, hold the pencil correctly, and write on the lines.
- Demonstrate the strokes for uppercase and lowercase A clearly.
- Encourage children to write slowly and carefully within the given space.

- Repeat the writing steps and support individually where needed.

Letter Art (Art-Integrated Activity)

- Ask children to trace the bubble letter 'a' with crayons.
- Use the ant template (from the page) and let them decorate it as a letter-themed art.
- Introduce **Rainbow Writing** – a fun tracing method to help children remember letter formation.
    - Children trace the same letter multiple times using different colours (red, blue, green, yellow, etc.).
    - Each colour is layered over the previous to make a rainbow effect.
    - Say: "Let's make a rainbow with letter A!"
- This technique builds muscle memory, visual recognition and excitement.
- This develops both creativity and letter shape recognition.

## Digital support

Students can view the videos of writing letters for easy understanding .




## HPCA Categories for Assessment:

- **Language & Literacy Development:**
    - Identifiy the letter A and produce its sound /a/.
    - Trace and write uppercase and lowercase A correctly.
- **Physical & Motor Development:**
    - Demonstrate proper pencil grip and letter formation.
- **Positive Learning Habits:**
    - Participate actively and complete tracing and writing tasks with focus

## Sing Along – Phonological Awareness

- Play or recite the chant on the page:
    - "/a/ is the sound of Letter A Letter A, Letter A /a/ is the sound of Letter A /a/ as in ant. /a/ /a/ /a/ /a/ ant."
- Emphasise the letter sound /a/ throughout the chant.
- Make sure children repeat the sound clearly and correctly.
- Encourage actions like moving like an ant.
- Repeat the chant every day during the week.




## Digital support

- Ask children to view the rhyme through the digital support link or video provided. Encourage them to sing along at home too.

## Action Words

The words provided in the textbook represent simple, everyday actions that children experience regularly, making them easy to understand, visualise and perform.

### 1. Introducing Action Words

- Clearly explain: "Action words tell us what we are doing."

- Show the page with action pictures clearly.
- Point to each picture, naming the action word slowly.

**2. Picture and Sentence Practice**

- Say each action word aloud clearly: (e.g., come, go, talk).
- Use short, simple sentences to provide context:
  - "The boy comes to school."
  - "They talk to each other."
  - "She is drinking water."
- Let children repeat the action word and sentence.

**3. Action Role-Play**




- Encourage children to act out the verbs:
  - "Can you run?"
  - "Let's jump!"
  - "Show me how you read a book."

**4. Sentence Building and Verbal Expression**

- Ask children to create their own sentences:
  - Example: "I play with my toys."
- Guide them gently to frame complete sentences.

**5. Reinforce learning**

- Usage in everyday classroom instructions:
  - "Please come here."
  - "Let's drink water."
  - "Time to read your books."
- Display action words on a classroom Word Wall for regular revision.

## Holistic Progress Card Assessment (HPCA) Categories:

- **Language & Literacy Development:**
  - Assess children's ability to correctly name and use action words correctly.
  - Observe their verbal expression and sentence formation.
- **Cognitive Development:**
  - Evaluate children's understanding and recognition of the action words through matching and role-play activities.
- **Physical & Motor Development:**
  - Observe the children's motor skills and coordination during action role-play activities.
- **Positive Learning Habits:**

- Check participation, attentiveness and confidence during verbal activities.

## Story Time: The Thirsty Crow



### 1. Create a Storytelling Atmosphere

- Gather children in a quiet circle or group setting.
- Say: "Let's listen to a special story about a clever crow!"
- Prepare children to listen, imagine, and respond.

### 2. Read Aloud with Voice and Action

- Narrate the story slowly using clear voice modulation:
  - Soft and calm: "It was a hot sunny day..."
  - Curious and thoughtful: when the crow looks at the pot
  - Happy and excited: when the crow drinks the water
- Add gestures and expressions:
  - Pretend to search for water
  - Pretend to pick and drop pebbles
  - Flap arms gently like a crow
- Repeat key sentences from the story to help children remember:
  - "It was a hot sunny day."
  - "The crow was thirsty."
  - "He got an idea!"

### 3. Ask while Narrating

- Pause at key moments and ask open-ended questions:
  - "What was the crow looking for?"
  - "Could he drink the water?"
  - "What idea did the crow get?"
  - "What did he do with the pebbles?"
  - "Was the crow happy at the end?"
- Let children answer freely. Gently repeat and model complete sentences.

### 4. Use the Story Card

- Show the story card before or after narration.
- Let children look at the pictures and discuss the story.
- Help them **sequence the events**:
  - What happened first? (The crow was thirsty)
  - Then what? (He saw a pot of water)
  - What did he do next? (Dropped pebbles in the pot)

### 5. Sight Word Hunt

- After reading, point to simple sight words like: **he, the, was**.
- Ask: "Can you find the word **he** on this page?"

- Make it a fun and visual game to improve word recognition.

**6. Digital Support**

- Children can watch a video version of the story "The Thirsty Crow."
- Use the video to reinforce storytelling, sequencing and vocabulary.
- Pause the video to ask questions or act out parts together.
- Let children share what they liked the most.

**7. Suggested Activities**

- **Story Retelling** – Children retell the story using the pictures.
- **Role Play** – Let children act as the crow and perform actions.
- **Problem Solving Talk** – Ask, "What do you do when you have a problem like the crow?"
- **Pebble Drop Game** – Use a clear container and small stones to recreate the scene.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe listening comprehension, vocabulary recall and ability to answer questions.
- **Cognitive Development:**
  - Assess sequencing skills and problem-solving ability.
- **Socio-emotional Development:**
  - Note willingness to share ideas and participate in role play.
- **Positive Learning Habits:**
  - Look for engagement, focus and enjoyment during story time.

This storytelling session builds rich language, comprehension and expression in an engaging and imaginative way. Let the children enjoy, express and grow through this classic moral tale.

## This / That

**1. Concept Focus**

- Introduce the idea that **"this"** is used for an object that is **near**, and **"that"** is used for an object that is **far**.
- Use gestures to support understanding:
  - Point to a nearby object and say, "**This** is a pen."
  - Point to a distant object and say, "**That** is a fan."



**2. Picture Talk**

- Show the page and talk about each picture.
  - "**This is a dog.** The dog is near this tree."
  - "**That is a bird.** The bird is far away."
- Use the words "near" and "far" in your sentences to strengthen understanding.
- Ask children to repeat the sentences after you.

**3. Interactive Demonstration**

- Place real classroom objects, near and far:

- "This is a book." (book near the child)
- "That is a board." (pointing to the board across the room)

- Let children take turns using "this" and "that" to describe objects around them.

**4. Guided Practice**

- Read each sentence aloud from the book.
- Ask children to point and say:
  - "This is a mug."
  - "That is a jet."
- Help children identify what is near or far in the picture.

**5. Suggested Activities**

- **Role Play:** Children hold up objects and say: "This is a __." Others point to a far object and say: "That is a __."
- **Draw and Match:** Draw two objects—one near and one far. Match to "this" or "that."
- **Object Hunt:** Place objects in different corners. Children describe them using "this" and "that."

## Digital Support

- Use animated videos showing the difference between **this** and **that**.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe the correct usage of "this" and "that" in speech.
  - Check ability to repeat and form short meaningful sentences.
- **Cognitive Development:**
  - Assess understanding of position and distance.
- **Positive Learning Habits:**
  - Note confidence in participation, curiosity and clarity of expression.

## Let's Talk

Picture Conversation Activity



## How to Conduct This Activity

**1. Observe and Describe**

- Ask children to look at the picture quietly for a minute.
- Say: "Let's talk about what we see in this park."

**2. Guided Questions**

- Ask simple, open-ended questions:
  - "What is the boy doing with the dog?"

- "What are the girls on the bench talking about?"
- "What do you see near the swing?"
- "What is the girl with the lunchbox eating?"

**3. Encourage Full Sentences**

- Model responses:
  - "The boy is walking his dog."
  - "The girl is eating a sandwich."
  - "Children are playing on the slide."
- Ask children to repeat or create similar sentences.

**4. Pair and Share**

- Let children sit in pairs and take turns asking and answering questions about the picture.
- Encourage them to listen and respond politely.

## Teacher Tips

- Gently guide sentence formation by repeating correctly.
- Praise all efforts.
- Use picture cards or props to support shy speakers.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe clarity of speech, vocabulary used and ability to form complete sentences.
- **Socio-emotional Development:**
  - Monitor confidence, turn-taking and interaction during pair work.
- **Positive Learning Habits:**
  - Check for participation, effort and enthusiasm in speaking activities.

## Opposites

**1. Introduce the Concept**

- Say: "Opposites are words that mean the very opposite of each other!"
- Use hand gestures or body movement to demonstrate (e.g., stretch for tall, squat for short).

**2. Picture Talk**

- Point to each picture and say both words clearly:
  - "This is a giraffe. It is tall."
  - "This is a goat. It is short."
  - "The elephant is big. The mouse is small."
  - "This is day. This is night."
- Ask children to repeat after you.



**3. Compare and Contrast**

- Encourage children to describe how the two pictures are different:
  - "The giraffe is tall, but the goat is short."

- "The elephant is big but the mouse is small."

**Teacher Tips**

- Use real-life examples from everyday school settings to reinforce opposites:
  - "This bottle is big, that one is small."
  - "We go out during the day, we sleep at night."
  - "My water bottle was full, now it is empty."
  - "The fan is fast, the clock's hand is slow."
- Link with **Pre-Math Concepts**:
  - **Big–Small**, **Tall–Short** – help with size comparison.
  - **Day–Night** – introduce time and routine.
  - **More–Less**, **Heavy–Light** (extendable later) – lay foundation for quantity and measurement.
- Use actions and drama to act out opposites: open/close, fast/slow, happy/sad.
- Use props, real objects or flashcards to support understanding.
- Use real-life examples around the classroom:
- Use props or flashcards for extra reinforcement.

**4. Suggested Activities**

- **Find the Opposite Game:** Say a word and let children respond with its opposite.
- **Matching Game:** Show opposite word flashcards and let children pair them.
- **Act It Out:** Children act out pairs of opposites and classmates guess the words.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe children's vocabulary recall and ability to name and match opposites.
- **Cognitive Development:**
  - Assess children's ability to compare, contrast and understand opposites.
- **Positive Learning Habits:**
  - Monitor participation, attentiveness and enthusiasm in interactive activities.

## Teaching position words - In, On, Under

1. **Introduce the Words**

- Say: "We use the words **in, on, under** to tell where something is."
- Use actions and classroom objects to demonstrate:
  - Put a pencil **in** a box.
  - Place a book **on** a table.
  - Hide a toy **under** a chair.

2. **Picture Talk**

- Read aloud the examples on the page:
  - "The boy is sitting **on** a chair."

- "The dog is sitting **under** the table."
- "The ball is **in** the box."

**3. Hands-On Demonstration**

- Ask children to place real objects **in**, **on** or **under** different items:
  - "Put your pencil **in** your pouch."
  - "Place your book **on** your desk."
  - "Slide your shoe **under** the table."



**4. Teacher Tips**

- Reinforce words through classroom instructions:
  - "Keep the toy **in** the basket."
  - "Place your notebook **on** the shelf."
  - "Put your bag **under** your chair."
- Use real objects, toys, or flashcards to model each position word.
- Encourage children to describe actions using full sentences.

**5. Suggested Activities**

- **Action Game:** Call out a position word and ask children to act it out using classroom items.
- **Hide and Seek Object:** Hide an object and give clues using the position words.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe correct usage of position words in speech.
  - Assess ability to describe object locations clearly.
- **Cognitive Development:**
  - Check understa nding of spatial concepts.
- **Positive Learning Habits:**
  - Look for enthusiasm, attentiveness and confidence while demonstrating the concepts.

This lesson helps build essential vocabulary and Pre-math spatial awareness using simple, fun and interactive techniques. Use daily routine to reinforce these words for real-world understanding.

## Vowels

### 1. Introduction Through Sound & Story

- Say: "These are the special sounds in the alphabet. They are called vowels."
- Introduce each vowel sound with a fun chant:
  - /a/ – Apple
  - /e/ – Elephant
  - /i/ – Iguana

- /o/ – Orange
- /u/ – Umbrella

- Use storytelling to use the sounds of the letter
  - Annie loves /a/ Apple. She eats red apples every day.
  - Eli the Elephant stomps and says /e/ when excited.

**2.Vowel Sound Practice Game**

- Say a vowel sound aloud and ask children to repeat it clearly.
- Show a picture or real object (e.g., apple, elephant) and ask: "What sound does it start with?"
- Let children answer with the correct vowel sound.
- Play a quick game: Say a word. Let the children say the starting sound aloud, together.
- Repeat with different words and mix the order for practice.

**3. Picture Talk and Object Play**

- Show real or toy objects starting with vowel sounds.
- Ask children to say the word and emphasise the starting sound.
  - Example: "What is this? (apple) What sound does it start with? /a/!"
- Create a "Vowel Basket" with items like egg, umbrella, orange, etc.

**4. Rhyme Time**

- Sing the vowel song from the rhymes and story books

**5. Match and Colour Fun**

- Give worksheets where children match pictures to the correct vowels.
- Colour pictures beginning with the correct vowel sounds.
- Use dot markers, crayons or stickers for added fun.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Check sound recognition and ability to say each vowel clearly.
  - Assess ability to match vowel sounds with the corresponding objects.
- **Cognitive Development:**
  - Observe sound discrimination and memory recall through songs and games.

### I, We, You, He, She, It, They

**1. Pronoun Awareness Through Picture Talk**

- Begin by pointing out each pronoun and the matching image.
- Say each word clearly and let children repeat: "I," "we," "you," "he," "she," "it," "they."
- Use gestures to reinforce meaning:
  - Point to yourself for "I."
  - Hold hands with a few children for "we".
  - Point to a friend for "you."

- Point to a boy for "he," and a girl for "she."
- Point to a toy or object for "it."
- Point to a group of people for "they."




### 2. Sentence Reading Practice

- Read each sentence aloud with expression.
- Ask children to repeat after you.
  - "I am a boy."
  - "I am a girl."
  - "It is a teddy."
  - "She is a girl."
  - "We are girls."
  - "They are girls."
- Ask children to identify who is being talked about in each sentence.

### 3. Guided Speaking Practice

- Use classroom role-play:
  - Ask a child to stand up and say, "I am a boy" or "I am a girl."
  - Use a teddy/toy to say, "It is a teddy."
  - Let two children say, "We are friends."
  - Point to a few girls and say, "They are girls."

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Assess recognition of pronouns and sentence formation.
  - Observe clear pronunciation and correct usage.
- **Socio-emotional Development:**
  - Monitor children's participation in role play and confidence while speaking.
- **Positive Learning Habits:**
  - Check for willingness to speak, listen actively and take turns.

## Myself

### 1. How to Introduce the Activity

- Say: "Let's talk and write about ourselves using what we already know."
- Remind children that they have already learned many letters and can use them to write their name, age and class.
- Read each sentence aloud:
  - "My name is _____."
  - "I am _____ years old."
  - "I study in _____."
- Let the children repeat each sentence after you.

## 2. Step-by-Step Guidance




- Encourage children to answer orally, before writing:
  - Ask: "What is your name?"
    Help them say: "My name is Riya."
  - Ask: "How old are you?" – "I am four years old."
  - "Which class do you study in?" – "I study in LKG."
- Write full sentence on the board.
- Help children write their answers neatly in the blanks.

## HPCA Categories for Assessment:

- **Language & Literacy Development:**
  - Observe correct sentence formation and pronunciation.
  - Assess ability to express personal details confidently.
- **Socio-emotional Development:**
  - Note comfort in speaking about oneself and responding to questions.
- **Positive Learning Habits:**
  - Monitor active participation, attentiveness and pride in self-expression.

# NUMERACY

## Pre-Math Concepts

### Concept Focus

To help children develop early observation and comparison skills using real-world objects and visual differences in size, quantity, weight, height, length and volume.

### 1. Begin with Real Life

Start with what children already know! Use classroom objects or things from nature.

Say:

- 'This bottle is full. This one is empty.'
- 'This is a big ball. That is a small ball.'
- 'Which bag feels heavy?'

Let children touch, feel and talk. This builds meaning before abstract learning.

### 2. Picture Talk & Observation

Use the textbook pages to point and ask:

- 'Which one is tall?'
- 'Who has more apples?'
- 'Which glass is full?'

Allow children time to look and describe in their own words.

Encourage responses like:

- 'This is longer.'
- 'That is heavier.'
- 'I can see a short tree.'




### 3. Hands-on Activities

Use blocks, pencils, toys, boxes or classroom items to:

- Sort (big vs. small, long vs. short)
- Compare (heavy vs. light using hand balance)
- Fill and empty cups or jars with sand or water

Keep the play open-ended and joyful.

### 4. Use Action and Movement

Let children act it out:

- 'Stand tall like a tree!'
- 'Curl small like a rock!'
- 'Pretend you are lifting a heavy box!'

Movement helps embed new vocabulary in memory.

## 5. Art & Craft Integration

Add creative touches:

- Drawing one big and one small object
- Sticking pictures of "more" and "less"
- Finger painting inside long and short lines

Let children explore ideas visually and express freely.

## Holistic Progress Card Assessment (HPCA)

Teachers can assess children based on these categories:

- Cognitive Development: Ability to identify, compare and classify objects based on size, quantity, weight, and position.
- Physical & Motor Development: Uses fine motor skills confidently while sorting, stacking, arranging or manipulating classroom objects.
- Positive Learning Habits: Shows active participation, curiosity, focus and willingness to try comparison activities independently.

## Teaching Numbers

Welcome to the magical world of numbers!

In this section, we'll explore fun and friendly ways to introduce numbers 1 to 20. Each number lesson follows a familiar, easy-to-follow pattern designed to make learning joyful, hands-on and meaningful for every little learner.

## 1. Thematic Exploration

Start each number lesson by showing the bright and colourful number bubble on the page. Give children a moment to look at the number and the pictures around it. Ask gentle questions like:

- What number do you see?
- What are these objects?
- Can you count them with me?

Link the numbers to real life: 'We have 2 eyes.' 'There is 1 sun.' 'Look at these 6 seeds!'

Let children observe and talk freely. Their curiosity will guide their learning.

## 2. Say the Number & Count Together

Say the number clearly: 'This is number 3. Can everyone say 3?'

Use fingers, claps, hops or real objects to count together. For example: 'Show me 4 fingers,' 'Let's clap 5 times,' 'Let's hop 6 times.'

Make it rhythmic and joyful—it's okay to be a little silly too!

## 3. Trace and Write

Begin with finger tracing in the air or on big cut-outs.

Move to dotted line tracing in the book. Say the strokes as you trace: 'Start at the top… round and down for number 2.'

Encourage children to try writing on their own in the blank boxes. Support gently and praise every effort. Let children use crayons at first—it strengthens grip and adds colour to their work.

## 4. Activity Time

Use the Bunny picture and ask: 'Bunny is holding balloons. Can you count them?' or 'What colour are they?'

Encourage responses like: 'There are 3 balloons.' or 'One balloon is green.'

Ask children to count lollipops, candies or seeds and colour the exact number.

You can also give real buttons, leaves or counters to sort and match.



## 5. Sing Along – Number Rhymes

Use the rhyme printed on the page. Sing with action and fun:

'Look at the sun, only one…'

'Two eyes has a bee, to see…'

'One to Six… One, Two, Three…'

Repeat daily for memory-building. Add clapping, jumping or dancing to keep it lively.

## Digital Support

Let children enjoy the number videos. These animations make learning come alive!

Play the video in class or ask parents to play it at home.

Pause and interact with prompts like: 'Can you trace along in the air?' or 'Who remembers the number song?'

## 6. Art-Integrated Fun

Add creativity to number time. Children can draw or paste cotton balls, seeds or leaves to make the number.

Try Rainbow Writing—trace the same number with different colours to make it pop.

Display their art proudly on a 'Number Wall.' This builds memory, confidence and motor control while having fun.

## Teaching Number 0

Teacher can explain the story of 'Ben and the Empty Basket' using puppets, a picture card or a real empty basket. Help children understand that zero means nothing—when nothing is there, we say zero.

Say clearly: 'This basket has no apples. That means there are ZERO apples.'

Show an empty plate or an empty box. Ask: 'How many toys are here? None? That means zero!'

Let children repeat after you: 'Zero means nothing is there!'

Suggested Activity: 'Zero Hunt' – Place baskets or boxes around the classroom. Some with objects, some empty. Ask children to walk around and say: 'This one has 5 crayons.' 'This one has zero crayons!'

Also introduce a simple idea: 'Zero has no value on its own. But when we add a number in front of it, it becomes special!'

Show number 1 and number 0 side by side. Say: 'This is 1' 'This is 0' 'Now see… if I put 1 in front of 0, it becomes TEN!'

## Teaching Number 10

Say: 'We have learned numbers 1 to 9. But now comes a very big number—10!'

Show 10 fingers and count aloud. Explain: 'Number 10 has two parts—1 and 0.'

Let children trace both digits and then write them together: 1 0 = 10

Early Place Value Idea (Very Lightly):

'This number 10 means there is one bundle of 10 things.'

Use examples like a bundle of 10 crayons held together or 10 sticks tied with a rubber band.

Say: 'These are 10 things together. We call the first number 1 as 'tens', and the zero tells us there are no extra ones.'

'This is called tens and ones.' 'We will learn more about this later. But now we know 1 and 0 together make 10!'

## Teaching Numbers from 11 onwards




Start introducing the concept of bundling.

'We already know 10. Now we are going to add more!

'10 and 1 more is 11.'

'10 and 2 more is 12.'

Use classroom objects like ice cream sticks, erasers or crayons.

Tie 10 together as a "bundle of ten" and place loose ones beside it.

Say: 'This is one group of 10 and 3 more. That's 13!'

Let children see and touch. Keep it simple and visual.

## Holistic Progress Card Assessment (HPCA)

Teachers can observe and reflect on the following areas during number activities.

• Cognitive Development: Recognises numbers , counts objects accurately and is able to connect the correct quantity to the numeral.

• Physical & Motor Development: Demonstrates proper pencil grip and shows control while tracing and writing numbers.

• Positive Learning Habits: Participates with interest, engages actively in counting tasks and completes activities independently.

## Teaching Shapes – Circle, Square, Triangle and Rectangle

- ✨ Concept Focus

To help children recognise and name basic shapes—circle, square, triangle and rectangle—by observing real-life objects, tracing, colouring and engaging in hands-on activities.

## 1. Start with Real Objects

Introduce each shape using objects around the classroom:

- Circle – clock, coin, button
- Square – tile, carrom board
- Triangle – hanger, samosa, paper tree
- Rectangle – door, book, chocolate bar

Say clearly:

"This is a clock. It is round like a circle."

"This biscuit has four equal sides—it is a square!"

Let children hold and compare the objects. Talk about how they look and feel. Encourage them to find shapes around them.

## 2. Use the Textbook Pages

Guide children through the colourful pages.

- Point and say the shape names.
- Let children repeat: "Circle!" "Triangle!"
- Use the pictures to relate with real-world things.

Let children trace and colour.

- Circles in the grape bunch
- Squares in the window
- Triangle-shaped tent
- Rectangles in the chocolate bar




## 3. Art-Integrated Fun

Add creativity

- Shape collage using cut-outs
- Stamp painting using shape sponges
- Drawing faces or objects inside shapes (e.g., smiley in a circle)

Let children express shapes in their own way—through drawing, craft or play.

## Holistic Progress Card Assessment (HPCA)

Teachers can observe and reflect on the following areas during shape activities:

- Cognitive Development: Recognises shapes, matches them with real-life objects and uses shape names confidently.
- Physical & Motor Development: Uses fine motor control while tracing, colouring and drawing shapes.
- Positive Learning Habits: Participates with interest, engages actively in shape-related tasks, and attempts activities independently.

## Teaching "One More" and "One Less"

- ✨ Concept Focus

To help children understand the basic idea of adding or taking away 1 to find the next or previous number, using real-life examples and objects.

## Introduce Through a Story

Use a short and relatable story to explain each concept.

For "One More", create a scene where a child has some cookies or blocks. Then introduce another character who gives one more. Let the children count together and observe how the number increases. For "One Less", show a child with several balloons or crayons. Then one is taken away. Ask the children to count how many are left and guide them to understand that the number has gone down. Allow children to act out the scenes using simple props like bottle caps, paper apples or crayons to deepen their understanding through real experience.

## Talk and Count Aloud

Help children understand how numbers change by using clear, child-friendly phrases.

- "When we add 1, the number becomes bigger.
- "When we take away 1, the number becomes smaller.

## Observe and Count



Guide them like this:

- Ask: "How many are there?"
- Say: "Let's add one more!" and count aloud again.
- Let children fill in sentences like: One more than 5 is 6.

Do the same for one less:

- Ask: "How many are there now?"
- Say: "Let's take one away."
- Let children say: One less than 5 is 4.

## Use Fingers and Counters

Give each child small objects—like buttons or seeds.

Ask them to show a number (e.g., 4), then add or remove 1 and say the new number.

This hands-on approach makes abstract ideas easier to understand.

## Holistic Progress Card Assessment (HPCA)

Teachers can observe and reflect on the following areas during these lessons:

• **Cognitive Development:** Understands the concept of one more and one less. Identifies what comes before or after a number and connects quantities with numerals.

## Before and After

- Concept Focus

To help children understand number sequence and develop a clear idea of what comes before and after a given number using stories, movement, visual tools and hands-on practice.

### 1. Start with Real-Life Language

Before jumping into numbers, introduce the idea of "before" and "after" using everyday events.

Use examples like:

- "We brush our teeth before going to school."
- "We eat lunch after playtime."
- "Maya stands before Raju in the line."

Use simple sequencing cards showing daily routines (wake up → brush → eat → go to school). Let children arrange and explain them using before and after words.

### 2. Line-Up Game

Play a physical activity:

- Ask five children to stand in a line.
- Say: "Look at number 3. Who is standing before number 3?" (Point and say: "It's number 2!")
- "Who is after number 3?" (Answer: "Number 4.")

Repeat with different children and different positions.

Let them say the number before or after the one they are holding (use number cards).

### 3. Use a Number Line

Place a number line (1–10) on the floor or display it big in class.

Use a toy or counter to:

- Jump forward for after
- Jump backward for before

**Say together:**

"Start at 4. One jump forward is after. It is 5."

"Start at 6. One jump back is before. It is 5."

Let children come one by one and take turns doing the jumps.




### 4. Use the Textbook

Help children observe the given number flowers or bubbles.

Ask:

- "Which number is in the middle?"
- "Can you find the number that comes before it?"
- "Now point to the one that comes after!"

Say:

- "Before means the one that comes first on the number line."
- "After means the one that comes next."

Use finger tracing to follow number paths in the book and guide them through the exercise.

### 5. Play-Based Practice

- Number Card Game: Spread number cards (1 to 10). Ask: "Pick number 7. Now find the number that comes before it. Now find the number that comes after it."

## Number Names 1–10

### Number Names Through Picture Talk

Use the textbook page with animals and numbers to introduce number names:

- Point to each number from 1 to 10 and say the number aloud.
- Emphasise the number name: "This is number 1. We say one."
- Repeat for each number. Encourage children to echo after you.

Use rhythmic chants to reinforce:

"1-one, 2-two, 3-three, jump with me!"

"4-four, 5-five, clap and dance!"

Incorporate gestures or claps for each number name to build memory through movement.

## Object Connection

Give children small objects like crayons, pencils, toys or pebbles.

- Ask them to count out the objects as they say each number name.
- Match the numeral card with a set of counted items and say the name:

"These are 6 pencils. We say six."

Let children pair numeral cards (1 to 10) with trays of matching items.



## Number Story – Butterflies

Read the butterfly story from the book aloud using expression and gestures.

- Act out the butterflies joining in one by one.
- After each page, pause and ask:

"How many butterflies now?"

"What number comes after ___?"

Emphasise the number name with each count:

"Now we have 4 butterflies. That's four!"

"One more joins… now we have five!"

You may use paper butterfly cut-outs or finger puppets to make the story interactive.

Encourage children to repeat number names each time a new butterfly joins. This helps them link the symbol, quantity and word meaningfully.

## Holistic Progress Card Assessment (HPCA)

Teachers can observe and reflect on the following areas during number name activities:

• Cognitive Development: Recognises number symbols and accurately connects them to number names and counted objects.

• Physical & Motor Development: Uses fine motor control during counting, tracing or placing objects to match numbers.

• Positive Learning Habits: Participates with enthusiasm, responds to prompts in the story and chants, and engages in number name practice independently.

## Concept of Uncountable Things

### 1. Start with Real-Life Examples



Begin with classroom questions:

"Can we count the pencils in this box?" (Yes)

"Can we count the grains of sand on the beach?" (No)

Explain simply:

"Things we can count one by one are **countable**."

"Things that are too many to count, or too small, are **uncountable**."

Show or talk about examples:

Countable: apples, books, toys, spoons

Uncountable: sand, water, stars, grass, air

Let children walk around and try to identify 2 things they can count and 2, they cannot.

### 2. Use the Textbook



Guide children through the pictures shown:

- Ask: "What can you see here?"
- For each picture, say:
  "Can we count this?"
  Encourage children to answer "Yes" or "No."

Explain clearly:

- "We cannot count raindrops or grass – they are too many!"
- "We can count balloons or apples – 1, 2, 3..."

### 3. Play a simple classroom game

- Show picture cards or objects.
- Ask: "Countable or uncountable?"
- Children clap if it's countable, and jump if it's uncountable.

You can also give mixed picture cut-outs for sorting into two baskets: *Can Count* and *Can't Count*.

### Holistic Progress Card Assessment (HPCA)

Teachers can observe and reflect on the following areas during this lesson:

• **Cognitive Development:** Understands the difference between countable and uncountable objects. Responds correctly when identifying each type.

# GENERAL AWARENESS

## Colours (Red, Green, Blue, Yellow, Orange)

### Introduction to Colours

Colours make our world beautiful! Children are naturally drawn to bright colours. Through these activities, children will learn to identify and name basic colours. They will connect colours with real-world objects, food items and celebrations.Begin by showing colour flashcards or bright objects. Introduce one colour at a time. Use simple sentences: "This is red." "This apple is red." Let children repeat the colour names aloud... Engage them in colour hunts around the classroom.

## Celebration: Colour Days

- Each colour day is celebrated joyfully.
- Children dress up, bring objects or food matching the colour.
- Display a Colour Table in class.
- Engage children with songs, crafts, games and story time.

### Red Colour Day

- Children wear red clothes.
- Bring red objects or red fruits (like apples, strawberries).
- Decorate the classroom with red balloons.




### Green Colour Day

- Children wear green clothes.
- Bring green vegetables or leaves.
- Make a craft with green paper.

### Blue Colour Day

- Children wear blue clothes.
- Bring blue toys or objects.
- Water play activities with blue coloured water.

(food colour can be added or can fill water in a blue tub)

### Yellow Colour Day

- Children wear yellow clothes.
- Bring yellow fruits like bananas or lemons.
- Sun craft using yellow paper.




### Orange Colour Day

- Children wear orange clothes.
- Bring carrots, pumpkins or orange toys.
- Finger painting with orange paint.

## HPCA Categories for Assessment

### Physical and Motor Development:

- Participates actively in Colour Day activities.
- Develops fine motor skills through crafts, painting and sorting objects.

**Cognitive Development:**

- Recognises and names colours correctly.
- Matches objects and food items with their colours.
- Understands simple colour-based instructions and categorisation.

## My Body

### 1. Let's Warm Up!

- Say: "Hello children! Today we will learn about our body.
- Sing "Head, Shoulders, Knees and Toes" with actions.
- Do fun moves – clap, jump, touch toes to make children excited.

### 2. Let's Name Our Body Parts

- Ask children to touch each part as you say the name.
- Say together: "This is my head." "These are my eyes."
- Use easy movements:
  - Touch your head and say "head"
  - Blink your eyes and say "eyes"
  - Wiggle your fingers and say "fingers"
  - Stomp your feet and say "feet"




### 3. Let's Count Our Body Parts

- Ask: "How many eyes do you have?"
- Let children touch and count:
  - Eyes – 2
  - Nose – 1
  - Ears – 2
  - Hands – 2
- Children count aloud with you.

### 4. Quick Game: Touch and Say!

- Say: "Touch your nose!" Children touch and say "nose".
- Repeat the same for: eyes, knees, toes, mouth.

### 5. Let's Sing Again!

- Sing "Head, Shoulders, Knees and Toes" again with actions.

Digital support – Children can view the digital content on 'My body'.

## HPCA Categories for Assessment

**Physical Development**

Ask the child to touch or move a specific body part (e.g. "Touch your toes," "Wiggle your fingers").

Observe coordination, gross motor movement (legs, hands) and fine motor control (fingers, eyes).

### Cognitive Development

Point to a part and ask, "What is this?"

Ask questions like, "How many eyes do we have?" or "Where is your elbow?"

See if the child can match body part names with visuals.

## Functions of Body Parts

Ask the children to sit with you in a circle and copy your actions. Touch your eyes and say, "We see with our eyes," then blink, so everyone blinks with you. Play a quick "I spy something red" game and guide them to repeat, "I see with my eyes." Move to your ears, touch them and explain that ears help us hear; whisper a word for the children to clap or stomp once, and prompt them to identify the sound while repeating, "I hear with my ears." Point to your nose and tell the class it helps us smell; pass around a flower or a piece of food to sniff as they say, "I smell with my nose." Show your mouth with a big smile and explain that the mouth lets us eat, talk and smile; mime eating and chatting together, ending with, "I eat and talk with my mouth." Open and close your hands, saying that hands help us hold, draw, eat and clap; clap together and repeat, "I hold and clap with my hands." Finally, touch your legs and remind everyone that legs help us walk, run and jump; march or jump in place and finish with, "I walk and run with my legs." Keep your voice lively, use short clear sentences. Encourage every child to copy the action and the sentence, then learning stays active and fun.

### Suggested Activities:

- Action Matching Game: Teacher says an action, children act it out.
- Small Rhymes: "Eyes to see, mouth to eat, hands to clap and legs to beat!"
- Body Movement Game: Play music; when it stops, children touch the called-out body part.

## HPCA Categories for Assessment

### Physical & Motor Development

- Ask the child to touch a named body part (e.g., "Touch your knees").
- Watch if the child moves easily and points to the correct part.

### Cognitive Development

- Ask, "What do we do with our eyes?" "What do we do with our legs?"
- Check if the child can give a simple answer such as "I see with my eyes" or "I walk with my legs."

## Feelings

### Circle Time Setting:

Good morning, my dear little ones!
Today we are not just learning new words..
Today, we are going to talk about something very special — our feelings!

### Start the Conversation:

Can you tell me, what is a feeling?
A feeling is something that happens inside our hearts when things happen around us. Sometimes we feel happy, sometimes we feel excited, and sometimes we feel a little sad or even scared. And that's okay!

**Bring out the Emoji Chart:**

Hold up the emoji feelings chart or stick it on the board.
Ask children to point to:
- The happy face
- The sad face
- The angry face
- The scared face

Celebrate their answers and expressions.

## Talk About Feelings and their Reasons:

Ask simple questions and encourage children to talk:
- When do you feel happy?
- When do you feel sad?
- When do you feel excited?
- When do you feel scared?

**Explain kindly:**

When you feel happy, you laugh and smile.
When you feel sad, angry or scared, it's very important to talk about it.
Feelings live inside our heart. If we talk about them, we feel better.




**Give Simple Life Examples:**

- 'I feel sad because I lost my toy.'
- 'I feel scared because of loud thunder.'
- 'I feel angry because someone pushed me.'

**Role Play – Feeling and Telling:**

Act out simple feelings and reasons.
- 'I feel sad because I dropped my ice cream'
- 'I feel excited because it's a picnic day!'
- 'I feel scared because I saw a big dog.'

Encourage children to complete the sentence: 'I feel ___ because ___.'

**Emoji Chart Daily Routine:**

Every morning, children can point to the emoji that shows how they feel.
Happy, excited, sleepy, worried — every feeling is welcome.
Teacher listens and supports without judging.

**Closing the Session – Circle of Care:**

Feelings are part of us. Talking about our feelings helps us feel lighter and loved.
Group hug moment or children hug themselves.
Reminder: Happy or sad, we can always share our feelings with someone who cares.

## Teachers' Note:

- Never force a child to talk.
- Always validate feelings: 'It's okay to feel that way.'
- Encourage simple speaking and natural sharing.
- Use the emoji chart daily for emotional check-ins.

## My Body belongs to Me

### Good Touch, Bad Touch

### Circle Time Warm-Up:

Sit in a circle with a calm, safe and loving tone.
"Hello, my dear little ones. Today, we are going to talk about how we keep our bodies safe."
"Your body is very special. And you have the right to feel safe, strong and happy.

### Simple Introduction:

"Sometimes people touch us in ways that make us feel good — like a hug from Mummy or a high-five from a friend."
"But sometimes, a touch can make us feel uncomfortable or scared. And it's very important to tell someone when that happens."

### Explain Good Touch:

Good touches make us feel happy and safe
Examples:
- Hug from Mummy or Daddy.
- High-five from your friend.
- Holding hands while crossing the road.
- A pat on the back from teacher.

Ask children: "Can you show me what a high-five looks like?"

### Explain Bad Touch:

Bad touches make us feel scared, sad or uncomfortable.
If someone touches you where you don't want to be touched or makes you feel yucky inside, you should tell about it to a grown-up you trust.
Remember — your body belongs to you!

### Teach About "Private Parts":

Some parts of our body are private. Private parts are the parts covered by your swimsuit or underwear.
No one should look at or touch your private parts — except a doctor with Mummy or Daddy there.

### Important Rules (3 Safety Rules):

1. No one should touch your private parts.
2. If anyone makes you feel uncomfortable, say NO and GO away.
3. Always TELL a grown-up you trust — like Mummy, Daddy, Teacher.

## Role Play:

Show a doll or teddy bear.
If someone gives you a hug and you feel happy — it's a good touch.
If someone touches you and you feel scared — what should you say?
Children say: "NO!"

Practise saying "NO!" loudly and bravely together.




### Use of Visuals:

Create a simple chart:
- Smiling faces for good touch.

- Sad or uncomfortable faces for bad touch.
Children can point and identify.

**Closure:**

"Remember — you are special.
You have the right to say NO.
You have the right to tell a grown-up.
You have the right to feel safe every day!"
Group Say:
- "My body is mine!"
- "I can say NO!"
- "I will TELL a grown-up!"

**Teacher's Note:**

- Keep the tone light and loving — never scary.
- Never force a child to share personal experiences.
- Focus on building trust, confidence and safety.

**Family**

Family means the people who love us, take care of us and make us feel happy and safe. They are the ones we hug, laugh with and share our toys and stories with.

Can you think about someone in your family who makes you smile?

(Give children time to answer – Mummy, Daddy, Grandma, Grandpa, Brother, Sister)

**Show and Tell:**

Hold up pictures of a family:
- Mummy
- Daddy
- Brother
- Sister
- Grandmother
- Grandfather
- Uncle
- Aunt
- Cousin




**Say:**

"This is a family! There are different kinds of families.
Some families are big. Some families are small. But every family is full of love!"

## Short Story Style Talk:

"Once upon a time, there was a little girl named Tina.
Tina lived with her mummy, daddy and her baby brother.
Every night, they ate dinner together, laughed and told stories.
Tina felt warm and safe because she knew her family loved her so much!
Just like Tina, we all have our special families too!"

## Let's Say Together:

"My family loves me!".
"I love my family!".
"Family means love and care."
(Children repeat with actions – hugging themselves)

## Quick Fun Activity:

Ask:
- "Who tucks you in at night?"
- "Who makes yummy food for you?"
- "Who plays with you?"
- "Who reads you stories?"

**Smile and celebrate every child's answer.**

Families are our very first friends.
They hug us when we are sad, they cheer for us when we are happy!
Family is like a big warm blanket – full of love!

## Digital Support:

Children can view a video related to family.

## HPCA Categories for Assessment

### Cognitive Development:

- Name family members and relate their simple roles (e.g., "Mummy cooks", "Grandpa tells stories").

### Language and Literacy Development:

- Respond with short sentences about family.
- Uses family-related words correctly.

### Socio-emotional & Ethical Development:

- Express feelings of love, care and security about family.

## Day and Night

### Discuss:

Day means we can see the bright sky.
The sun is shining.
We can see clouds floating in the sky.
Birds are flying.
We can go outside to play and go to school.
Night means it is dark outside.
We can see the moon and many tiny stars.
It becomes quiet.
We eat dinner, listen to stories and go to sleep.
(Ask them to close their eyes and pretend to sleep.)




## Picture Talk:

Show a mix of pictures (sun, moon, clouds, stars) and let children name if it is day or night.

## HPCA Categories for Assessment

**Cognitive Development:**

• Ask simple questions:
"When do we see the sun?"
"When do we see the moon?"
• Listen if they answer: "In the day" or "At night."

## Daily Routine




### Discussion

Every day, we follow a routine from morning to night.

A routine means doing things at the right time.

In the morning, we wake up early, brush our teeth,
take a bath, and wear clean clothes.
We eat a healthy breakfast and get ready for school.
This helps us stay clean and fresh.

In the day, we study, play and eat lunch on time.
We drink water to stay strong.
We listen to our teachers and share time with our friends.

After school, we play a little but we must limit our screen time.
It is important to spend time with family, talk to them and help at home.

At night, we eat dinner, listen to a story and go to bed early.
Sleeping early helps us wake up happy and fresh the next day.

### Quick question time – To encourage interaction

- "What do you do after you wake up?"
- "Do you brush your teeth every morning?"
- "When do you eat your lunch?"
- "What do you like to do after school?"
- "Do you help Mummy or Daddy at home?"
- "Who tells you a bedtime story?"
- "Do you sleep early every night?"

## Teacher's Note:

- Encourage children gently to follow a good daily routine.
- Let them talk freely about their routine at home.
- Motivate them to wake up early, eat healthy food, study on time and sleep early.
- Praise every small good habit they share.

## HPCA Categories for Assessment

**Cognitive Development:**

• Understands morning, afternoon, evening and night activities.
• Knows the importance of eating, studying, playing and sleeping on time.

**Socio-emotional & Ethical Development:**

• Understands that staying clean, eating on time, helping family and following routine is good.

**Positive Learning Habits:**

• Listens carefully, follows the sequence of daily activities and participates in discussions.

## Greetings

**Explain :**

Greetings are the kind and polite words we say when we meet someone.
We greet others by saying Hello, Good morning, Good afternoon, Good evening or Good night.
Greetings make people feel happy and loved.
When we greet someone, we show respect and care.
It is good to greet our parents, teachers, friends and everyone we meet.

## Teacher's Note:

Speak warmly and smile while teaching.
Encourage children to greet each other with a smile and a friendly voice.

## HPCA Categories for Assessment

**Cognitive Development:**

• Understands the meaning and importance of greetings.

**Language and Literacy Development:**

• Says greeting words correctly and politely.

**Socio-emotional & Ethical Development:**

• Shows kindness, respect and friendliness while greeting others.




## Golden Words

**1. Start with a Story:**

Tell a very short story about the Polite Bunny who makes friends using the golden words.
Each time the Bunny uses a polite word, pause, hold up a word card and let the children repeat it.

**2. Show and Say:**

Use word cards and simple model sentences. Children act out the meaning.

| Word Card | Teacher Model Sentence |
|---|---|
| May I | May I take the red block? |
| Excuse me | Excuse me, I need to pass by. |
| Please | Please give me the crayon. |
| Sorry | I am sorry I bumped into you. |
| Thank you | Thank you for helping me. |
| Welcome | You are welcome. |

Keep sentences short and clear. Speak slowly.

### 3. Circle-Time:

Children sit in a circle with a soft ball.
Pass the ball around. When a child receives it, they use one golden word in a short sentence.
Class repeats the sentence and action.

### 4. Puppet Corner:

Use two simple sock puppets.
Act out small scenes: one puppet forgets a polite word, the other reminds it.
Ask children: 'Which word should the puppet use?'

### 5. Daily Routine Hooks:

Use the golden words naturally during daily routines:
- Snack time: 'May I have a biscuit please?'
- Queue time: 'Excuse me.'
- After help: 'Thank you' and 'You are welcome.'

Praise every correct use with a smile or a star sticker.

### 6. Visual Reminder Wall:

Post colourful word cards at children's eye level.
Add a picture beside each word .
Point to the wall whenever someone forgets a polite word.

## HPCA Categories for Assessment

- **Language and Literacy Development**:
  Children say polite words like May I, Please, Sorry, Thank you, Excuse me and Welcome correctly during speaking activities and daily routines.

- **Cognitive Development**:
  Children understand when to use each golden word in different situations, like asking, thanking, apologising or greeting.

- **Socio-emotional and Ethical Development**:
  Children show kindness, respect and good manners when talking to friends, teachers and others.

## House

### Suggested conversation with children on the topic




A house keeps us safe.
It protects us from rain, sun, wind and cold.
It is a warm and happy place to live with our family.
In our house, we feel safe, loved and comfortable.
A house has many parts that make it strong and beautiful.
Show a big picture of a house and point to:
- Roof (on top), - Door (to go in and out),

Windows (to see outside) and so on …

Let children repeat the names after you.

**Quick Question Time:** To encourage interaction

Ask children:

- "What keeps us safe from rain?"

We enter the house through the _____/ What do we open to get into a room?

- "What do we see through?"

(Children can point to the picture and answer in full sentences )

## HPCA Categories for Assessment

- Cognitive Development:
  Children can name the parts of a house and say why a house is important.
- Language and Literacy Development:
  Children speak small sentences like "The roof is on top" or "The house keeps me safe."
- Socio-emotional and Ethical Development:
  Children express feelings of safety, love and comfort about their homes.

## Rooms in a House

**Suggested conversation with children on the topic:**

A house has different rooms.
Each room is special and has a different use.
Rooms help us do different things like sleeping, eating, bathing and playing.




Show a big picture of rooms and point to:

- Living Room (we sit and talk), - Bedroom (we sleep),
- Bathroom (we wash),
- Kitchen (we cook food), - Dining Room (we eat meals).

Let children repeat the names after you.

## Quick Question Time:

Ask children:

- "Where do we sleep?" - "Where do we cook food?"
- "Where do we eat together?"

(Children can point to the picture and answer in full sentences )

## HPCA Categories for Assessment

- Cognitive Development:
  Children name different rooms and say what we do in each.
- Language and Literacy Development:
  Children say small sentences like 'I sleep in the bedroom.'
- Socio-emotional and Ethical Development:
  Children understand the role of rooms in daily life.

## School

**Suggested conversation with children on the topic:**

A school is a place where we go to learn and play.
At school, we meet teachers and friends.
We study, sing, dance and enjoy doing many activities together.
School makes us happy and helps us grow smart and kind.

## Show and Talk:

**Children can be taken out for a school tour:**

- School building
- School bus
- Playground
- Trees and gardens




## Talk Activity on the Picture:

Conduct a small talk activity using the school picture.
Ask children simple questions like:
- Can you name the place where you wait in a line?
- "Where should we throw waste?"
- "Where do you play games?"

(Children can point to the picture and answer in full sentences )

## HPCA Categories for Assessment

- Cognitive Development:
  Children name parts of the school and talk about activities.
- Language and Literacy Development:
  Children say small sentences about their school day.
- Socio-emotional and Ethical Development:
  Children express happiness, safety and belonging at school.

## Classroom

**Suggested conversation with children on the topic:**

A classroom is a fun place where children learn, play and explore together.
It is full of colourful charts, books, toys and happy friends.
Our teacher helps us learn new things everyday.

Show a big picture of a classroom and point to:
- Board, - Desks and Chairs, - Books, - Toys and Shelves.

Let children repeat the names after you.




## Quick Question Time:

Ask children:
- "Where do you sit in the classroom?"
- "What do you write on?"
- "Who teaches us?"

(Children can point to the picture and answer in full sentences )

## HPCA Categories for Assessment

- Cognitive Development:
  Children recognise objects and activities in a classroom.
- Language and Literacy Development:
  Children say short sentences about classroom activities.
- Socio-emotional and Ethical Development:
  Children show excitement for learning and friendship.

## Transport

### Warm-up Talk:

Start by saying warmly to the children:
"Children, do you know how we travel from one place to another?
We use something called transport.
Transport helps us move quickly and safely — to school, to the park, to visit grandma or even to go on a holiday."

### Introduce Types of Transport:

Say in a lively way:
"We have three kinds of transport. Let's find out!"
1. Land Transport
- Cars, buses, trains and bicycles move on roads and tracks.
- (Make driving sounds: "Vroom Vroom!" and pretend to steer a wheel.)




2. Water Transport
- Boats and ships move on water.
- (Make gentle rowing actions with arms.)

3. Air Transport
- Aeroplanes and helicopters fly high in the sky.
- (Stretch arms wide and pretend to fly.)

(Show real pictures, flashcards or toy vehicles while explaining each one.)

### Interactive Talk Time:

Ask funny and easy questions:
- "How did you come to school today? By Car, Bus or Scooter?"
- "Have you seen a big ship or a small boat?"
- "What flies above the clouds?"

### Action Game – Move like Transport!

Make the class move and play together:
- Pretend to drive a car — Turn your arms like a steering wheel.
- Pretend to row a boat — Move your arms forward and back.
- Pretend to fly a plane — Stretch arms wide and zoom around the room.

Children copy and repeat happily:
"Car on road!" "Boat on water!" "Plane in the sky!"

## Visual Connection:

Use a transport chart, pictures or flashcards .
Point and name each vehicle clearly.
Invite children to come forward and point too.

## Wrap-up Conversation:

"Land, water and air — transport takes us everywhere.

We move safely and have fun when we travel."

## HPCA Categories for Assessment

- Cognitive Development:
  Children name different types of transport and say where they move (land, water, air).

- Language and Literacy Development:
  Children speak small sentences using vehicle names (e.g., "I came by bus").

## Safety Outdoors

### Teach About Staying Close:

Say warmly:
Children, when we go outside, it is very important to stay safe! Being safe keeps us happy.
When we go out, we must always hold the hand of our mummy, daddy or a trusted adult. Holding hands keeps us safe when we cross the road, walk in parks or visit busy places.
Action:
Pretend to hold a hand and walk. Let children act along with you.

## Teach About Strangers:

Say gently:
A stranger is someone whom we do not know. We should not go with a stranger even if they smile or offer sweets or toys. If a stranger talks to us, we must quickly go back to our mummy, daddy or teacher.

Action:

Show a sad face if someone unknown calls you.
Show a happy face when staying close to family or teacher.




## Teach Safety Rules:

Say simply:
- Always hold hands when outside.
- Never walk away alone.
- Always stay where your family or teacher can see you.
- If you feel scared, shout loudly and run to a grown-up you trust.

Let children repeat the rules after you.

## Quick Talk Questions:

Ask children:
- Whose hand will you hold when you go out?

- Should we go out with a stranger?
- What should you do if you feel scared? (Run to mummy/daddy/teacher.)

Praise every correct answer with a big smile.

## Wrap-up Message:

Say together:
"I stay safe by staying close!"
"I never go with strangers!"
"I tell my family where I am!"
Children can repeat loudly with actions — holding hands, shaking heads for 'no', pointing to family, etc.

## HPCA Categories for Assessment

- Cognitive Development:
  Children understand who is a stranger and the importance of staying close to a trusted adult.
- Language and Literacy Development:
  Children speak safety sentences like 'I hold my mummy's hand' or 'I don't go with strangers.'
- Socio-emotional Development:
  Children feel secure and confident about asking for help when needed.

## Safety at Home

### Start with a Gentle Talk:

Say warmly:
Children, our home is a safe and happy place.
But even at home, we must be very careful.
Following safety rules helps us stay away from injuries and accidents.

## Talk About Home Safety Rules and Consequences:

There are some simple rules we must always follow at home.

- Do not touch sharp things like scissors or knives.
(If we touch them, we may get cuts and hurt ourselves.)

- Do not play with fire, matchsticks or the gas stove.
(Fire can cause burns and lead to cause big accidents.)

- Do not run or jump on wet or slippery floors.
(We may slip, fall down and get hurt.)

- Do not climb on chairs, tables or windows.
(We may fall from a height and get hurt badly.)

- Always ask an adult for help if you need something from a high place.
(Climbing alone can be dangerous.)

- Keep toys and things in their place after playing.
(Scattered toys can make us trip and fall.)

## Wrap-up Message:

Say together:
I stay safe at home by being careful.
I do not touch dangerous things.
I ask grown-ups for help.
I keep my home clean and safe.

Children repeat loudly with actions like pointing to themselves, waving 'no' for dangerous things, and clapping for good behaviour.

## Teacher's Note:

- Explain every rule gently and give small examples.
- Show real objects if possible (toy knife, toy gas stove picture) and talk about them.
- Always explain 'why' the rule is important in simple words.
- Praise children often for understanding safety.

## HPCA Categories for Assessment

- Cognitive Development:
  Children identify dangers in a home setting and know what actions to be avoided.
- Language and Literacy Development:
  Children speak short safety sentences clearly (e.g., 'I do not touch knives').
- Socio-emotional Development:
  Children build habits of responsibility and caring for themselves and others.

## Domestic Animals

Say warmly:
Children, we see many wonderful things around us — trees, flowers, birds and animals.
Animals live in many places — on land, in water.




## Talk About Kindness to Animals:

Animals are like us.
They can feel happy when we are kind to them.
They feel sad or scared if we hurt them.
We must always be good and gentle to animals.

## Introduce Domestic Animals:

Some animals live very close to us.
They live in our homes or on farms.
We call them domestic animals.
They help us in many ways and we help them by giving food, shelter and love.

## Talk About how They Help Us:

Give simple examples:
- The cow gives us milk to make us strong and healthy.
- The dog guards our house and is our loyal friend.

## Talk about Pets:

Some domestic animals are also kept as pets.
Pets like dogs and cats live with us in our homes.
They are our friends. We must feed them, play with them and be kind to them.

Animals have feelings too.
They feel happy when we are kind.
They feel sad if we hurt them.
We must be kind to all animals.




## Wild Animals

### Start the Talk:

Say warmly:
Children, we know that some animals live near us.
But some animals live far away from people.
They live in forests and jungles. These are called wild animals.

### Talk About Wild Animals:

Wild animals do not live in homes or farms.
They live freely in forests, hunt for their food,
and take care of themselves.

### Teach Safety and Respect:

We should not go near wild animals.
We can see them in books, on TV or at the zoo.
We must never try to touch or feed wild animals.
We should respect wild animals and keep them safe in their homes — the forests.

### Wrap-up Message:

Wild animals live in forests.
They are strong and free.
We watch them from far and keep their homes safe.




## Water Animals

### Start the Talk:

Children, some animals live in water.

They swim and play in rivers, ponds and oceans.

These animals are called water animals.

### Talk about Water Animals:

Water animals need water to live.
They use fins, tails or flippers to move around in water.

### Teach Care:

We should keep water bodies clean so that water animals can stay healthy.
We must not throw rubbish in rivers, ponds or seas.

**Wrap-up Message:**

Water animals live in rivers, ponds and seas.
We watch them swim and should keep their homes clean.

## Birds

**Start the Talk:**

Children, some animals have wings and can fly high in the sky.

These animals are called birds.




**Talk About Birds:**

Birds have wings, beaks and feathers.
They build nests in trees to lay eggs and take care of their babies.

**Teach Kindness:**

We should never throw stones at birds.
We must not destroy their nests or take their eggs.
Birds are our friends. They make our world beautiful.

**Wrap-up Message:**

Birds fly, sing and care their babies.
We watch them with joy and should keep them safe.

## Insects

**Start the Talk:**

Children, there are some very tiny animals all around us.

They fly, crawl or move on the ground.

These small animals are called insects.




**Talk About Insects:**

Insects are small in size. We see them in gardens, near flowers and even at home.
Some insects are colourful and beautiful.
Some insects are helpful and some can make us sick.

**Teach Safety and Care:**

We should enjoy looking at insects like butterflies and ants.
But we must be careful of insects like mosquitoes and flies.
They can bite us or carry dirt.
We must keep our homes clean to stop insects from spreading diseases.

**Wrap-up Message:**

Insects are tiny and busy creatures. Some help us but some can make us sick.
We should keep our places clean to stay away from them.

## HPCA Categories for Assessment

### 1. Cognitive Development

- Child identifies and names different types of animals (domestic, wild, birds, insects, aquatic animals).
- Child understands basic features (where they live, what they eat, how they help us).
- Child classifies animals correctly when shown pictures or during sorting games.

### 2. Socio-emotional and Ethical Development

- Child expresses care, kindness and love for animals.
- Child shows understanding of how to behave safely where animals are around.

## Plants

### Start the Talk:

Children, when we look around, we can see many green things like trees, plants and grass. Plants are a part of nature. They grow in soil, need water and sunlight.

### Talk About Plants:

Plants are seen in many shapes and sizes. Some are big, like trees. Some are small, like flowers.




### Give Simple Examples:

- The mango tree gives us sweet mangoes.
- The rose plant has red, pink or white flowers.
- The banana plant gives us fruit and big green leaves.
- The tulsi plant is small and grows in pots at home.

## Teach Care:

Plants are living things. They need our care just like pets. We must water plants everyday. We should not pull out leaves or step on plants. Plants give us clean air to breathe, fruits to eat and flowers to enjoy.

## Parts of a Plant

### Start the Talk:

Children, did you know that every plant has different parts?

Each part of a plant is special and helps the plant grow and live.

### Talk About Parts of a Plant:

Let's learn the names of the parts of a plant:

- Roots: Roots grow under the ground. They hold the plant and take water from the soil.
- Stem: The stem stands tall and holds the plant up. It carries water to all parts of the plant.
- Leaves: Leaves are green. They make food for the plant from sunlight.
- Flowers: Flowers are colourful and pretty. Some turn into fruits.
- Fruits: Fruits grow from flowers. They have seeds inside them.

**Use Visual Support:**

Show a real plant or a big picture of a plant.
Point to each part as you name it.
Let children repeat the names after you.

**Wrap-up Message:**

"Plants are our green friends.
They grow with water, sunlight and care.
We must love and protect plants."




## Flowers

**Start the Talk:**

Children, have you seen colourful flowers in the garden or at home?

Flowers make plants look pretty and bright. Let's learn about them today.

**Talk About Flowers:**

Flowers come in many colours, shapes and sizes.
Some are big, some are small, but all are beautiful.
Flowers grow on plants. Some flowers become fruits.
They have petals, a sweet smell and sometimes attract bees and butterflies.

**Give Examples:**

- Rose: Red, pink, yellow and white colours.
- Sunflower: Big and yellow, faces the sun.
- Lotus: Grows in water, pink or white.
- Hibiscus: Bright red or pink, grows in gardens.
- Marigold: Yellow or orange, used in festivals.

## Teach Care and Use:

Flowers are used for medicinal purposes, decorations and sometimes in perfumes.
We must not pluck too many flowers. Let them bloom!

## Fruits

**Start the Talk:**

Children, have you eaten a mango or a banana?
They are fruits! Fruits are healthy and tasty. Let's learn more about the fruits.

**Talk About Fruits:**

Fruits grow on plants and trees.
They have different colours, shapes and tastes.
Some are sweet, some are sour and all are good for our health.




**Give Examples:**

- Mango: Sweet and yellow, the King of Fruits.
- Banana: Soft and easy to eat, full of energy.
- Apple: Red or green, crunchy and juicy.
- Orange: Round and orange, full of vitamin C.

### Fruit salad Activity:

Organise a simple fruit salad activity in class to help children learn about healthy eating and different types of fruits.

Ask children to bring small cut pieces of fruits from home in clean containers (available seasonal fruits ).

In class, show each fruit, name it and talk about its colour and taste.
Mix all the fruits in a big bowl and let each child enjoy a small cup of fruit salad.

### Teach Healthy Habits:

We should eat fruits every day to stay strong and healthy.
Wash fruits before eating.
Do not waste fruits — share them if you cannot finish.

## HPCA Categories for Assessment

- Cognitive Development:
  - Identifies and name the parts of plants, common fruits and vegetables.
  - Understands that plants grow, need sunlight and water and give us food.
- Language and Literacy Development:
  - Uses simple words and sentences to describe plants (e.g, 'Leaves are green').
  - Participates in rhymes or talks related to plants and nature.
- Socio-emotional and Ethical Development:
  - Shows care for plants during watering or gardening tasks.
  - Understands the value of protecting plants and not harming them.

## Different Tastes of Food

### Discussion

Show real samples or pictures of foods with different tastes like apple, lemon, jam, salt and pickle.

Let children name each food and say how it tastes.
Encourage them to repeat short sentences such as:
Apple is sweet.
• Lemon is sour. • Pickle is spicy. • Salt is salty.

Make it fun by asking them to make expressions for each taste – happy for sweet, puckered lips for sour and wide eyes for spicy.

### Suggested activity

Place small samples (or pictures) of different types of food and ask children to guess the taste.
First say the taste aloud and then actually taste it.




## Seasons

### How to Teach:

Tell them : Children, our weather keeps changing. Sometimes it's hot, sometimes it rains, and sometimes it's cold. These are called seasons.
There are four main seasons — summer, monsoon, winter and spring.
Each season feels different and we dress, eat and play differently in each one.

1. Show Pictures:
Use picture cards or textbook visuals to show the sun, rain, snow and flowers. Let children describe what they see.

2. Talk about each Season briefly:
- In summer, it is hot. We eat fruits and wear cotton clothes.
- In the rainy season, it rains. We carry umbrellas and wear raincoats.
- In winter, it is cold. We wear warm clothes and drink hot soup.
- In spring, the weather is nice.
  Flowers bloom and we play happily outside.

3. Use Simple Questions:
- What do you wear when it rains?
- What do you eat when it's hot?
- How do you feel in winter?

4. Let Children match pictures:
Give flashcards of clothes, food and activities. Let them match each to the correct season.

### Suggested Classroom Activities:

- Role-play: Children dress up or pretend with props like umbrellas, scarves or sunglasses.
- Drawing: Ask children to draw their favourite season and what they wear or eat in that season.
- Sorting Game: Mix up clothes, fruits and weather pictures. Let children group them by season.

## HPCA Categories for Assessment

• Cognitive Development:
  - Identifies different seasons by name and basic features.
  - Associates correct clothing, food and weather with each season.

• Socio-emotional and Ethical Development:
  - Shares personal experiences about seasons.
  - Shows awareness of staying safe and dressing properly for the weather.

## Festivals

### Discussion:

Children, festivals are happy days. We celebrate them with our family and friends. We wear new clothes, eat special food, decorate our homes and enjoy together!

**1. Show Festival Pictures (from the textbook):**
Point to each picture and say the name of the festival.

**2. Explain in Simple Words:**
- Diwali – Festival of Lights.
- Holi – Festival of Colours.
- Christmas – Celebrated on Jesus's birthday
- Eid – A time to pray, share food and say 'Eid Mubarak!'
- Pongal – A harvest festival
- Onam – Boat race and flower rangoli
- Dussehra – Story of good winning over bad

**3. Talk About Celebrations:**
Ask questions to children:
- Do you light lamps on Diwali?
- Have you seen a Christmas tree?
- Who do you visit on Eid or Onam?
Let children share how they celebrate at home.




**Suggested Activities:**

- **Make a paper lamp** for Diwali using coloured paper.
- **Decorate a diya** with glitter and stickers.
- **Stick cotton on a Christmas tree picture** to decorate it.
- **Draw and colour a flower rangoli** for Onam.
- **Make a small boat** with paper for Onam celebrations.

## HPCA Categories for Assessment

**Cognitive Development:**

- Recognises names and pictures of major Indian festivals.
- Associates festivals with their key symbols (lamp, colour, tree, boat, prayer).

**Socio-emotional and Ethical Development:**

- Respects and appreciates all religions and festivals.
- Shows happiness in group celebrations and home sharing.

**Cultural and Aesthetic Development:**

- Enjoys traditional songs, decorations and dress related to festivals.
- Participates in creating simple art like rangoli, paper lamps and festive crafts.

## Neighbourhood

**Discussion:**

Children, we live in a neighbourhood. There are many places around our home that help us in different ways.

Let's learn the names of these places and how they help us.

We go to the **market** to buy fresh fruits, vegetables and meat. When we are hungry and want to eat out, we can visit a **restaurant** with our family.

We go to **school** to learn new things and meet our teachers and friends. A **stationery shop** helps us buy books, pencils and crayons.

When we want to read quietly, we can go to the **library** and enjoy storybooks. We can visit the **park** to play, run and enjoy fresh air.

The **post office** is a place from where we send letters and parcels to our friends and family. At the **bank**, people keep their money safe.

If there is a fire, the **fire station** sends firefighters to help us. The **police station** keeps our neighbourhood safe.

If we feel unwell, we visit a **hospital**. And when we want to go to another city, we can catch a train from the **railway station**.

All these places are important and help us in different ways.

Ask simple questions like:
- Where do we go when we are sick?
- Where do you play?
- Where do we buy vegetables from?

## Suggested Activities:

- Neighbourhood Walk (within class): Place pictures around and pretend to visit each one.
- Dramatic Play: Set up role-play corners like a shop, post office or library.

## HPCA Categories for Assessment

• Cognitive Development:
  - Identifies and names common neighbourhood places.
  - Understands their use and importance in daily life.

• Socio-emotional and Ethical Development:
  - Understands safety and behaviour in different places (e.g., silence in the library).
  - Shares own experiences of visiting places with family.

## Community Helpers

### Guidelines to teach :

Show the Textbook Pictures. Point and name each helper. Let children repeat the names clearly.

Say one line about each helper:
Use short, simple lines like:
- A doctor helps us when we are sick.
- A teacher helps us learn new things.
- A police officer keeps us safe.
- A postman brings letters.




**Ask Simple Questions:**
- Who brings letters to your house? (Postman)
- Who helps when there is fire? (Fireman)

Let children answer freely and encourage their responses.

## Suggested Activities:

- Role Play: Let children dress up as helpers and say one line.

## HPCA Categories for Assessment

• Cognitive Development:
  - Identifies and names different community helpers and their roles.
  - Understands how they help us in daily life.

• Language and Literacy Development:
  - Uses simple words like doctor, teacher, police, fireman, postman.
  - Forms short sentences such as "A doctor helps me when I am sick."

• Socio-emotional and Ethical Development:
  - Respects and appreciates people who help us.
  - Shares personal experiences or stories related to helpers.

## National Festivals

### Talk About the National Festivals:

Children, as a nation we celebrate some special days together. These are called National Festivals. They remind us of our love for India and the great people who helped to make our country free and strong.

- The Independence Day (15 August): We hoist the Indian flag and sing the National Anthem to celebrate our freedom.
- The Republic Day (26 January): We have a big parade in Delhi.
- Gandhi Jayanti (2 October): We remember Mahatma Gandhi, who led our country.

### Suggested Activities:

- Fancy dress as freedom fighters (Gandhi, Nehru, etc.).
- Singing the National Anthem
- Show and talk: Display pictures of the flag, Gandhi and the Republic Day parade.

## HPCA Categories for Assessment

• Cognitive Development:
  - Recognises and names the national festivals of India.
  - Understands simple facts like the flag, dates and leaders.

• Socio-emotional and Ethical Development:
  - Shows pride and respect for the country.
  - Learns about truth, non-violence and teamwork through stories of leaders.

• Cultural and Aesthetic Development:
  - Participates in patriotic songs, role play or flag decoration.
  - Observes and respects cultural symbols like the tricolour and the national anthem.