Magic Seeds

Aligned with HPCA

TEACHERS' HANDBOOK

WITH SCHEME OF WORK AND LESSON PLANS

- LITERACY
- NUMERACY
- GENERAL AWARENESS

UKG

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	Objectives	Textbook Activities	Writing Practice
Week 1 L	Picture reading	Children find differences in the given picture; the teacher helps them develop observation skills and vocabulary	Children look at two pictures and find the differences. They circle the changes and name each one aloud to build vocabulary.	.---
L	Alphabet Revision	To help children recall and recognise capital and small letters A to Z and associate them with familiar objects	Connect the dots from A to Z. Trace and colour each letter. (capital and small). Fill in the missing letters (Aa–Zz). Match letters with correct objects.	Learning to Write Pages 3-11
N	Big - Small, Tall - Short	To help children understand the concept of size and height	1. Introduce objects and compare their size (big vs. small) and height (tall vs. short). 2. Activity: Children identify and sort objects based on size and height.	
GA	Colours	To help children identify primary and secondary colours and understand the concept of colour mixing	1. Mix two colours to make a new colour. 2. Recognise and identify different colours.	Learning to Write Pages 3-5
Week 2 L	Vowels and Consonants	To help children identify vowels and consonants and understand that all words are formed using these letters	• Identify the vowels and consonants. Count the vowels and consonants. • Tick the balloons with consonants. • Identify vowels and consonants and their names. • Circle pictures that begin with vowels; tick those that begin with consonants.	Learning to Write Page 15

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
The teacher shows the picture and talks about what is seen. Children listen and look carefully.		Children talk about their LKG and UKG classrooms. They share what is new or different, like new tables, books or toys, using simple sentences.	Children observe pictures carefully and name the differences using simple words.
The teacher says each letter and its sound. Children repeat the letters aloud and say one word that starts with each letter.	Abc Rhyme	Children play an **Alphabet Train game** — each child says a letter and names an object beginning with it (e.g "A for apple").	Children recall and recognise capital and small letters A to Z and associate them with familiar objects.
Group objects into categories of 'big' and 'small', 'tall' and 'short', and describe them.		Group and compare objects in the classroom based on size and height.	Children identify objects based on size and height and use the vocabulary in sentences.
Learn the easy spellings of colours.	Colours of the rainbow	Activity: Mix two watercolours to create a new colour and paint with it.	Children identify primary and secondary colours and understand the concept of colour mixing.
The teacher says each letter aloud. Children repeat the letter and say whether it is a vowel or a consonant.		**Name Sorting Game –** Each child says his/her name aloud. The teacher helps them pick out the letters and sort them into vowels and consonants using coloured flashcards. Children then place the letters under Vowel or Consonant headings on a chart.	Children can identify vowels and consonants. They can say their sounds and recognise them in words and pictures.

	Topics	Objectives	Textbook Activities	Writing Practice
	Big - Bigger - Biggest	To help children understand the concept of comparison using 'big', 'bigger' and 'biggest'	Children observe the pictures of objects with different sizes and describe them using the words 'big,' 'bigger,' and 'biggest'.	
N	Long - Longer - Longest	To help children understand the concept of comparison using 'long', 'longer' and 'longest'.	1. Show objects with different lengths and compare them using 'long', 'longer' and 'longest'. 2. Activity: Children compare the lengths of objects around them.	
GA	Myself	To help children understand personal information, such as name, age and where they live	Fill in the blanks in the worksheet: Name, Age, Favourite Colour and Aspirations	Learning to Write Page 6
	My Body	To help children identify and match body parts with their names.	1. Identify body parts using pictures. 2. Match body parts to their names.	Learning to Write Pages 7-8
Week 3 L	Consonant sounds	To help children identify and say the sounds of consonants and recognise words that begin with them	• Look at the consonant sound pages. • Say each letter, its sound and the corresponding objects.	Learning to Write Pages 12-13
	Heavy - Light	To help children understand and compare the concept of weight	1. 'Which is heavy? Put a tick.' 2. 'Tick the heavy one and cross the light one.'	
N	More - Less	To help children understand and compare quantities	1. 'Look at the objects in the following pictures. Write More and Less.' 2. 'Circle the one with less number of objects.'	
GA	We function together	To help children understand that two or more body parts function together	Look at the page and discuss body parts that function together.	

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Group objects in categories of Big-Bigger-Biggest based on their size. Describe them using full sentences.		Children can create their own scenes, such as stacking the blocks or arranging them to show the progression of size.	Children identify and compare objects using 'big', 'bigger' and 'biggest'.
Group objects in Long - Longer - Longest categories of based on their size. Describe them using full sentences.		Let the children arrange the rope pieces from the shortest to the longest and describe them.	Children identify andcompare objects using 'long', 'longer' and 'longest'.
Teacher asks questions: "What is your name? How old are you? Where do you live?"	I am special	Let children introduce themselves and share a drawing of themselves and their favourite thing.	Children talk about themselves, their age, where they live and what they want to be when they grow up
Listen to the teacher name body parts and repeat the names.		Identify body parts and name them in the My Body chart.	Children identify and match body parts with their names.
Children repeat the consonant sounds after the teacher and say one word that begins with each.	--	**Sound Sorting Game –** Children pick an object, say its name and place it under the correct starting consonant letter.	Children say consonant sounds and match them with familiar objects and words.
Describe objects and mark them as heavy or light.		1. Sorting objects by weight (e.g., books, fruit) 2. Discuss the objects with children.	Children identify objects as heavy or light and use the vocabulary in sentences.
Count objects, then respond by saying which has More or Less.		Count objects and label them as More or Less.	Children compare quantities and use the vocabulary 'more' and 'less.'
• The teacher says the names of body parts involved in each activity. Children should repeat the names.	If you're happy and you know it	• Engage children by asking, "What do we use to watch TV?" and "What do we use to eat?"	Children understand that two or more body parts function together.

Week 4 L	Two Sounds of C	To help children recognise that the letter C makes two different sounds – /s/ (soft C) and /k/ (hard C)	• Look at words and pictures of soft C and hard C. • Say each word and its beginning sound.	-
	Two Sounds of G	To help children recognise that the letter G makes two different sounds – /j/ (soft G) and /g/ (hard G)	• Look at words and pictures of soft G and hard G. • Say each word and its beginning sound.	-
N	Up - Down, Near - Far	To help children understand directional concepts	Demonstrate 'up' and 'down' and 'near' and 'far'	
GA	Our Five Senses	To help children understand the functions of the five senses: sight, hearing, touch, smell and taste.	Discuss the five senses.	

JULY

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Vowel sounds a	To help children identify and differentiate between short and long vowel sounds using words and pictures	• Look at the pictures and say the words aloud. • Identify short and long a words (e.g cat, gate).	Learning to Write Notebook Page 16
N	Groups	To help children identify and categorise objects into groups based on similarities	Children will circle the groups that have the same objects	
	Same and Different	To help children identify objects that are the same and different	1. Children will circle the objects that are the same. 2. Children will tick the objects that are the same in each set.	
GA	My Body Belongs to Me	Revision – Theme – Myself	Revise the theme – Myself	Revisit the textbook pages – Theme Myself
Week 2 L	Vowel sounds e	To help children identify and differentiate between short and long vowel e sounds using words and pictures.	• Look at the pictures and say the words aloud. • Identify short and long e words (e.g pen, these).	Learning to Write Notebook Page 17

Children repeat the sound of C in each word and say if it is soft or hard.		Sound Sorting Basket – Children place picture cards into soft C or hard C baskets.	Children identify the soft and hard sounds of the letter C and match them with the correct pictures.
Children say the beginning sound of each G-word and identify if it is soft or hard.		Sound Sorting Basket – Children place picture cards into soft G or hard G baskets.	Children identify the soft and hard sounds of the letter G and say words that begin with those sounds.
Move objects 'up' and 'down' and identify things that are 'near' and 'far'.		Let children act out the directions (e.g 'up', 'down') and point to objects that are 'near' and 'far'.	Children use the terms 'up', 'down', 'near', and 'far' in sentences and understand their meaning.
Learn Five sense organs and their functions.	I have two eyes	• **Sensory Exploration:** Blindfold the children and ask them to touch objects, guess what they are, and describe the texture.	Children identify and explain the functions of each of the five senses and how they are used in daily activities.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Teacher says a word – Children repeat and say if the sound is short or long.		Sound Circle – Children sit in a circle and pass a ball. When music stops, the child names a short or long a word.	Children identify and differentiate between short and long a vowel sounds.
Children group objects into categories like fruits, toys and explain why objects belong together		Sort the items into different groups based on a common characteristic, such as colour, shape or size.	Children identify objects that belong to in a group and describe them using simple sentences.
Children will identify the object in each set and say same or different.		Sort the same objects into one basket and keep the different ones out.	Children identify and describe objects that are the same and different.
-	-		Children revise the concepts in the theme Myself
Teacher says a word – Children repeat and say if the sound is short or long.	--	Teacher says a word. Children repeat it and say if the sound is short or long.	Children identify and differentiate between short and long e vowel sounds.

N	Number names 1- 10	To help children recognise, say and write the number names 1 to 10.	Learn Number names 1-10	Learning to Write Notebook Page 4
GA	Revision – Theme – Myself	To revise the theme –Myself	Revisit the textbook pages – Theme Myself	Learning to Write Page 10
Week 3 L	Vowel sounds - i	To help children identify and differentiate between short and long vowel i sounds using words and pictures	• Look at the pictures and say the words aloud. • Identify short and long i words (e.g., pin, kite).	Learning to Write Notebook Page18
N	Number names 1- 10 (revision)	Revise the number names from 1 to 10	Number names 1-10	Number names 1-10
GA	Family	To help children understand the importance of family and the roles of each member in it/in a family	• Discuss family members and their roles. • Answer the questions on family.	Learning to Write Page 11
Week 4 L	Vowel sounds o	To help children identify and differentiate between short and long vowel o sounds using words and pictures	• Look at the pictures and say the words aloud. • Identify short and long o words (e.g., pot, rope).	Learning to Write Notebook Page 19
N	Number names 11-13.	To help children recognise, say and write the number names 11 to 13	Learn number names 11, 12 and 13.	Learning to Write Notebook Page 07 and 08
GA	Types of Houses	To help children recognise and understand different types of houses	Look at the pictures of different houses like hut, brick house, bungalow, etc.	Learning to Write page 14
Week 5 L	Vowel sounds u	To help children identify and differentiate between short and long vowel u sounds using words and pictures	• Look at the pictures and say the words aloud. • Identify short and long u words (e.g., cup, cube).	Learning to Write Notebook Page 20
N	Number names 14-16	To help children recognise, say and write the number names 14 to 16	Learn Number names 14-16.	Learning to write number names page 07 and 08
GA	Rooms in a House	To help children identify and name the different types of rooms in a house and the common things found in each room	1. Discuss the different types of rooms in a house (e.g. living room, bedroom, bathroom). 2. Identify items in each room.	Learning to Write Page 12 and 13.

Chant the number names from 1 to 10 aloud.		Count real objects (e.g fruits, pencils) and match with number cards.	Children recognise and write the number names from 1 to 10.
	Hop a little		Children revise the concepts in the theme Myself.
Teacher says a word – children repeat and say if the sound is short or long.		Children toss a ball onto a picture and say whether the word has a short or long i sound.	Children identify and differentiate between short and long i vowel sounds.
Revise the number names from 1 to 10 aloud.		Use flashcards with number names for identification.	Children recognise and write the number names from 1 to 10.
Listen to a story about family roles. Discuss who does what in your family.		Draw your family and label the members.	Children recognise the different roles within a family and they can answer related questions.
Teacher says a word – children repeat and say if the sound is short or long.		Sorting Game – Children sort cards with pictures into "Short o" and "Long o" boxes.	Children identify and differentiate between short and long o vowel sounds.
Chant the number names 11 to 13 aloud.		Count real objects (e.g fruits, pencils) and match with number cards for 11, 12 and 13.	Children recognise and write the number names 11 to 13.
Teacher describes the house types, children repeat the names aloud.		Sort pictures of houses based on their features.	Children can identify and name various types of houses based on their features.
Teacher says a word – children repeat and say if the sound is short or long.		Clap for Sound – One clap for short u, two claps for long u.	Children identify and differentiate between short and long u vowel sounds.
Chant the Number names 14 to 16 aloud.		Count real objects (e.g. fruits, pencils) and match with Number cards for 14, 15 and 16.	Children recognise and write the number names 14 to 16.
Listen to the teacher as they discuss each room, its function, and the things inside.		Children can match items with the rooms and identify what belongs in each room.	Children identify and name the different types of rooms in a house and the common things found in each room.

AUGUST

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Revision of vowel sounds a,e,i,o and u	To help children recall and differentiate short and long vowel sounds through revision and practice	• Recall previous words and pictures with vowel sounds. • Revise short and long vowel words by reading aloud and sorting.	
N	Number names 17-20	To help children recognise, say and write the Number names 17 to 20	Learn Number names 17, 18, 19 and 20.	Learning to Write Number names Pages 07-08
GA	At School	To help children understand Good behaviour in school.	Discuss At School page with children.	Learning to Write Page 15
GA	Good Habits	To help children learn the importance of Good Habits for better health and well-being	Discuss healthy habits like eating healthy food, washing hands, playing outdoors, etc.	
Week 2 L	Vowel Team	To help children recognise common vowel teams and understand that the first vowel usually says its name while the second is silent	Read and observe words with vowel teams (ai, ea, oa, oi, ue, ie, ee, oo, ou).	Learning to Write Notebook Pages 21-23
N	Numbers 21-50	To help children recognise, count and write numbers from 21 to 50	Count objects aloud from 21 to 50 and associate them with written numbers.	Learning to Write Pages 10-12 and 14
GA	Good Manners	To help children understand and practise Good Manners in different social situations	Discuss respectful behaviour at school and at home.	
Week 3 L	Using a or an	To help children understand the correct use of 'a' and 'an' before words depending on their beginning sound	Look at pictures and read the sentences aloud (e.g a book, an ant). • Match the word with 'a' or 'an'.	
N	Ordinal Numbers 1-10	To help children recognise, understand and write Ordinal numbers from 1st to 10th.	Look at the Animal Race page and talk about Ordinal Numbers.	Learning to Write Page 13

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Children repeat the words and say whether the vowel sound is short or long.		Vowel Sound Hop – Children hop to a picture placed on the floor and say whether it has a short or long vowel sound.	Children confidently recall vowel sounds and differentiate between short and long vowels in simple words.
Chant the Number names 17 to 20 aloud.		Count real objects (e.g. fruits, pencils) and match with Number cards for 17, 18, 19, and 20.	Children recognise and write the number names 17 to 20.
Listen to the teacher's explanation of Good Manners in school.	Bits of Paper	Role-play: Act out school-related scenarios (e.g. walking in line, raising hands).	Children understand and follow basic school etiquette.
Listen to the teacher's instructions and repeat the Good Habits.	Brush your Teeth	**Story Time –** Share stories related to Health and Habits for better understanding.	Children list and describe Good Habits and practise them in daily life.
The teacher says a word aloud. Children repeat the word and identify the vowel team in it. Example: Teacher says "goat," and children say "oa."	--	**Vowel Team Puzzle –** Give children cut-up cards with vowel teams and matching pictures to join.	Children identify vowel teams and read words with correct pronunciation.
Children practise writing numbers and counting aloud.		Provide number cards for children to match with objects and count aloud.	By the end of the lesson, children will be able to recognise, count and write numbers from 21 to 50.
Listen to the teacher's explanation and role-play using good manners.		Role Play – Act out situations where children practise using Good Manners with peers.	Children understand and practise good manners in different social situations.
Children will practise saying 'a' or 'an' before words.		**Basket Sort –** Children pick an object card and place it in the correct basket: 'a' or 'an'.	Children correctly use 'a' or 'an' before simple words in speech and writing.
Say and learn the Ordinal Numbers.	Five Little Duck-lings	Provide images of animals in a race. Ask children to identify and write down their positions.	Children recognise, say and write Ordinal Numbers from 1st to 10th and apply them in different contexts.

GA	Living and Non-Living Things	To help children identify and differentiate between living and Non-Living things	• Identify Living and Non-Living things in the image. • Say why they are so.	
Week 4 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.). • Read sentences aloud (e.g., I am a boy. She is a girl.)	
	Sight words	To help children read and recognise common sight words by memory, without sounding them out	Look at sight words and read them aloud.	Learning to Write Pages 25-26
N	Numbers 51- 60	To help children recognise, count and write numbers from 51 to 60.	Count objects aloud from 51 to 60 and associate them with written numbers.	Learning to Write Pages 16
GA	Domestic Animals	To help children identify Domestic Animals and understand how they help us	1. Look at the pictures of Domestic Animals and name them. 2. Identify the animals that give us milk, wool and eggs. 3. Discuss the role of Pet Animals like dogs.	Learning to Write Pages 17-19

SEPTEMBER

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Position Words (in, on, under, behind, near...)	To help children understand and use Position Words to describe where objects are placed	• Look at the pictures and say the correct Position Word (e.g. in, on, under). • Use position words in simple sentences (e.g. The cat is on the box).	
	a Family words	To help children read and build simple words using common 'a' Family groups (at, ag, an, ad, ap, am).	Look at pictures and read a Family Words aloud. • Match words to pictures.	Learning to Write Pages 28 - 29
N	Numbers 61-70	To help children recognise, count and write numbers from 61 to 70.	Count objects aloud from 61 to 70 and associate them with written numbers.	Learning to Write Page 17

Listen as the teacher explains what Living things do.		• Nature Walk – Let children point to Living and Non-Living things outdoors and talk about them.	Children can name Living and Non-Living things and say the differences between them.
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 use Pronouns correctly in speech and match them to pictures and actions.
Teacher and children read the Sight Words and then say a sentence using that word.		**Sight Word Hunt –** Place Sight Word cards around the room; children find and read them aloud.	Children read Sight Words by sight and use them in simple sentences confidently.
Children practise writing numbers and counting aloud.		Provide number cards for children to match with objects and count aloud.	By the end of the lesson, children will be able to recognise, count and write numbers from 51 to 60.
Teacher discusses how Domestic Animals help us.	Animals on the Farm	Role play: Let children act like their favourite Domestic animal and make its sound.	Children can name Domestic Animals and talk about how they help us.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Teacher says a sentence and children show the action or point to the picture. Example: "The cat is behind the box."		Object Game – Teacher places a toy in, on or under a box. Children say the correct position word aloud.	Children use Position Words correctly in speech and writing to describe object placement.
Children learn the a Family Words.		a Family Words Sorting – Children pick cards and place them under the correct family group on the board.	Children read, write and sort simple words from 'a' Families and build their vocabulary.
Children practise writing Numbers and counting aloud.		Provide number cards for children to match with objects and count aloud.	By the end of the lesson, children will be able to recognise, count and write numbers from 61 to 70

Ga	Wild Animals	To help children identify and name Wild Animals and understand their features	Identify the animals shown. Talk about each animal's features.	Learning to Write Page 20
Week 2 L	e Family words	To help children read and build simple words using common 'e' Family groups. (-et, -en, -eg, -ed)	Look at the pictures and read the e Family Words aloud. • Match words to pictures.	Learning to Write Pages 30 &31
N	Numbers 71-90	To help children recognise, count and write numbers from 71-90	Count objects aloud from 71 to 90 and associate them with written numbers.	Learning to Write Pages 20 and 21
GA	Water Animals	To help children identify Water Animals and understand that they live in water	Name each Water Animal: fish, crab, dolphin, turtle, jellyfish, etc.	Learning to Write Page 22
	Birds	To help children identify different types of Birds and understand their features and abilities	Observe and name different Birds shown in the textbook. Identify Birds that can fly, Birds that cannot fly and Birds that can swim.	Learning to Write Page 23
Week 3 L	i Family Words	To help children read and build simple words using common 'i' word Family groups (it, ig, in, ip)	Look at pictures and read i Family words aloud.	Learning to Write Pages 33 & 34
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 18 and 19
	Left – Right	To help children understand the concepts of 'Left' and 'Right'	Identify and describe positions of objects as Left or Right (e.g. 'Tina is on the right of Milu and Aman is on the left of Milu')	
GA	Insects	To help children identify common Insects, know their features and understand which insects help or harm us	• Identify different Insects (butterfly, ant, bee, mosquito, etc.).	

Listen as the teacher describes each animal and its special trait.		Animal Walk – Children pretend to walk like different Wild Animals (stomp like elephant, slither like snake).	Children can name common Wild Animals and describe their basic traits.
Children learn the e Family words.		Word Family Sorting – Children pick cards and place them under the correct family group on the board	Children read, write, and sort simple words from 'e' family and build their vocabulary.
Children practise writing Numbers and counting aloud.		Provide Number cards for children to match with objects and count aloud.	By the end of the lesson, children will be able to recognise, count and write Numbers from 71-90.
Learn the names of Water Animals.		Picture Sorting – Match Animal cutouts to Water/Land categories.	Children identify and name various Water Animals and understand they live in water.
Practise writing names of common birds.	Birds	Bird Sorting Game – Match Bird pictures to their type (fly/ cannot fly/swim). Draw your favourite Bird and share something about it.	Children can name, classify and describe different Birds and their abilities.
Children learn the i Family Words.		i Family Words Sorting – Children pick cards and place them under the correct family group on the board	Children read, write, and sort simple words from 'i' family and build their vocabulary.
Children respond to prompts like 'What's one more than 5?' or 'One less than 8?'		Ball Count – Children are given a number and add one or take one away using balls.	Children can find one more and one less for numbers within 1–20. They understand quantity increase or decrease by 1.
Name the objects and write 'L' for the object on the Left and 'R' for the object on the Right.		Play Left and Right game.	Children will be able to understand and identify Left and Right positions and use them in context.
Teacher describes Insects; children repeat and identify their names and features.		• Show flashcards or toy Insects and ask children to name them. • Sort insects into helpful and harmful.	Children name common insects, group them by features and identify those that help or harm us.

Week 4 L	o Family Words	To help children read and build simple words using common 'o' Family groups (-ot, -op, -og)	Look at pictures and read the o Family Words aloud.	Learning to Write Pages 35 & 36
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 Page 22-24
GA	Animals and their Young Ones	To help children identify Animals and learn the names of their Babies	Show pictures of Animals and their Young Ones.	Write the names of Animals and their Young Ones: e.g. dog–puppy, cat–kitten.

OCTOBER

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	u Family words	To help children read and build simple words using common 'u' Family groups (-ut, -ug, -un, -ub)	Look at the pictures and read u Family Words aloud.	Learning to Write Pages 37 & 38
N	Between	To help children understand the concept of 'Between' and apply it to numbers	Identify the position of numbers that are placed Between other objects.	Learning to Write Pages 25-27
GA	Homes of animals	To help children identify different Animals and their Homes	Look at the pictures and name the Animal and its Home (e.g., dog–kennel, cow–shed, lion–den).	Learning to Write Page 26
Week 2 L	Revision of a,e, i , o and u family words	To help children recall ' word families for reading, writing and sorting	• Read and revise all five vowel family word groups.	Learning to Write Pages 40-43
	Rhyming words	To help children identify and say words that sound the same at the end	Look at picture pairs and say the rhyming words aloud (e.g., bat–hat, mop–top).	

Children learn the o Family Words.		o Family Words Sorting – Children pick cards and place them under the correct family group on the board.	Children read, write, and sort simple words from 'o' family and build their vocabulary.
Children recite number order and answer questions like 'What comes Before 10?'		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.
Children say the Names of Baby Animals.		Sorting Game: Match Animal cards with Baby Animal cards.	Children name common Animals and their Young Ones correctly.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Children learn the u Family Words.		**Word Family Sorting –** Children pick cards and place them under the correct family group on the board.	Children read, write and sort simple words from 'u' Families and build their vocabulary.
Say the numbers Between two numbers.		Place these objects on a table and ask children to identify which is between the other two objects.	Children identify and describe objects that are placed between other objects.
Teacher says the name of an animal, children say its home (e.g 'lion' – 'den').		Sorting Activity – Match animals to their homes using flashcards.	Children name common animals and where they live.
Practise words from each family (e.g cat, leg, pin, hop, sun).		Word Train Game – Children build a train with word cards by matching word families (e.g., -at, -en, -ip).	Children recall word families for reading, writing and sorting.
Teacher says a word – children say a word that rhymes with it.		Rhyming Basket Game – Children pick two items from a basket and say if they rhyme or not.	Children identify and say rhyming word pairs confidently.

	Topics	Objectives	Textbook Activities	Writing Practice
N	Revision Before – After and Between	To help children understand and apply the concepts of 'before', 'after' and 'between'.	1. Revise the concepts of 'before' and 'after' using objects and numbers.	Learning to Write Pages 39
GA	Revision – Animal World	To revise all concepts related to animals such as wild animals, domestic animals, birds, insects, water animals, their homes and their young ones.	1. Quick picture talk on each animal category. 2. Ask children to name animals and their homes/young ones. 3. Revisit key textbook images and facts.	
	Literacy Numeracy General Awareness	 Evaluation Worksheets		
Week 3 L	Sight words	To help children read and recognise common sight words by memory, without sounding them out	Look at sight words and read them aloud.	Learning to Write Page 44
N	Numbers 91-100	To help children recognise, count and write numbers from 91-100	Count objects aloud from 91 to 100 and associate them with written numbers.	Learning to Write Pages 28
GA	Fruits	To help children identify and name different fruits and understand their benefits	1. Show fruit pictures and real fruits. 2. Classify fruits based on seed types (one big seed, many small seeds, seedless, seeds outside). 3. Talk about colour, taste and texture.	
Week 4 L	One and Many (Singular and Plural)	To help children identify the difference between one and many objects and use the plural forms of naming words	• Look at the pictures of single and multiple objects. Read and say the words aloud (bag → bags).	
N	Shapes	To help children recognise and understand different shapes and their properties	Identify and describe the properties of shapes (square, rectangle, triangle, circle, oval).	Draw different shapes.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Identify numbers and describe their positions using 'before', 'after' and 'between'		Ask children to describe the positions of objects using these words.	Children will be able to understand and apply the concepts of 'before', 'after' and 'between' in different contexts.
Teacher asks animal riddles or descriptions. Children guess and answer aloud.	Baa Baa Black sheep	Animal Quiz Game – flashcards for animals, homes and babies. Children take turns to answer.	Children recall and identify various animals, their features, homes and young ones confidently.
Teacher and children read the sight words and then say a sentence using that word.		Sight Word Hunt – Place sight word cards around the room. Children find and read them aloud.	Children read sight words by sight and use them in simple sentences confidently.
Children practise writing numbers and counting aloud.		Provide number cards for children to match with objects and count aloud.	By the end of the lesson, children will be able to recognise, count and write numbers from 91-100.
Practise fruit names like mango, apple and kiwi.		Fruit Tasting Activity – Children taste a few fruits and talk about their favourite ones.	Children can name and classify fruits, describe their features and say which fruit they like.
Teacher says a word – Children say its plural form (e.g. "book" – "books").		Sorting Game – Children sort objects into 'One' and 'Many' boxes.	Children recognise and name objects in singular and plural forms.
Listen to the teacher describe shapes and repeat aloud, identifying shapes in the environment.		Provide cut-out shapes and ask children to match them with objects in the classroom (e.g., 'The door is a rectangle. The clock is a circle.')	Children recognise, describe and draw different shapes, including square, rectangle, triangle, circle and oval.

GA	Vegetables	To help children identify different types of vegetables and understand their role in maintaining good health	1. Identify the vegetables shown in the book. 2. Classify them as leafy, underground or regular vegetables.	

NOVEMBER

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Revision of One and Many	To help children recall and apply the concept of singular and plural forms using familiar objects	Revise pictures and words: bag–bags, pencil–pencils.	
N	Counting backwards	To help children understand and practise counting backwards from 10 to 1	Learn counting backwards 10-1.	Learning to Write Page 31
GA	Types of Plants	To help children identify trees, shrubs, creepers, climbers and water plants.	1. Observe and name the different types of plants in the book. 2. Classify the plants into groups—trees, shrubs, climbers, creepers and water plants.	
Week 2 L	Blends	To help children identify, say and read beginning consonant blends in simple words	Say and read the blends aloud. (bl, cl, fl... br, cr, fr... sc, sk, st...).	
N	Equal to	To help children understand the concept of 'Equal to'	Learning ' Equal to '	Learning to Write Pages 32-34
GA	Flowers	To help children identify different types of flowers and appreciate their beauty	1. Observe and name different flowers shown in the book. 2. Talk about colours and shapes of flowers.	
Week 3 L	l blends	To help children identify, say and write simple words starting with initial consonant blends (bl, cl, fl)	Look at picture words like blow, black, blocks, clap, cloud, climb, flag, flower, fly. • Repeat the blends and words aloud.	Learning to Write Pages 45 and 46

Children learn vegetable names.		Vegetable Sorting Game: Give real or picture vegetables—children sort into leafy, underground and others.	Children can name, classify and describe vegetables and understand that vegetables are good for health.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Teacher says a word; children say both singular and plural aloud.		**Flash Card Game –** Teacher shows a flash card and children respond with one or many.	Children revise and confidently use singular and plural forms in words and speech.
Listen to the teacher count backwards from 10 to 1 and repeat aloud.	Five Little Monkeys	Give children a set of objects and ask them to count them backwards, removing one object at a time.	Children will be able to count backwards from 10 to 1 and recognise the number sequence.
Children say plant names and describe them.		Plant Sorting Game: Show real/picture plants—Children group them under trees, shrubs, etc.	Children can identify and name different types of plants and sort them based on their features.
Teacher says a blend – Children say a word beginning with it.	-	**Blend Circle Game –** Children pass a ball and say a word with the given blend when the music stops.	Children say, read and write simple words with initial consonant blends.
Identify numbers that are equal.		Use classroom objects (e.g., blocks, pencils) to create two groups of equal numbers. Ask children to identify which groups are equal.	Children understand the concept of 'equal to'.
Listen to the teacher say flower names and repeat, after her/him.		Bring real or plastic flowers and create a flower collage.	Children can name and identify flowers and talk about their colours and where they grow.
Children learn the 'l blends'.		Blend Tree – Children paste pictures under the right blend group (e.g., all 'cl' words under a cloud tree).	Children read, say and write simple words beginning with blends. They identify and sort blends by sound.

N	Greater than , Less than	To help children understand the concepts of 'greater than' and 'less than' and compare numb. ers	Use pictures to demonstrate 'greater than' and 'less than' numbers.	Learning to Write Pages 32-34
GA	Seed to Fruit	To help children understand that plants grow from seeds and need sunlight, water and care to grow into fruit-bearing plants	Observe and discuss the story sequence: Ben planting a tomato seed and watching it grow. • Sequence pictures of plant	Learning to Write Page 33
Week 4 L	r blends	To help children identify, say and write simple words starting with initial r blends (br, cr, fr, gr, pr, tr)	Look at picture words like brown, crown, frog, grow, pretty, train. • Repeat the blends and words aloud.	Learning to Write Pages 47 - 48
N	Revision of Equal to, Greater than and Less than	To help children understand the concepts of 'equal to', 'greater than' and 'less than' and compare numbers	Use pictures to demonstrate 'greater than' and 'less than' numbers.	Write comparisons using 'greater than', 'less than' and 'equal to'.
GA	Revision Plant world	To help children recall different parts of the plant world such as fruits, vegetables, flowers and types of plants	Revisit textbook pages on fruits, vegetables, flowers and plant types. Talk about each category.	

DECEMBER

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	s blends	To help children identify, say and write simple words starting with initial s blends (sc, sk, sp, st, sw, sm).	Look at picture words like scale, skin, spin, stop, sweet, smart. • Repeat the blends and words aloud.	Learning to Write Pages 49 - 50
N	Small to Big	To help children understand the concept of arranging numbers from the smallest to the biggest.	Learn to order Small to Big numbers .	Learning to Write Pages 35 - 36

Listen to the teacher compare numbers using 'greater than' and 'less than'.		Use objects like fruit or blocks to demonstrate 'greater than' and 'less than'. Have children compare two sets of objects.	Children understand the concepts of 'greater than' and 'less than' and compare numbers.
		Planting Time – Children plant a seed in a small pot, water it and observe daily. Paste growth pictures week by week.	Children can explain the basic plant growth process from seed to fruit using simple words and visuals.
Children learn the 'r blends'.		Blend Train – Children place word cards on matching engine coaches labelled with blend names (e.g., all 'fr' words go on the frog coach).	Children read, say, and write simple words beginning with r blends. They group them by sound.
Listen to the teacher compare numbers using 'greater than', 'less than', and 'equal to'. Repeat aloud the comparisons.		Use classroom objects like fruit or blocks to demonstrate 'greater than' and 'less than'. Have children compare two sets of objects.	Children understand the concepts of 'equal to', 'greater than' and 'less than' and compare numbers.
Teacher revises the contents in plant world.		Sorting Activity – Match items (fruit, vegetable, flower) to the correct category.	Children recall different parts of the plant world such as fruits, vegetables, flowers and types of plants.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Children learn the 's blends'.		Blend Hop Game – Children hop to the correct blend mat when a word is called out (e.g hop to 'sp' mat for 'spin').	Children recognise, read and sort s blend words correctly through sound and spelling.
Listen to the teacher say a set of numbers and repeat them in order from the smallest to the biggest.		Use number cards or objects to visually show children how to compare numbers and arrange them from the smallest to the biggest.	Children arrange numbers from the smallest to the biggest and understand the concept of ordering numbers.

GA	Care for Nature	To enable children to identify simple ways to care for nature and show responsibility for their surroundings.	• Look at the picture and talk about each action (e.g plant trees, save water). • Discuss what each picture shows and why it is important.	
Week 2 L	More Blends	To help children identify, read and say ending blends in simple words	• Look at picture words: soft, gift, left, king, sing, swing, ant, plant, tent, belt, quilt, salt. • Repeat and say each blend word aloud.	Learning to Write Page 51
N	Big to Small	To help children understand the concept of arranging numbers from the biggest to the smallest	Learn to order Big to Small numbers.	Learning to Write Pages 36 - 37
GA	Sources of Water	To help children identify and name different sources of water and understand that rain is the main source of water.	Look and point out the different water sources – rainwater, river, pond, lake, well, tap.	Learning to Write Page 34
Week 3 L	Revision of Blends	To help children revise, read and write Blend words	Revise, read and write blend words	Practise rewriting Blend Words from all groups.
N	Addition	To help children understand the concept of Addition and how to add numbers	Count , add and write.	Learning to Write Pages 40-42
GA	Calendar	To help children understand the basic concept of a calendar— Days of the Week and Months of the Year	Show the calendar and point to Days and Months. Say their names aloud.	Learning to Write Page 35

JANUARY

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Yes or No	The children will learn to answer simple questions using 'Yes' or 'No'	Answer the questions in the textbook with yes or no.	

Discuss the importance of saving the environment.	Seasons of the year	Nature Pledge: Children recite a short pledge, "I will save water. I will not waste power. I will care for plants."	Children identify simple ways to care for nature and show responsibility for their surroundings.
Practise Blend Words from each group.		**Blend Hunt –** Children find pictures around the room with specific ending blends and say the word aloud.	Children recognise and pronounce words with ending blends confidently.
Use number charts to demonstrate arranging numbers from the biggest to the smallest.		Use number cards or objects to visually demonstrate comparing numbers from the biggest to the smallest.	Children understand the concept of arranging numbers from the biggest to the smallest.
Teacher says a source and children point to it or name it aloud.		Sorting Activity – Match water sources with their pictures or use blue-coloured tokens.	Children can name and identify different sources of water and relate them to rainfall.
Teacher says a blend; Children recall and say 2–3 words beginning or ending with that blend.		Blend Sorting Game – Children match blend cards to correct groups: l-blends, r-blends, s-blends and end blends (-ng, -nt...)	Children recall and confidently use words with beginning and ending blends in speech and writing.
Listen to the teacher read addition sums aloud.		Use objects (e.g., fruits, toys) to demonstrate addition by counting and grouping objects.	Children understand the concept of addition and how to add numbers.
Children repeat the names of Days and Months after the teacher.		Calendar Game – ask children to say the Months seeing the calendar , give points if they are correct.	Children can name and recall the Days of the Week and Months of the Year in order.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Children practise answering questions out loud using 'Yes' or 'No'. Example: "Is this a car?" "Yes, this is a car."		Role-play game where children ask each other questions and practise answering using 'Yes' or 'No'.	Children confidently answer simple questions using 'Yes' or 'No'. They will also recognise objects and animals based on questions.

	Topics	Objectives	Textbook Activities	Writing Practice
Week 2	Fun with Sounds	To help children understand and recognise letter blends that make new sounds (ch, sh, th, wh, ph, ck)	1. Show pictures representing each blend (e.g., 'sh' for ship, 'th' for thumb). 2. Say each blend and repeat with children.	Learning to Write Pages 53 - 54
N	Addition with zero	To help children understand the concept of adding zero to a number and understand that the result remains the same	Show examples like 4 + 0 = 4 using real objects like flowers, apples or other items.	Learning to Write Page 43
GA	Modes of Transport	To help children identify different modes of transport: air, land and water	Point to pictures and say the names of vehicles. Talk about where each vehicle moves (air, land, water).	Learning to Write Page 36
Week 3	Sight words	To help children read and recognise common sight words by memory, without sounding them out	Look at sight words and read them aloud.	Learning to Write Page 56
L	This or That	Children will be able to distinguish between objects that are near and far and use "This" and "That" in sentences.	Show pictures of objects that are near (apple, ball) and far (kite, butterfly). Say: "This is an apple" and "That is a butterfly" while pointing.	--
N	Subtraction	To help children understand the concept of subtraction and how to subtract numbers	Children practise subtraction.	Learning to Write Pages 44 - 48
GA	Road Safety	To help children understand basic road safety rules and traffic signals	1. Discuss the traffic light colours and their meanings. 2. Identify safe road practices in pictures.	
Week 4	These / Those	To help children understand and use the concepts of "These" (more than one, nearby) and "Those" (more than one, far away)	Show pictures with multiple objects nearby (apples, oranges) and far away (birds, coconuts). Say: "These are apples" and "Those are birds" while pointing to the objects.	
L				

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Listen and repeat each blend sound after the teacher. Practise identifying sounds in words (e.g 'What sound does 'sh' make in 'ship'?).		Activity: Let children create their own words using the blends and illustrate them.	By the end of the lesson, children will be able to recognise, pronounce and write common letter blends. They will also connect these sounds to real words.
Listen to the teacher demonstrate the addition of zero and repeat the addition sums aloud.		Use objects like toys or fruit to demonstrate adding zero (e.g 5 apples + 0 apples = 5 apples).	Children understand and apply the concept of addition with zero and solve related problems.
Children repeat vehicle names and say where they move .		Sorting Game – Place vehicle cut-outs under categories: Land, Water or Air.	Children can name and categorise vehicles based on where they travel (air, land or water).
Teacher and children read the sight words and then say a sentence using each word.		Sight Word Hunt – Place sight word cards around the room; Children find and read them aloud.	Children read sight words by sight and use them in simple sentences confidently.
Listen to the teacher and repeat the sentences using "This" and "That".		Activity: Have children point to objects in the classroom and say whether they are near or far using "This" or "That."	Children distinguish between objects that are near and far and use "This" and "That" in sentences.
Listen to the teacher read subtraction sums aloud and repeat them.		Use objects like toys, fruits or blocks to demonstrate subtraction by removing items and counting the remaining ones.	Children understand the concept of subtraction and how to subtract numbers.
Children learn the traffic light colours and their meaning.		Traffic Light Game – Show signals; Children act accordingly (stop, walk, wait).	Children know basic road safety rules and explain what to do at zebra crossings and in vehicles.
Listen to the teacher and repeat the sentences using "These" and "Those".		Activity: Have children point to objects in the classroom and say whether they are near or far using "These" or "Those."	Children distinguish between objects that are nearby and far away and use "These" and "Those" in sentences.

N	Subtraction with Zero	To help children understand the concept of subtracting zero from a number and to recognise that the result remains the same	Discuss the examples in the textbook.	Learning to Write Page 50
GA	Revision Transport / Road Safety	To help children recall Transport and basic Road Safety	Revisit textbook pages of vehicles and road safety rules.	
Week 5	Wh-Questions	To help children understand and use basic Wh-questions (Who, What, When, Why, How, Where)	1. Explain each Wh-question word (Who, What, When, Why, How, Where) with examples. 2. Fill in the blanks activity from the textbook. Example: '_____ is your name?'	
L	Opposites	To help children understand the concept of opposites by matching words and pictures	1. Introduce opposite words using visuals. e.g 'big vs small,''fast vs slow.' 2. Activity: Draw lines to match opposites (e.g 'fast' with 'slow,' 'big' with 'small').	Learning to Write Pages 58-60
N	Counting in 2s / Skip count (2s)	To help children understand how to count in 2s and skip count from 0 to 20	1. Circle objects in pairs (2s) in each set.	Learning to Write Page 54
GA	Community Helpers	To help children recognise and name the people who help us in the community and understand their roles	Show pictures of different helpers (farmer, teacher, doctor, police, fireman, etc.) and talk about their work.	--

FEBRUARY

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1	Fun to read	To help children practise reading aloud simple sentences	Read aloud together in class.	
L	The Cap Seller	To enhance reading comprehension and develop vocabulary by reading the story and discussing its events	Read the story aloud to the class: "The Cap Seller and the Monkeys"	

Teacher demonstrates the subtraction of zero.		Use objects like toys or fruit to demonstrate subtracting zero (e.g. 5 apples - 0 apples = 5 apples).	Children understand the concept of subtracting zero from a number and recognise that the result remains the same.
Recall names of transport and traffic light colours and their meanings.	Traffic	Role-play game: traffic light signals and zebra crossing	Children name modes of transport and explain basic road safety rules confidently.
Listen to the teacher's questions and answer with the correct Wh-word. Practise asking and answering Wh-questions in pairs.		Role-play activity: Let Children practise asking each other Wh-questions in pairs (e.g., 'What is your favourite colour?', 'Where do you live?') etc.	Children understand and frame basic Wh-questions and use them in everyday conversations.
Listen to the teacher describe opposites, then match the pairs. Practise saying opposites aloud.		Opposites charades: Children act out opposites (e.g 'big' and 'small'), and their peers guess.	By the end of the lesson, children will be able to understand and identify opposite pairs. They will also use opposites in simple sentences.
Listen to the teacher count in 2s and repeat aloud.		Use pairs of objects like toys, fruits or pictures and ask children to count in 2s.	Children count in 2s and skip count up to 20.
Learn the names of community helpers.	Com-munity Helpers	Dress-Up Day-Let children come dressed as community helpers.	Children can identify, name and talk about at least 4–5 community helpers and describe how they help us.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Listen and repeat the sentence.			Children confidently read simple sentences aloud.
Listen to the teacher reading the story and answer questions. Children can also act out the story.		Children think of a story and narrate it in their own words.	Children understand and retell the story describe the events and use new vocabulary from the story in simple sentences.

N	Counting by 5s / Skip count by 5s	To help children understand and practise counting by 5s	Counting by 5s and skip counting by 5s up to 100	Learning to Write Page 54
GA	Revision community helpers	To help children recall the names and roles of different community helpers.	Show pictures of different helpers (farmer, teacher, doctor, police, fireman, etc.) and talk about their work.	
Week 2 L	And	To help children understand and use "and" to connect two nouns in a sentence	Show pictures of two objects connected with 'and'. Read the sentences aloud. Have children match objects that go together and create sentences using and.	
	Word Pairs	To help children understand and use word pairs in sentences	Ask children to say the pairs aloud and use them in simple sentences.	
N	Counting by 10s	To help children understand counting by tens and the relationship between ones and ten	Practise counting by tens up to 90.	Learning to Write Pages 51-53
GA	Our country	To help children understand that India is our country and know the state they live in	Show the map of India. Point and name different states. Read aloud: "India is our country."	Learning to Write Page 37
Week 3 L	Has/Have	To teach children how to use "has" and "have" correctly in sentences	Show examples of "has" with singular subjects and "have" with plural subjects: "Alan has an umbrella." "You have a book."	
	Is/ Am / Are	To teach children how to use "is," "am" and "are" in simple sentences	1. Read aloud the example sentences: "I am Ron," "She is Jinu," "We are in the garden." 2. Discuss the usage of "is" with singular subjects, "am" with "I," and "are" with plural subjects.	
N	Number Story	Enable children to understand counting by tens and its real-life application	Read the story aloud and have students identify how Ben groups the beads in tens.	

Listen to the teacher count in 5s and repeat aloud.		Use picture cards with groups of 5 objects (e.g animals, candies, etc.) to demonstrate counting by 5s.	Children understand and practise counting by 5s.
Ask: "Who helps us when we are sick?" "Who drives the fire engine?" "Who teaches us?"		Have children match helper pictures with their tools.	Children use and recall correct names and roles of key community helpers confidently.
Practise saying the sentences with "and."		Have children draw two objects that go together and create a sentence using "and" to connect them.	Children use 'and' correctly in simple sentences and understand how to connect two nouns.
Listen to word pairs and repeat after them.		Have children match pictures of word pairs and create sentences using those pairs.	Children recognise and use word pairs in sentences, improving their vocabulary and sentence construction skills.
Listen to the teacher count by tens and repeat aloud.		Use number blocks or pencils to demonstrate the concept of counting by tens.	Children understand counting by tens and the relationship between ones and tens.
Say the name of your state and country.		Group discussion on different states.	Children identify India as our country and can name their states correctly.
Make sentences using has / have.		Children can draw pictures of things they have (e.g., a dog, a book) and make sentences using "have."	Children correctly use "has" and "have" in sentences with singular and plural subjects.
Practise creating sentences with "is," "am" and "are."		Activity: Have children describe things around them using "is," "am" and "are." Example: "The sky is blue," "I am wearing a red shirt" ,"They are running."	Children use "is," "am," and "are" in simple sentences and understand their correct usage based on the subject.
Listen to the teacher read the story and repeat the number sequence aloud (10, 20, 30...).		Use beads or blocks to group in tens and count with the children.	Children understand counting by tens and its real-life application.

GA	Our National Symblols	To help children identify and name the National Symbols of India.	Show each picture and name: Flag, Tiger, Peacock, Lotus, Mango, Banyan Tree.	
Week 4 L	Double Letters	To help children recognise and correctly use double letters in words	1. Show examples of words with double letters: "coffee/cuff," "well/hill," "moon/book," etc. 2. Discuss the sounds of double letters and how they affect pronunciation.	Learning to Write Pages 62 and 63
	Magic e	To help children understand and recognise the silent 'e' and its effect on the vowel sound	1. Show examples of words with silent 'e': 2. Discuss how the silent 'e' at the end makes the previous vowel sound long.	
N	Time	To help children understand the concept of time (hour, minute, second)	Show clocks with different times. Ask children to identify the time shown and relate it to daily activities.	Learning to Write Page 55
GA	Festivals	To help children learn about and appreciate different Indian festivals and their importance	• Look at pictures of festivals. Talk about what people do during each festival.	

MARCH

	Topics	Objectives	Textbook Activities	Writing Practice
Week 1 L	Action Words	To help children understand and use common action words in sentences	1. Show pictures of different actions (play, cook, eat, jump, etc.) 2. Ask children to identify the actions and say the corresponding word. Example: "What is the girl doing in this picture?" "She is playing."	
	Picture talk	Help children to describe pictures in complete sentences and enhance their speaking skills	1. Show the pictures and guide children to describe what they see in full sentences. Example: "The boy is painting a tree." 2. Encourage children to make their own sentences based on the pictures.	

Learn to say the given national symbols.		Matching Game – Give pictures and ask children to match with the correct symbol name cards.	Children recognise and name the National Symbols of India.
Read words with double letters and repeat. Focus on correct pronunciation of the double letters.		Activity: Have children sort words with double letters into groups (e.g "oo," "ss," "tt") and create their own words.	Children identify double letters in words and pronounce them correctly.
Listen to the teacher read words with and without the silent 'e' and repeat after them. Focus on the vowel sounds.		Activity: Have children sort words with and without silent 'e' into two groups and practise saying them aloud.	Children recognise and pronounce words with a silent 'e' and understand its effect on the vowel sound.
Listen to the teacher read out times and repeat.	tick – tock	Use clock models and draw different times on paper.	Children recognise time and are able to match them with daily activities.
Say the name of each festival aloud.		Festival Role Play – Children dress up and act out how people celebrate festivals.	Children can name major Indian festivals and talk about how they are celebrated.

Listening/ Oral Practice	Rhymes	Subject Enrichment Activity	Learning Outcomes
Learn the action words and make sentences with them.		Activity: Have children act out action words and say the corresponding word. Example: "Jump," "Run," "Eat," etc.	Children understand and use common action words in sentences.
Encourage children to speak in full sentences.		Activity: Have children work in pairs, where one describes a picture and the other guesses what it is.	Children describe pictures in complete sentences and enhance their speaking skills.

	Money	Help children identify different coins and notes and understand how to count money	Identify different coins and notes.	
N	Count 1-100	Help children to count up to 100, using coins to visualise numbers	Use number charts and objects to count from 1 to 100. Help children group the numbers into tens.	Writing numbers 1 to 100. Learning to Write Page 55
GA	Revision – National symbols and festivals	To help children recall and name national symbols and major Indian festivals	Revisit the pages on National Symbols and Festivals.	

Literacy

Numeracy

General awareness



Evaluation Worksheets



Listen to the teacher read out the coin values and repeat them aloud.	A bear and a Bunny	Show pictures of different coins and notes. Ask children to identify each coin and its value.	Children identify coins and notes and count money up to 100.
Say 1-100.		Children group coins in sets of ten and count aloud.	Children will be able to count numbers from 1 to 100 and understand the concept of skip counting.
• Recite facts about National Symbols. • Talk about a festival they celebrated.		• Flashcard Quiz – Show a symbol or festival picture and children name it.	• Children can identify and name national symbols and festivals



Monthly Celebrations

June

- World Environment Day (June 5): Plant saplings and talk about saving trees
- Red Colour Day: Dress in red, red object show-and-tell
- Green Colour Day: Green leaf printing or collage
- Father's Day (June 15): Use the card given.
- International Yoga Day (June 21): Do easy yoga poses together

July

- Blue Colour Day: Blue dress and favourite blue object
- Yellow Colour Day: Yellow snacks and drawing activity
- Recycle Day: Make pencil holders from old boxes
- Feelings Day: Emotion wheel and puppet show
- Reading Day: Bring a favourite book and participate in class read-aloud

August

- Orange Colour Day: Wear orange coloured dress
- Independence Day (August 15): Flag making and parade
- Raksha Bandhan: Tie friendship bands and talk about siblings
- Family Day: Draw and label family members
- Paper Bag Day: Create simple paper bags and decorate them

September

- Teacher's Day (September 5): Present cards and flowers
- Grandparents' Day: Invite grandparents to share stories . Use the greeting card given.
- Hindi Diwas (September 14): Recite Hindi rhymes
- Food Day: Arrange a healthy tiffin potluck
- Community Helpers Day: Dress up and thank helpers around school

October

- Gandhi Jayanti (October 2): Spin a charkha or draw Gandhi
- Postbox Day (October 10): Create postboxes and send notes
- Diwali: Classroom decoration and lantern making

December

- Christmas (December 25): Decorate tree and exchange goodies

January

- New Year Celebration (January 1)
- Republic Day (January 26): Fancy dress as freedom fighters

February

- Fruit and Vegetable Day

March

- International Women's Day (March 8): Use greeting cards provided for mothers
- Holi: Decorate the class with colour papers

LITERACY

Pre-Writing & Revision of Writing Patterns

Before beginning letters, provide revision of line patterns and basic strokes to build strong motor control and confidence. Use air tracing, sand trays and crayon lines to revise standing, sleeping, slanting and curved lines. Encourage correct pencil grip using the 'Pinch-Rest-Curl' method. Provide repeated tracing with gentle support.

Phonics and Sound Awareness

Start the year with revision of letter sounds A–Z. Emphasise letter - sound connections using phonics chants and stories.

Play sound games to reinforce initial sounds. Ask: "What sound does 'ball' start with?" Let children respond: /b/.

Revision: Letters A–Z – Sound & Writing

Concept Focus

To help children review all 26 letters, their sounds and correct letter formation using engaging, multi-sensory methods.



1. Sound Revision through Chant and Rhyme

Start with a fun alphabet chant:

"A says /a/, B says /b/, C says /k/..."

Repeat daily in rhythm, using actions and visuals. Use flashcards, picture books or digital phonics videos to show letters with corresponding objects (e.g., A for apple, B for ball).

Encourage children to:

- Say the letter name
- Say the letter sound
- Say a word starting with the letter



Group Practice Example:

Teacher: "What does M say?"

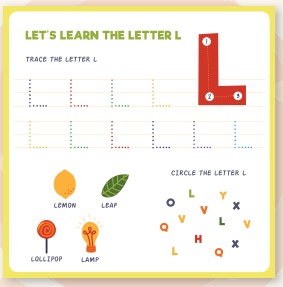
Children: "/m/ as in mango!"

2. Writing Revision – Uppercase & Lowercase

Guide children to:

- Trace letters in the air first (Air Writing)
- Then trace on dotted lines in the book
- Finally, attempt free writing in four-line notebook.

Use multi-sensory methods:



- **Sand Trays** – to feel and form letters
- **Rainbow Writing** – trace the same letter in 4 colours
- **Crayon Scribble Pads** – for muscle warm-up

Say while demonstrating:

"Start at the top, slide down for big A."

"Make a curve, then go down for small a."

3. Hands-on Revision Activities

- **Alphabet Hunt:** Place letter cards around the class. Children find and say the sound.
- **Match the Letter:** Match uppercase with lowercase cut-outs.
- **Letter Puzzle Table:** Assemble broken letter pieces.
- **Sound & Object Match:** Children match picture cards to the correct letters.

4. Digital & Visual Support

Play Magic Seeds animated videos or phonics chants for A–Z sounds. Pause for interaction. Let children trace letters on screen (with fingers) for visual and tactile reinforcement.

HPCA



Teachers can observe and reflect on:

- **Language & Literacy Development :** Recognises letters and their sounds. Connects letter to object (e.g., A for apple).
- **Physical & Motor Development :** Demonstrates proper pencil grip and letter formation. Shows control while tracing or free writing.
- **Positive Learning Habits :** Participates enthusiastically, follows steps in writing tasks and shows confidence in revision activities.

Vowels and Consonants

Concept Introduction

1. What are Vowels?

Say:
There are 26 letters in the alphabet. Five of them are very special – they are called vowels.
Write the letters in bold on the board.
Tell children:

Vowels help us say our words clearly. We need vowels in every word!

Introduce the vowels with a chant:
"A – /a/, E – /e/, I – /i/, O – /o/, U – /u/"

Show flashcards or vowel posters:

A – apple
E – elephant
I – igloo
O – orange
U – umbrella

Let children repeat each vowel name and sound with action or gesture
(e.g., pretending to hold an umbrella for /u/).



What Are Consonants?

Say:
All the other letters are called consonants. They make strong sounds like /b/, /k/, /m/, /t/.

Explain simply:

Words are made with vowels and consonants together.

Do a simple activity:

- Show a word like 'cat'
- Say: "C is a consonant. A is a vowel. T is a consonant!"

Identifying Vowels and Consonants

Page Focus: Visual identification and categorisation of vowels and consonants

Activity Steps:

1. Begin by pointing to each letter shown in the textbook. - Ask children to look at the colourful stars and maple leaves in the book.
2. Guide them to say aloud: a, e, i, o, u. Ask children to name each letter aloud as you point.
3. Highlight the vowels — a, e, i, o, u — using star symbols or colours as shown in the book.
4. Explain: These five letters are vowels. They help us say words clearly. All other letters are called consonants.

Activity time

Activity 1: Children look at each balloon and decide whether the letter is a vowel or a consonant.

Activity 2: Children write their names in the given space.

- Help them sound out the letters.
- Ask: "Which letters in your name are vowels?" "Which are consonants?"
- Let them circle the consonants in one box and vowels in the other.

This activity connects learning to the child's own identity and builds phonetic awareness.

HPCA

Teachers can observe and reflect on the following areas:

- Cognitive Development: If the child identifies and classifies vowels and consonants correctly.
- Language & Literacy Development: Begins to associate letters in their own name with sound categories.
- Positive Learning Habits: Participates in sorting and ticking activities with attention and interest.



Consonant Sounds

Concept Focus

To help children recognise the sounds of consonants and connect them to the beginning sounds of familiar words. This lays the foundation for reading and spelling.

1. Introduce the sound, not the name first

Explain:
Each letter has a sound. Today we will learn the sound that each consonant makes.
Focus only on the sound at first (not the letter name).
Example:
This is the letter B. It says /b/ as in ball.
Use a flashcard or picture:

- Show the object (e.g., ball)
- Emphasise: "/b/, /b/, ball.

Let children repeat the sound.

2. Flash card -Sound Matching Game

Show or display a group of flashcards : bat, dog, sun, cat, fan...
Say:
I am thinking of the sound /d/. Who can find something that starts with /d/?
Encourage:
Yes! Dog starts with /d/!
Repeat with other beginning sounds using clear pictures.

3. Repeat with tune

Do a sound chant:
"B says /b/ for ball!
C says /k/ for cat!
D says /d/ for dog!"
Do the chant with actions, claps or movement to keep it engaging.



4. Sound Sorting Activity

Give flash cards or draw objects on the board.
Ask children to group pictures by beginning sounds:

- All pictures starting with /b/ in one corner
- All /d/ pictures in another

You can also use sound boxes on the board or trays with letter labels.

HPCA

- Language & Literacy Development: Recognises consonant sounds and identifies the beginning sounds of familiar words.
- Cognitive Development: Matches sounds with the correct pictures or letters. Groups items correctly by the initial sounds.
- Positive Learning Habits: Listens carefully, repeats sounds with clarity and participates confidently in sound activities.



Two Sounds of C and G

To help children understand that the letters C and G make two different sounds depending on the vowel that follows.

How to Teach in Class

1. Begin with familiar Words

Start by writing or showing familiar words that begin with C and G.
Use words like cat, cup, goat, gum for the hard sounds and circle, city, giraffe, gem for the soft sounds.
Say each word aloud, clearly pronouncing the beginning sound.



2. Group the Words by Sound

Draw two columns on the board – one for Hard Sound (/k/, /g/) and one for Soft Sound (/s/, /j/).
Sort the words together with the children and highlight the vowel following C or G to help them notice the pattern.

3. Emphasise the Rule

Explain simply:

- C followed by a, o, u makes the /k/ sound.
- C followed by e, i makes the /s/ sound.
- G followed by a, o, u makes the /g/ sound.
- G followed by e, i makes the /j/ sound.

4. Visual and Auditory Practice

Use flashcards or picture cards. Say each word aloud and let children repeat the sound.
Conduct a quick oral quiz where children identify if a word begins with a hard or soft sound.

5. Hands-on Sorting Activity

Provide picture cards and let children sort them into trays labelled 'hard sound' or 'soft sound'. Use colour codes to support visual recall.

6. Reinforce with Phonics Games

Include engaging games like sound-hop or sound matching as part of your phonics circle time.

Digital Support

Show video explanation to reinforce learning through repetition and multisensory input.

HPCA

Teachers can observe and reflect on the following areas during the learning of this concept:

• Language & Literacy Development:

- Check if the child can clearly differentiate and pronounce the hard and soft sounds of C and G. Observe if they can identify the correct beginning sound of familiar words during oral activities or sorting tasks
- Vowel Sounds – Short and Long (a, e, i, o, u)

Concept Focus

To help children differentiate between short and long vowel sounds and recognise them in words.
To encourage reading fluency by identifying vowel patterns in simple sentences.

Suggested way of teaching the concept



1. Introduce the Short Sound First

Begin with the short vowel sound for each letter.

Examples:

- Short a: ant, hat, cat, jam
- Short e: egg, pen, net, leg
- Short i: bib, fig, tin, wig
- Short o: pot, mop, top, fox

Let children repeat and say the sounds clearly after you.
Encourage them to notice that the sound is quick and soft in the middle of each word.

2. Move to the Long Vowel Sound

Now introduce the long vowel sound, using the second row of images.

Examples:

- Long a: rain, snail, gate, plate, apron, face
- Long e: peas, tree, jeep, leaf, bee, seed
- Long i: kite, pie, ice, fire, hive
- Long o: bone, goat, boat, nose, cone

Explain that long vowels say their name (A as in apron, O as in nose). Children can echo: "Long a says /ā/, like in plate."

3. Comparison Practice

Draw a simple T-chart on the board. Label it 'Short Sound' and 'Long Sound'.
Pick a vowel, for example A. Ask:

- Where does cat go?
- Where does gate go?

Do this orally and also with cut-outs or flashcards for hands-on learning.

4. Let's Read Section

Guide children through the short sentences in the Let's Read section.

- Read each sentence slowly with clear vowel emphasis.
- Encourage children to blend sounds and recognise the vowel.

Example: "Sam is a cat. The cat has a hat." Ask: "Did you hear the /a/ sound in hat?"
Use the pictures to support comprehension and word recall.

5. Activity Time

Read the instruction aloud: "Tick the long vowel words. Cross the short vowel words."
Do one example together on the board (e.g., mat – short, tick or cross?).
Give children crayons to mark directly in the book.
Encourage peer checking or revisiting the sound if confused.

HPCA

- Language & Literacy Development:

Observe if children can identify vowel sounds in words- read simple sentences with fluency and mark short and long sounds correctly.

- Cognitive Development:

Check if children understand the sound difference and apply it in sorting, reading and listening tasks.

- Positive Learning Habits:

Note participation in oral practice, engagement with reading and independent attempts in Activity Time.



Vowel Team

Concept Focus

To introduce children to vowel digraphs (vowel teams), where two vowels come together to make one sound. Help them understand the common rule: 'When two vowels go walking, the first one does the talking.'

How to Teach in Class

1. Explain the Rule Simply

Say that when two vowels come together, usually the first vowel says its name and the second vowel stays silent.
Examples:

- ai in rain – the 'a' says its name
- ea in seal – the 'e' says its name

Use the chant:
'When two vowels go walking, the first one does the talking.'

2. Introduce Each Vowel Team

Go column by column using the words and pictures in the book:

- ai – rain, snail
- ea – peas, seal, leaf
- oa – boat, goat, road
- oi – coin, soil, oil
- ou – mouth, house, mouse
- oo – room, moon, boots



- ee – bee, seed, jeep

- ie – pie, tie, fries

- ue – blue, glue, tissue

Say each word aloud and highlight the vowel team within it.
Let children repeat.



3. Highlight the Sound, not just the letters

Ask questions like:

- 'What sound do you hear in goat?'
- 'Which two letters are making that sound?'

Circle or underline the vowel team in each word.

4. Use Listening and Sorting Activities

Create cards with vowel team words. Children can sort by sound:

- Long A sound: ai
- Long E sound: ea, ee
- Long O sound: oa

and so on.

5. Let Children Read Aloud

Practise blending:

- 'g–oa–t' → goat
- 'p–ie' →pie

Encourage group reading and echo reading.



HPCA

- Language & Literacy Development:

Assessment: Check if the child can identify vowel teams in words, say the correct sound and begin to blend those sounds while reading.

- Cognitive Development:

Assessment: Observe if the child can group or sort vowel team words and match them correctly with their sounds.

Using 'a' or 'an'

Concept Focus

To help children choose the correct article 'a' or 'an' based on the beginning sound of a word, not just the letter.

Teaching Guidelines

1. Talk About One Object

Begin by explaining: When we talk about just one object, we use 'a' or 'an' before it.

Show examples from the book:

- This is a pencil.
- This is an umbrella.



2. Listen to the Starting Sound



Explain:

- We use 'a' when the next word starts with a consonant sound.
- We use 'an' when the next word starts with a vowel sound.

Examples:

- a book, a pencil – begin with /b/, /p/
- an ant, an umbrella – begin with /a/, /u/

3. Tricky Sound Tip

Tell children: Some words start with a vowel letter but sound like a consonant.

Example:

- a uniform – because 'uniform' begins with the sound /y/.

Reminder: We listen to the sound, not just look at the letter.

4. Activity Ideas

- Picture Sort Game: Give children cards or objects. Ask: "Will you use 'a' or 'an' for this?" Let them sort into two baskets.
- Circle Time Quiz: Say a word and ask the children to respond with "a" or "an".

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

1. Pronoun Awareness Through Picture Talk



- Begin by pointing to 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."
  - Use fingers to show a group 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 others and say, "They are girls."

HPCA

- 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.

Position Words

Concept Focus

To help children understand and use basic position words like in, on, under, behind, near, above, between and in front of. These words improve children's vocabulary, spatial thinking and sentence building skills in a fun, visual way.

How to Teach in Class

1. Use Real-Life Objects

Start by showing a soft toy and a box. Place the toy in different positions and ask questions like: "Where is the toy?"
Encourage answers: 'The toy is in the box.' 'The toy is under the box.'
Repeat with different objects like a book, pencil box or bottle.

2. Introduce with the Textbook Page

Show the page where the cat is in different positions. Read each position aloud and ask children to repeat it.
Say: 'The cat is in the box.' 'The cat is behind the box.'
Ask children to describe each picture in their own words.

3. 'Act It Out' Game

- Make the children stand up. Place a chair in front of them. Give directions:
- Stand behind the chair

- Sit in front of the chair
- Put your pencil under the chair

This keeps them active and helps them understand position words better.

4. Pair and Share

Ask children to work in pairs using a toy. One child places the toy and asks: 'Where is it?' The other answers with the correct position word.
Let them take turns. This helps them talk, listen and use words in context.

Digital Support

Use short educational videos or interactive whiteboard games that show animated characters moving in, on or under objects. Let children guess and say the position aloud.

HPCA

- Language & Literacy Development:
  - Observe if children can use position words correctly in sentences.
  - Listen to how clearly they describe where things are using 'in', 'on', etc.
- Cognitive Development:
  - Check if children can identify positions visually and respond accurately.
  - Use picture cards and ask children to place toys or objects as instructed.
- Physical & Motor Development:
  - Watch how well children follow physical commands (e.g., placing objects or themselves in the right position).

Word Families

Concept Focus

Word families help children identify patterns in words, boosting their reading fluency and confidence. Using creative, engaging and multisensory strategies make learning easier and more enjoyable for young learners. Introduce Word Families.

- Begin with a clear, fun explanation: "Some words sound the same at the end. These are word families!"
- Use visual flashcards or chart displays to introduce families (-at, -an, -am, -it, -in, -ot, -ug etc.).
- Encourage children to read aloud each word in the family, focussing on the rhyme part (e.g., -at in cat, hat, mat).

1. Sound and Blend Practice

- Use segmenting and blending activities. E.g., /c/ + /at/ = cat.
- Children repeat and blend with actions (e.g., stomp feet when blending).

2. Art-Integrated Activities

- Word Family Hats: Children make paper hats with word family words pasted around the rim.
- Sound Collage: Each child draws or sticks pictures of words from a word family.

- Rhyming Train: Create a train cut-out where each bogie carries a word that rhymes.

Creative Strategies and Activities

1. Word Family Houses (Art Integration)

Draw or provide cut-outs of simple houses. Label each house with a word family (e.g., -at, -in, -op). Children draw or paste pictures of objects that belong to that family inside the house. This builds visual memory.

2. Word Family Hopscotch

Create a hopscotch grid with word family endings. Say a word aloud. Children hop to the correct family it belongs to. This kinesthetic activity helps build quick recognition.

3. Magic Word Wands

Give children popsicle sticks or 'magic wands'. Show a word ending (e.g., -am). As you say the beginning sounds children wave their wand and say the word. This reinforces blending skills with a playful element.

Let's Read Connection

- Use the "Let's Read" pages to reinforce family words in context.
- Read aloud first, then read together as a class. Highlight each word family word as you read.
- Ask: "Which word family do you hear? Can you find the word that rhymes with ___?"



HPCA

- Language & Literacy Development: Observe if the child can identify rhyming patterns, read family words with fluency and recognise them in sentences.
- Cognitive Development: Check if the child can sort words correctly into families and use them in oral or written sentences.
- Positive Learning Habits: Notice if the child participates actively in games, follows phonics routines and tries reading aloud with interest.

Teacher Tip: Reinforce daily with 5-minute quick review games. Encourage children to spot word family words in classroom labels and storybooks.

Rhyming Words

Concept focus

To help children recognise and enjoy rhyming sounds in words. This builds early phonemic awareness and supports their reading readiness.

Guidelines:

- Begin with simple word pairs like cat–hat, dog–log, pen–hen.
- Emphasise the ending sound and let children repeat the words.

- Use rhythm and melody – chant rhyming pairs in a singsong tone.

Suggested Activities

1. Rhyming Word Wall:

- Create a class display of rhyming word families.
- Add picture cards and word labels.
- Encourage children to add more rhyming words during the week.

2. Rhyming Basket Game:

- Prepare a basket of picture cards.
- Let children pick one and say a word that rhymes with it.
- If needed, prompt or model a rhyming word to support them.

3. Rhyming Songs

- Use nursery rhymes
- Pause before the rhyming word and let children guess it.
- Act out simple parts to make it more engaging.



HPCA

- Language and Literacy Development:
- Assessment:
  - Observe if the child can identify and produce rhyming words aloud.
  - Engage them in matching and repeating rhyming words.

One and Many

Concept Focus:

To help children understand and the difference between one (singular) and many (plural) using pictures, objects and daily life examples. Children learn that we use 'a' for one item and add 's' to name more than one item.

Teaching Guidance:



1. Introduce the Concept Using Visuals

- Use real classroom objects or the textbook page to show one and many items. Hold up one object and say, "This is one pencil." Hold up more than one and say, "These are many pencils." Ask children to repeat after you: "a bag – bags", "a bottle – bottles."

2. Picture Talk and Naming

- Point to each picture on the textbook page. Ask: "Is it one or many?" "How does the word change?" Encourage children to say full sentences like "This is a bag" and "These are bags."

3. Circle Time Game

- Place a mix of objects in a circle. Ask children to pick one or many and name them aloud: "One cup – many cups."

4. Craft Extension (Art Integration)

- Let children draw one item on one side of a paper and the same item many times on the other side and name them in singular and plural.
- Emphasise the sound /s/ when saying plural words.

HPCA

• Language & Literacy Development:

- Observe if the child can correctly identify and name one and many during discussions and activities. Use oral questioning: "Is this one or many?"

• Cognitive Development:

- Assessment: Assess the child's ability to classify pictures into 'one' and 'many' groups.

Blends (bl, cl, fl, gl, pl, sl, br, cr, fr, gr, pr, tr, sc, sk, sp, st, sw, sm)

Concept Focus:

Blends are when two consonants come together, and we can hear both sounds. Blends help children smoothly move from recognising single sounds to reading whole words more easily.



Teaching Guidance:

1. Introduction through Sound Play

Introduce blends as 'two letters holding hands to make a special sound together. Say the blend slowly, then the whole word, letting children hear how the two sounds join.

2. Group and Introduce the Blends

Teach blends in small groups so it is easier to remember:

- 'l' blends: bl, cl, fl, gl, pl, sl
- 'r' blends: br, cr, fr, gr, pr, tr
- 's' blends: sc, sk, sp, st, sw, sm

3. Use Visuals, Repetition and Echo Reading

Display a blend chart like a caterpillar or train. Point to each blend, say it slowly, and let children repeat (echo). Use bright flashcards with pictures and blend words to support visual learning.

4. Interactive Word Building and Guessing Games

Show a blend flashcard (like 'bl') and a picture (like blue). Say the blend and the word slowly. Ask children to guess and build new words by adding different endings (e.g., 'bl' + 'ock' = block).

5. Blending with Movement and Actions

Associate an action with each blend to make it stick better:

- - 'bl' – pretend to blow

- -'sp' – spin your hands
- -'gr' – pretend to grow a plant

Adding actions keeps the learning lively and memorable.

6. Sorting and Matching Games

Provide sets of blend cards and matching picture cards. Children match blends to the correct word pictures. Use mats, trays or wall displays for hands-on practice.

7. Word Wall and Craft Integration

Create a blend word wall in the class. As children learn new blend words, they add pictures and words to the wall. Children can draw a simple object (e.g., frog for 'fr') and write the word underneath.

8. Choral Reading Practice

Conduct echo-reading sessions where children repeat blend words together as a group.
Example: Teacher: 'fl – flag'; Children: 'fl – flag'.



9. Blends Story Time

Tell short, simple stories using many blend words. Highlight and repeat blend words. E.g. The black bag is on the big block.' Emphasising blend words in stories makes them more meaningful.

Tips for Easy Learning:

- Introduce only 2–3 blends at a time to avoid confusion.
- Always model the sound first, then let children repeat.
- Include movement, games and visual support in each session.
- Celebrate every small success with claps and cheers.

Digital Support:

Use short animated phonics videos or interactive sound-sorting games that help children visually and orally recognise blends.

HPCA

- **Language & Literacy Development**
  - Recognises and says initial blends correctly.
  - Matches blend sounds to appropriate pictures or words.
  - Attempts to read blend words independently.
- **Cognitive Development**
  - Sorts blend words into correct groups.
  - Forms and builds new words using blends.
- **Positive Learning Habits**
  - Participates eagerly in blend games and activities.
  - Shows curiosity in identifying blend sounds while speaking or reading.



Yes or No

Concept Focus

To help children understand and respond appropriately using 'Yes' or 'No' through simple questions, real-life situations and picture-based prompts. This builds listening comprehension and basic sentence formation skills.

How to Teach in Class

1. Begin with Real-Life Questions

Ask meaningful questions where answers are clearly yes or no:

- "Do you like mangoes?"
- "Can a dog fly?"
- "Is the sun hot?"

Let children respond using complete answers like:
"Yes, I like mangoes."
"No, a dog cannot fly."



2. Use Picture Prompts

Show pictures and ask questions:

- "Is this a cat?"
- "Is this a fish?"

Children observe and reply with 'Yes' or 'No'.

3. Circle Time Game – Stand for Yes, Sit for No

Ask a question aloud. If the answer is Yes, children stand. If No, they sit.
Example:

- "Can trees talk?" – Sit
- "Do birds fly?" – Stand

HPCA

- **Language & Literacy Development**
  - Responds to yes/no questions accurately.
  - Uses complete sentence structure when answering.
- **Cognitive Development**
  - Makes logical connection between question and answer.
  - Uses observation to decide on yes or no responses.

Consonant Digraphs (ch, sh, th, ph, wh, ck)

Concept Focus:

To help children identify and pronounce common consonant digraphs (ch, sh, th, ph, wh, ck), where two letters come together to make a new sound.

1. Introduction to Letter Teams (Consonant Pairs)

- Tell children that sometimes two letters come together to make one new sound. They work like a team!

- Show the chart with the colourful leaves that have ch, sh, th, ph, wh, and ck.
- Point to each team and say the sound clearly. For example:
  - ch as in chop
  - sh as in ship
  - th as in thumb
- Ask children to repeat the sound after you.
- You can use fun actions too! Like:
  - Finger on lips for sh
  - Pretend to chop for ch
- Say: 'These letter teams help us read special words!'



2. Sound and Picture Matching:

- Use the words shown in the textbook to introduce each digraph. For example: ch – chop, chair; sh – ship, shell; th – thumb, thunder.
- Show flashcards with the digraph and a matching picture. Ask children to identify the beginning sound.

3. Echo and Act:

- Say a digraph sound and ask children to repeat it with an action. For example:
  - ch – pretend to chop
  - sh – finger on lips to say 'shh'
  - th – thumbs up gesture

4. Digraph Discovery:

- Hide digraph cards around the classroom. Let children find one and say the sound and a word for it.

5. Blending Words:

- Blend sounds to read words with digraphs. Use a slow-say method: "ch-oo-se choose".

6. Sorting Game:

- Provide a mix of picture cards. Ask children to place them under the correct digraph sound column (e.g., sh – shop, shoe; wh – wheel, whistle).

HPCA

- Language and Literacy Development:
  - Identifies digraphs and their sounds
  - Recognises and reads simple words with digraphs
  - Matches words to pictures

- Cognitive Development:
  - o Sorts words and pictures based on digraph sounds
  - o Understands that two letters can combine to form one new sound

This, That, These, Those

1. Concept Focus

• Introduce the idea that 'this' and 'these' are used for things that are near, while 'that' and 'those' are used for things that are far.



• Use gestures to support understanding:

- Point to a nearby object and say, "This is a pen."
- Point to a group of nearby objects and say, "These are pencils."
- Point to a distant object and say, "That is a fan."
- Point to a group of distant objects and say, "Those are books."

2. Picture Talk

• Show the page and talk about each picture.

- "This is a dog. The dog is close."
- "That is a bird. The bird is far."
- "These are apples. The apples are near."
- "Those are kites. The kites are far."

• Use the words 'near' and 'far' 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)
- "These are crayons." (crayons near)
- "That is the board." (pointing to the board across the room)
- "Those are bags." (pointing to bags far away)



• Let children take turns using 'this,' 'that,' 'these,' and 'those' 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."

• 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 far objects and say: "That is a __."
- Draw and Match: Draw two objects—one near and one far. Match them to 'this/that' or 'these/those.'
- Object Hunt: Place objects in different corners. Children walk around and describe them using 'this,' 'that,' 'these,' or 'those.'

6. Digital Support

• Use animated videos showing the difference between this, that, these and those.

HPCA

- Language & Literacy Development:
  - Observe the correct usage of 'this,' 'that,' 'these,' and 'those' in speech.
  - Check the 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.

Opposites

Concept Focus

To help children understand the meaning of opposites through visuals, comparisons and daily life examples.

How to Teach Opposites

1. Introduction through Action

- Say: "Opposites are words that mean very different things."
- Show with actions and let children copy you:
- Stretch your hands up and say "tall." Sit down and say "short."
- Open your hands wide and say "open." Close your hands and say "close."
- Walk fast and say "fast." Walk slowly and say "slow."
- Let children do the actions and say the words aloud with you.
- Say: "Well done! These are opposites – they are like word pairs that are not the same!"



2. Picture Talk

- Clearly say both words in the pair:

- "This is day. This is night."

- "This boy is big. This girl is small."

- "My glass is full. His glass is empty."

- Ask children to repeat after you.

3. Compare and Contrast

- Ask questions:

- "Which one is big? Which one is small?"

- "Is the hand clean or dirty?"

- Say: "This is clean. That is dirty."

- Let children describe differences they notice in the pictures.

4. Use Real - life Examples

- Use classroom items to explain:

- "This pencil is long. That crayon is short."

- "My bottle was full. Now it is empty."

- "Our fan moves fast. The wall clock moves slow."

5. Movement & Role Play

- Ask children to act out opposite pairs:

- Stand/Sit

- Open/Close

- Walk fast/Walk slow

- Happy/Sad (with facial expressions)

6. Interactive Activities

- Opposites Hunt: Children find opposite pairs in the classroom.

- Flashcard Match: Match a picture to its opposite (e.g., hot/cold).

- Draw the Opposite: Draw a sun for "day" and a moon for "night."

HPCA

- **Language & Literacy Development**
  - Child recognises and names common opposite words.
  - Uses simple sentences to describe opposite pairs (e.g., "This is clean. That is dirty.").
- **Cognitive Development**
  - Compares and contrasts objects by size, cleanliness, speed and time.
  - Matches and sorts opposite pairs independently.
- **Positive Learning Habits**
  - Participates actively in action-based activities.

- Uses words confidently during role-play and games.

Story Time: The Cap Seller and the Monkeys

1. Create a Storytelling Atmosphere

- Gather children in a circle or a quiet space.
- Say: "Today we'll listen to a fun story about a cap seller and some naughty monkeys!"
- Get children curious by asking, "What do you think monkeys like to do?"

2. Read Aloud with Voice and Action

• Use voice modulation to bring the story to life:

- Calm: "One day, a cap seller was passing through a forest."
- Sleepy: when the cap seller rests under a tree.
- Cheeky and playful: when the monkeys take the caps.
- Happy and surprised: when the monkeys copy him.

• Add gestures:

- Pretend to carry a bag of caps.
- Yawn and lie down for the nap.
- Look surprised and point up as if seeing monkeys on a tree.
- Mimic the act of throwing the cap.



3. Interactive Story Questions

Ask questions while reading to keep children engaged:

- "What was the cap seller doing in the forest?"
- "Where did he take rest?"
- "What did the monkeys do?"
- "How did the cap seller get his caps back?"

Let children think and respond freely. Guide their answers gently.

4. Picture Talk with Story Cards

- Show the story card or book illustrations.
- Let children describe what they see.
- Help them retell the story using picture clues:

  - First: Cap seller enters forest.
  - Next: He sleeps and monkeys take the caps.
  - Then: He wakes up and sees the monkeys.

- Finally: He gets an idea and gets his caps back.

5. Fun Activities

Act It Out

- Children can pretend to be the cap seller or monkeys.
- Recreate the story with simple props (hats, tree drawing).

Cap Craft

- Make a paper cap and colour it.
- Label it "My cap" and display in class.

Role Play

- Pair children: One plays cap seller, the others act as monkeys copying his actions.

Learning Integration Points

- Children can identify and apply the concept of 'this' and 'that' through story visuals and discussions.
- Children can relate to opposites such as big–small, happy–sad, and apply them while describing characters and events.
- Children get an opportunity to spot and read common sight words used in the story.
- Action words like sit, sleep, throw, and pick can be recognised and acted out by children to understand verbs.
- The story helps children integrate various literacy concepts in a meaningful and enjoyable context.

Digital Support

- Play an animated version of The Cap Seller and the Monkeys.
- Pause at key moments and ask: "What will happen next?"

HPCA

- **Language & Literacy Development:**
  - Can the child recall and retell parts of the story?
  - Does the child use complete sentences to describe events?
- **Cognitive Development:**
  - Can the child understand the sequence of events (first, next, then)?
  - Does the child identify the clever solution in the story?
- **Socio-emotional Development:**
  - Is the child able to relate to the feelings of the cap seller (tired, surprised, happy)?
  - Does the child show empathy and imagination during the story?
- **Positive Learning Habits:**
  - Shows interest in listening and participating

- Engages actively during dramatisation or craft
- Answers questions confidently and creatively

And

Concept Focus:

To help children understand that the word 'and' is used to join two words or items in a sentence.

1. Introduction Through Examples

- Say: "We use 'and' to join two things together."
- Use real examples:
  - "This is a pencil and this is an eraser."
  - "That is a spoon and that is a fork."

2. Picture Talk

- Point to the textbook page and read aloud:

- "A door and a window"
- "A bag and a book"
- "A spoon and a fork"

- Ask children to repeat after you.
- Encourage them to identify the two objects joined by "and".



3. Classroom Demo

- Use classroom objects:
  - Hold up a chalk and a duster: "This is a chalk and this is a duster".
  - Point to a boy and a girl: "A boy and a girl."
- Let children take turns holding two things and say: "This is a ___and this is a ___ or a ___and a ___.

4. Activity Ideas

- Pair Match: Show flashcards of pairs and ask children to name them with "and" (e.g., "sun and moon").
- Draw and Label: Let children draw two objects and write their names joined by "and."
- Role Play: Two children hold objects and say, "This is a ___ and a ___."

HPCA

- **Language & Literacy Development:**
  - Child identifies the use of "and" to join two words.
  - Forms simple phrases using "and" while speaking or writing.
- **Cognitive Development:**
  - Recognises pairing of objects (e.g. pencil and eraser).
- **Positive Learning Habits:**
  - Uses "and" meaningfully in speech.

Word Pairs

Concept Focus

To help children recognise commonly used word pairs that go together in daily life.

How to Teach



1. Introduce with Real Objects or Pictures:

- Show real objects or flashcards of paired items like 'lock and key', 'cup and saucer', 'shoes and socks'.
- Say each pair clearly and use them in short, familiar sentences: 'This is a cup and this is a saucer.'

2. Picture Talk:

- Point to the pictures in the textbook and talk about each pair.
- Ask: 'What do we use to open a lock?' (a key)
- Let children name the pairs and repeat after you.

3. Match the Pairs:

- Mix flashcards or real objects and let children match the items that go together.

4. Interactive Class Activity:

- Place half the pair on one side of the room and the other half on the other side. Let children walk and match each word with its pair.

HPCA

• Language & Literacy Development:

- o Identifies and names common word pairs
- o Uses word pairs in short sentences

• Cognitive Development:

- o Matches related objects or pictures meaningfully

• Positive Learning Habits:

- o Participates in pair matching and listening activities

Has / Have

Concept Focus:

To help children understand and correctly use 'has' and 'have' when talking about possession.

How to Teach

1. Begin with a Story Talk

- Use the pictures in the book.
- Point and say:

"Alan has an umbrella."
"You have a book."
"She has a teddy bear."

"They have a dog."

- Let children repeat after you.

2. Explain the Rule Simply

- Say:
  - We use 'has' with one person or animal (he, she, it).
  - We use 'have' with many (you, we, they or I).

- Use hand signs: show one finger for "has" and many fingers for "have".

3. Practise with Picture Talk

- Point to each picture and ask:
  - "Who has the balloon?"
  - "What do they have?"
    - Encourage children to answer in full sentences:
  - "She has a balloon."
  - "They have a dog."

4. Object-based Activity

- Let children hold classroom items and say:
  - "I have a pencil."
  - "He has a crayon."

- Use role play to reinforce.



5. Sentence Swap Game

- Say a sentence incorrectly on purpose:
  - "He have a cake."
  - Ask: "Is this correct?"
    - Children correct you: "No! He has a cake!"

6. Group Practice

- Make children sit in pairs. One asks, one answers:
  - "What do you have?"
  - "I have a rubber."

HPCA

- **Language & Literacy Development:**
  - Can use 'has' and 'have' correctly in speaking
  - Able to form complete sentences with the words
- **Cognitive Development:**
  - Understands the difference between singular and plural possession

Is / Am / Are

1. Use Story-based Illustrations

- Begin with the story page from the book.

- Read aloud each sentence slowly:

- "He is a farmer."
- "She is a nurse."
- "I am a boy."
- "We are friends."

- Point to each character and ask: "Who is he?" or "Who are they?"
- Let children repeat the sentences with you.

2. Introduce the Rule Simply

- Say:
  - Use 'is' for one person or thing (he, she, it).
  - Use 'am' when talking about yourself (I).
  - Use 'are' for many people or things (we, they, you).

3. Picture Talk Practice

- Show more pictures from the book or flashcards.
- Ask questions like:
  - "Who is this?" – "She is a teacher."
  - "Who are they?" – "They are children."



4. Role Play and Speaking Practice

- Let children take turns to say who they are:
  - "I am Rahul."
  - "He is my friend."
  - "We are in school."

5. Is / Am / Are Sorting Game

- Write short sentences on cards with blanks.
  - "I ___ six years old."
  - "He ___ a boy."
  - "They ___ happy."
- Let children choose and place the correct word card in the blank.

HPCA

- **Language & Literacy Development:**
  - Uses correct helping verb in simple speech or writing
  - Forms complete sentences like "I am a girl." or "He is a boy"
- **Cognitive Development:**
  - Understands when to use each verb form depending on the subject
  - Fills in the blanks accurately during activities

Double Letters (ff, ll, ss, tt, ee, oo)

Concept Focus

To help children recognise double letters in words and understand the different sounds they make.

Teaching Guidance

1. Introduce the Concept with Words and Pictures

Show and say words with double letters:

- ff – puff, cuff, sniff
- ll – bell, doll, well
- ss – kiss, dress, glass
- tt – letter, butter, kitten
- ee – tree, bee, feet
- oo – book , moon

Write each word and underline the double letters. Use flashcards or real objects for visual cues.

2. Highlight the Sound

Say the words slowly and clearly, stressing the double letter:

- "Bell has double l – can you hear it?"
- Compare moon and book (/oo/ as in moon, spoon, zoo)
  (as in book, look, cook

• Emphasise through repetition and daily revision.

HPCA

- **Language & Literacy Development**
  - Child identifies and pronounces double letter sounds correctly. Tries to apply sounds during reading and writing time.
- **Cognitive Development**
  - Sorts and groups double-letter words correctly.
  - Matches pictures to corresponding sounds.

Magic e

Suggestions to Teach:

1. Introduction with Examples:

- Write pairs of words like tap/tape, cub/cube on the board.
- Say the words aloud. Emphasise the change in the vowel sound.
- Point out that the letter 'e' at the end is silent but it makes the vowel say its name.

2. Use Picture Cards:

- Show picture-word pairs (as in the book): cap/cape, pin/pine.
- Let children repeat the word pairs aloud after you.

3. Magic Wand Game:

- Pretend to wave a magic wand and add 'e' to simple CVC words.
- Example: Say 'cap' and then wave the wand – 'Magic e!' – and say 'cape'.

- Let children act out the magic sound change too.

4. Sound Sorting Activity:

- Mix words with and without the silent e (e.g. tub/tube, pin/pine).
- Let children sort them into two groups – with Magic e and without e.



HPCA

- **Language & Literacy Development:**
  - Identifies and reads simple Magic e words correctly.
  - Distinguishes between short and long vowel sounds.

Action Words & Picture Talk

Concept Focus

To help children recognise and understand basic action words through visual cues, movement and real-life association. The goal is to build vocabulary and improve verbal expression using familiar daily actions.

Teaching Guidelines

1. Start with Movement and Meaning:

- Say: "Action words tell us what we are doing!"
- Point to each picture in the book (e.g. play, cook, eat). Read the word aloud.
- Use a simple sentence like: "She is playing." "He is reading."
- Ask the children to copy the action as they say the word.

2. Word and Picture Match:

- Use the activity page to reinforce the idea.
- Let children match words to pictures and say the actions.
- Example: Point to a picture of eating and ask: "What is he doing?" Children reply: "He is eating."

3. Interactive Games:



- Play 'Guess the Action': Act out an action and ask children to guess.
- Play 'Simon Says' using action words from the book.
- Let children act and others say the word (e.g., jump, read, sleep).

Picture Talk

• Show the Picture Talk page and ask open-ended questions:

- "What do you see in the picture?"

- "What are the children doing?"
- "Who is jumping?"

- Help children form simple sentences based on what they see.
- Use the picture as a base for conversation and storytelling.

Suggested Activities

- Draw an Action: Ask children to draw one action word and use it in a sentence.
- Classroom Charades: Let each child pick an action word and act it out.
- Circle Time Talk: Every child says one action they did that day using a simple sentence.

HPCA

- Language & Literacy Development:
  - Child recognises and says action words correctly
  - Forms short sentences using action words.
- Cognitive Development:
  - Matches actions with visuals and words.
  - Shows understanding through correct responses.
- Positive Learning Habits:
  - Participates with enthusiasm.
  - Shows curiosity and tries to speak independently.



NUMERACY

Pre-Math Concepts

Children begin to compare objects using size, length, height, weight and quantity. These pre-math skills build observation and language abilities. Use every opportunity in class to link learning with real-life objects, picture discussion and spoken sentences.

1. Picture Talk and Concept Introduction:

Use the textbook pages as visual prompts. Ask simple questions like:

- Which animal is big? Which is small?
- Which tree is the tallest?
- Which bag looks heavy?

Let children observe and respond using full sentences like:

- The elephant is big. The cat is small.
- The giraffe is tall. The rabbit is short.
- This box is heavy. That one is light.



Encourage repetition and group responses.

2. Real Object Comparison:

Bring real classroom objects:

- Compare two bottles – one full, one half-full
- Show a feather and a book – ask which is heavier
- Line up pencils from short to long

Let children hold, lift and describe what they see.

3. Activity Ideas:

- Object Hunt: Ask children to find a tall object, a small toy or a long ribbon.
- Sorting Game: Give mixed items (spoons, straws, leaves) and sort them by size.
- Drawing Fun: Draw three balloons – big, bigger and biggest.
- Outdoor Fun: Compare plants , animals , toys, vehicles, etc

4. Use Descriptive Sentences:

Guide children to speak in full sentences. Example : This kite is big or The pencil is longer than the crayon.

HPCA

- Cognitive Development:
  - Observes and identifies differences in size, height, weight and quantity

- Uses comparison words like big, bigger, small, short, long, tall, etc.

- Language and Literacy Development:
  - Forms simple comparison sentences using new vocabulary
  - Expresses choices and observations clearly in full sentences
- Physical & Motor Development:
  - Participates in object handling, sorting and group movement-based activities.

Up & Down



Children recognise and use the position words up and down.

1. Begin with Real Life

Start with objects children already know.

- Fly the bird up (lift a toy bird).
- Bring the bird down (lower it).
- Raise your hands up!
- Put your hands down.

2. Story based teaching

Sample story

Tina the Little Bird

Tina was a tiny yellow bird.
She lived in a big tree in the school garden.

One morning, Tina flapped her wings and flew up into the sky.
She went up, up, up above the flowers and the roof.
She looked down and saw the children playing.

Then Tina felt tired.
She slowly flew down to her nest.
Down, down, down she came and sat on her cosy branch.



Tina chirped,
"I go up when I fly, I come down when I rest!"

Let children stretch their arms up and say "up,"
then gently sit down or lower their hands while saying "down."

3. Use Action and Movement

Let children act it out:

- Stretch arms up like a tall tree.
- Curl small like a seed in soil.

4. Art & Craft Integration

Add creative touches:

- Draw arrows pointing up and down.
- Paste pictures of things that go up (rocket) and things that move down (rain).

Let children explore ideas visually and express freely.

HPCA

Teachers can assess children during Up and Down activities using these categories:

- Cognitive Development: Understands and correctly uses the words up and down
- Physical & Motor Development: Coordinates body movements to demonstrate up and down

Groups

1. Begin with Real Life

Start with objects children already know.

- Here are four girls and five boys.
- Make a group of three red blocks and three blue blocks.

Let children talk and explore.

2. Picture Talk & Observation

Show children a page with different vegetables and fruits.

- Point to the group of potatoes.
- Point to the group of apples.

3. Hands-on Activity

- Sort different pulses into plates and count each group.

4. Use Action and Movement

- Children stand in two groups and then count which group has more children.

5. Art & Craft Integration

- Stick dot stickers of different colours to show two groups, then circle the group with more.

Let children explore ideas visually and express freely.

HPCA

Teachers can assess children during "Group" activities using these categories:

- Cognitive Development: Identifies groups of the same objects, counts items accurately and compares groups using the words more, less and equal
- Physical & Motor Development: Sorts and arranges objects confidently, demonstrating steady hand-eye coordination while grouping items

Same & Different

Children notice objects that are alike or not alike in shape, colour, size or number.

1. Begin with Real Life

Start with objects children already know

- These two blocks are of the same colour.
- This eraser is different from the pencil.

Show more objects and ask them which are same and which are not same. Encourage them to talk in full sentences like

- They look the same.
- This one is different.

2. Hands-on Activities

- Matching socks game: find the same pair
- Odd-one-out tray: Place three of a kind plus one different item.



Keep the play open ended and joyful.

3. Show and tell

Let children act it out:

- Hold up two same flashcards and say: same!
- Show one odd card and say : different

HPCA

Teachers can assess children based on these categories:

- Cognitive Development: Correct use of comparison and position words such as same and different
- Physical & Motor Development: Handles, arranges and sorts objects confidently during activities
- Positive Learning Habits: Shows curiosity, participates eagerly and tries tasks independently

Number Names (1 to 20)

Concept Focus:

To help children learn and remember number names from 1 to 20 through picture talk, real object counting, rhythmic rhymes and joyful repetition using both oral and written activities

How to Teach – A Warm and Interactive Flow

- Let's begin with Talk and Play

Start by showing number flashcards or classroom number chart (1–10 first). Ask gently:

- What number is this?
- Can we all say its name together? (e.g. 1 – one)

Encourage chorus responses and repeat often to build confidence.

- Sing and Count Together

Use a fun rhyme to introduce number names in rhythm.
Use finger actions or props while singing. Let children join in the actions.

- Talk in Full Sentences

Show real objects: pencils, erasers, crayons

Ask: How many crayons do you have?

Support them to answer.

- I have five crayons.

Model and repeat with them until they get comfortable.



Picture Talk & Real-Object Hunt

Take the children around the classroom or school area for a "Number Hunt." Ask them to look, count and talk:

- How many windows can you see?
- I see two windows.

Bring in real items like blocks, shoes, books: Let them count aloud and say the number name.

Count and Write Activity

Use the textbook page and notebook

Ask:

- What do you see in this picture?
- Let's count together and say the number name.

Then guide them to write:

- 1 – one…. 9 – nine and so on.

Give tracing practice. Say the number. Let children trace and copy.

Dictation Time: Say any number between 1 to 20 and ask them to write the number names.

Copying and Practising Number Names

Start by writing number names on the board. Say each one aloud as you write. Let them learn it as sight words

- This is one. Let's write it together.

Use fun practice sheets: trace, colour, match, circle

End each week with a fun revision session.

HPCA

- Cognitive Development:
  - Identifies numbers correctly and remembers number names up to 20
  - Classifies numbers while observing objects or using a picture chart
- Language and Literacy Development:
  - Says number names clearly and uses them in full sentences
  - - Writes number names with correct spelling and form

Ordinal Numbers (1 to 10)

Step-by-Step Teaching Strategy:

1. Story Introduction (Let's Talk)

- Begin with a playful story:
  - The animals are having a race! Look, who is first? Who came third? Let's find out!
- Point to each animal in the picture and encourage responses:
  - Who is in the first place?
  - Who came fifth?
  - Which animal is in the tenth place?

Encourage complete sentences.

The lion is in the fourth place.

The zebra is second.

2. Picture Talk

Use the textbook image. Let children observe and describe each animal's position.

Ask:

- Which animal came seventh?
- Can you point to the animal in the third position?

Let them describe using ordinal terms confidently.

3. Movement-Based Game (Ordinal Walk)



Make 10 children stand in a line.

Call out:

- Who is standing first?
- Can the eighth child jump?

Change their positions and repeat. This builds physical memory and fun!

4. Reinforce with Real-Life Examples

Talk about:

- 1st child in a row
- 2nd chair in class
- 3rd book on the shelf

Let children try:

My bag is on the fourth shelf.

I stand second in the line.

HPCA

- Cognitive Development:
    - Recognises ordinal positions in a line or picture
    - Correctly names and sequences 1st to 10th
- Language & Literacy Development:
    - Uses full sentences to describe position: "The giraffe is seventh"
    - Understands and speaks ordinal words clearly

Left and Right

Teaching guidelines

1. Start with Body Movement:

- Stand facing the class. Ask:
    - Raise your left hand.
    - Now, raise your right hand.



Put a sticker on each hand to help them remember.

2. Picture Talk:

- Use the textbook page and ask:
- Who is on the left of Milu? (Aman)
    - Who is on the right of Milu? (Tina)

Encourage full sentences: Tina is on the right of Milu.

3. Line-up Game:

- Let children stand in a line. Ask:
    - Who is standing to your left?
    - Who is on your right?

4. Object Talk:

- Place one apple and one orange on a table. Ask:
    - What is on your left?
    - What is on your right?

Let them answer: The apple is on the left.

HPCA

- Cognitive Development:
    - Recognises and names left and right correctly in pictures and during classroom play

Before, After and Between

Children understand the concepts of before, after and between through number lines, visual patterns and object positioning

- Begin by showing a number line from 1 to 20. Ask children to find the number before and

after a given number. For example, "What comes before 6?" Help them respond "5." Then say, "What comes after 6?" and let them say "7."

- Introduce the word between using everyday examples like "Mia is sitting between Ron and Ali."
- Help children understand by placing three objects or children in a row. Ask: "Who is standing between Ron and Mia?" or "Which number is between 4 and 6?"
- Encourage complete answers like: "The number before 4 is 3." "The number between 6 and 8 is 7."
- Use classroom objects like pencils, toys or blocks to demonstrate physical positions. Let children place objects and explain in full sentences.
- Show the textbook page and point to the picture clues. Ask questions like: "Who is standing before Ali?", "What number comes after 7?"
- Let children mark answers on the board or worksheet with crayons or stickers.

Suggested Interactive Activities:

- Number Walk: Place number flashcards on the floor. Call out any number. Children must jump to the number that comes before, after or between the given number.(like a hopscotch game)
- Line Up Game: Ask 3 children to stand in a row. Change their positions and ask others to describe using before/after/between.

HPCA

- Cognitive Development:
  - Identifies the number or object that comes before, after or between

Shapes

Teaching Flow:

1. Start the lesson with a simple question: What shapes can you see around you?
2. Show real objects like a coin, a book, a door, an egg, a slice of watermelon or cut-outs of shapes.
3. Hold each shape and say its name. Let the children repeat after you.
4. Describe each shape in simple words. Ask children to say the description in full sentences:
   - This is a square. It has four equal sides.
   - This is a rectangle. It has four sides. Two long and two short.
   - This is a triangle. It has three sides.
   - A circle is round. It has no sides.
   - A semicircle is half of a circle.
   - An oval is shaped like an egg.



Picture Talk & Real Object Comparison:

- Use the textbook page to point and name each shape.
  Ask children: What is this shape?
  How many sides are there?
- Bring real objects to class and let children match them to the shape cards.

- Ask children to touch the objects and say: This coin is a circle. This slice of watermelon looks like a semicircle.

Activity Time:

- Shape Hunt: Ask children to find a square, circle or rectangle in the classroom.
- Sorting Game: Give cut-outs of different shapes and ask children to sort them into groups.
- Drawing Time: Ask children to draw one object of each shape and colour it.

HPCA

- Cognitive Development:
  - Recognises and names common shapes
  - Matches shapes with objects correctly
- Physical and Motor Development:
  - Uses finger to trace shapes
  - Colours or draws basic shapes neatly



Counting Backwards (10 to 1)

Movement Activity

Ask children to pretend they are walking down stairs. With each step, they say the number backwards from 10 to 1.

You can say: We are coming down slowly, say the number as you step!

Clap and Count

Clap and count backwards together.

Begin: Let's all say 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1

Picture Talk

Show the page and ask:

- Where is the boy?
- Which number is he standing on?
- What number will he step on next?

Let children answer and trace the backward arrow.

Rhyme Introduction (with Actions)

Begin by singing the rhyme with fingers held up:

"Five little monkeys jumping on the bed,

One fell off and bumped his head…"

Each time, fold one finger down to show one monkey falling off.

Let children jump (in place) and pretend to fall gently as they say each line.

Repeat the rhyme with 4, 3, 2 and 1.

Practice Time

Write the numbers 10 to 1 on the board.

Erase one number and ask: What number is missing?

Play a ball toss game. Say a number and the child says the one that comes before it.

HPCA

- Cognitive Development:
  - Can say numbers backwards from 10 to 1 with guidance
  - Understands the idea of going back from a higher to a lower number

Equal To, Greater Than and Less Than



The Hungry Crocodile

Once there was a hungry crocodile named Poppy. Poppy lived by the river and loved to eat numbers!

But Poppy had a funny rule — he only opened his mouth for the bigger number because he always wanted more food!

One day, he saw 6 cookies on one side and 4 cookies on the other side. What did he do?

Poppy opened his mouth towards the 6 because 6 is greater than 4!

When Poppy saw 3 balloons on one side and 3 on the other, he smiled and said, "They are equal!"

And when he saw 2 cupcakes and 5 cupcakes, he turned towards the 5, because 5 is greater and 2 is less.
Poppy helped all the children learn:

- Greater than (>): Mouth opens to the bigger number
- Less than (<): Mouth opens away from the smaller number
- Equal to (=): Same number on both sides

Equal To



Explain that when two groups have the same number, they are equal.

Activity: Show 3 blocks on each side. Ask: Are these equal? Let children say YES and place the = symbol.

Greater Than > / Less Than<

Use Poppy the Crocodile to compare numbers.

Let children use arms as mouths to show which number is bigger.

Games & Fun

- Count and Compare: Place objects in two groups and compare.
- Flashcard Chomp: One child acts as Poppy and makes the mouth toward the bigger flashcard.

- Equal Match: Find sets in the room that are equal and place = between them.

HPCA

- Cognitive Development:
  - Identifies and compares groups using greater than, less than and equal to.
  - Correctly uses symbols >, <, =
- Language & Literacy Development:
  - Uses comparison words like more, less and equal to in sentences.

Small to Big / Big to Small

Suggestion to teach

Start by writing 3–4 numbers on the board.

Ask: Which number is the smallest? Which is the biggest?

Demonstrate arranging numbers from small to big by placing number cards in order.

Repeat the activity from big to small. Use visual aids like number ladders or pictures from the book.

Say the numbers aloud as you arrange them to help children follow the order.

Textbook Practice

Use the textbook images and ask:

- Which number comes first if we start small?
- Which is the biggest number here?
- Can you arrange these from the biggest to the smallest?

Let children take turns placing numbers in order.



HPCA

- Cognitive Development:
  - Arranges numbers in correct order (ascending or descending)
  - Recognises the value of numbers while comparing

Addition, Addition with Zero and Subtraction

1. Story-Based Learning

Turn problems into small stories.

- Addition: Maya has 2 apples. Her friend gives her 1 more. How many apples are there now?
- Addition with Zero: A tree has 4 flowers. Zero more grow. How many now? Still 4!
- Subtraction: There were 5 birds. 2 flew away. How many are left?

Let children act or draw the story.

2. Picture Talk



Use textbook pages and ask questions:

- How many flowers are there?
- What happens when we add zero?
- How many birds flew away?

Let them count and answer aloud.

3. Use Fingers

Fingers help children count easily.

- For addition, show 2 fingers, then 3 more. Count all.
- For zero, show 3 fingers and ask: If we add zero fingers, how many now?
- For subtraction, show 5 fingers, fold 2 down. Count what's left.

4. Toy/Real Object Counting



Use blocks, stones or bottle caps.

- Add 2 and 1 by joining them. Count all.
- Add 4 and 0. Add nothing. Still 4!
- Take away 1 object. Ask how many are left.

5. Clap and Count

Use body movement to learn.

- Clap 2 times, then 3 more. Count all claps.
- Clap 4 times. Now clap 0 times more. Still 4.
- Clap 5 times, then stop after 2. How many claps are left?

6. Draw and Cross Out

Let children draw and count.

- Draw 4 mangoes. Add 0 more. Still 4.
- Draw 5 chicks. Cross out 2. How many are left?

7. Game Time

Play number games.

- Use number cards. Child picks 2 + 0. What is the answer?
- Use flashcards or hopscotch. Jump to the correct number after solving the sum.

Encourage Full Sentences

Children should speak clearly:

- Two plus zero is two.
- Five minus two is three.

HPCA

- Cognitive Development:
    - Recognises when to add and subtract. Understands that adding zero keeps the number same



Skip Count by 2s

- Start with a warm-up: Ask children to clap their hands and say numbers as they count by 2s: 2, 4, 6, 8, 10...
- Use classroom objects like crayons, buttons or counters. Ask children to place objects in pairs and count how many pairs they see.
- Picture Talk: Show the image and say, 'Let's find the objects in pairs. Can you circle them in 2s?'
- Use number cards or a number line to highlight every second number.
- Ask: What number comes next if we skip one?

Skip Count by 5s

- Say: Let's count in 5s together: 5, 10, 15, 20...
- Use hands to show 5 fingers. Ask children to count hands in the group.
- Colour the numbers on the chart that come in 5s.
- Use a rhythm or chant to make it catchy: Clap and say '5 – 10 – 15 – 20…'

Skip Count by 10s



- Use pencil bundles to show 10 pencils make 1 ten.
- Let children bundle crayons or beads in groups of 10 and count: 10, 20, 30...
- Refer to Ben's story: Show the picture and say, 'Look at Ben! He counted 10 beads and made 1 group. Then he made 2 groups, 3 groups…'
- Ask: How many beads did Ben have in total? What did he say at the end?
- Let children use props to make groups of 10.

HPCA

- Cognitive Development:
    - Can identify and continue skip counting patterns
    - Recognises number groups (like 2s, 5s, 10s) and relates them to real-life sets

Time – Teaching Guidelines

To introduce children to the concept of time, especially full hours (o' clock), use a large clock model with movable hands. This helps children understand how the short hand (hour hand) and long hand (minute hand) work.

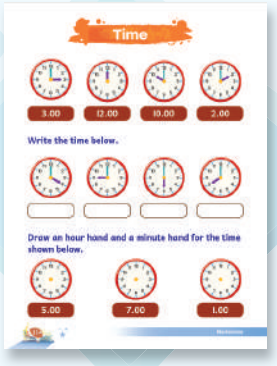
Steps for Classroom Demonstration:

1. Begin with a big teaching clock. Let children see both hands clearly.

2. Keep the long hand fixed at 12. Explain that when the long hand is at 12, we read the time as 'o'clock'.
3. Move only the short hand and show how the hour changes. Say the time aloud and ask children to repeat after you.

Examples to show and say:

- Long hand at 12, short hand at 1 – 1 o'clock
- Long hand at 12, short hand at 2 – 2 o'clock
- Long hand at 12, short hand at 3 – 3 o'clock
- Long hand at 12, short hand at 4 – 4 o'clock
- Long hand at 12, short hand at 5 – 5 o'clock
- Long hand at 12, short hand at 10 – 10 o'clock
- Long hand at 12, short hand at 12 – 12 o'clock



Encourage children to say: 'The long hand is at 12 and the short hand is at 3. It is 3 o'clock.'

Let children come one by one to move the short hand and say the time aloud. This keeps the session active and engaging.

HPCA

- Cognitive Development
  - Recognises the numbers on the clock face
  - Understands that the short hand shows the hour and the long hand points to 12 when it is 12 o'clock
  - Tells time correctly for full hours like 1 o'clock, 2 o'clock, etc.
- Language & Literacy Development
  - Uses full sentences while expressing time (e.g., It is 3 o'clock).

Money (Coins and Notes)

To help children understand the concept of money, begin by showing real or fake Indian coins and notes. Start with commonly used ones like 1, 2, 5, 10 and 20. Let children observe the size, colour and picture on each coin and note.



Now set up a play market in the classroom using real wrappers, empty boxes and labelled price tags. For example, a toy apple costs 2, a pencil 5, a toy juice box 10. Hand out pretend money (paper coins or printed notes) to each child.

Say: "Let's go shopping! Who wants to buy a pencil for 5?" The child brings 5 to the teacher and 'buys' the pencil. Encourage children to speak in full sentences like "I want to buy a ball. It is ten rupees."

Ask simple questions to check understanding: "Which coin will you use to buy this?" or "Do you have enough money for this item?"

Repeat this market game across the week by rotating roles—shopkeeper and customer—so every child participates and gains confidence in using money.

GENERAL AWARENESS

Topic: Colours



Concept Focus:

To help children identify, name and describe primary and secondary colours, To understand the use of colours in the world around them and explore their preferences.

How to Teach:

- Begin with a warm-up: Show colour flashcards or objects in red, blue, yellow, green and orange.
- Ask: 'Can you name this colour? What do you see in this colour at home or school?'
- Let children repeat each colour name aloud with enthusiasm.
- Conduct a 'Colour Hunt' where children find items of a specific colour in the classroom.

Discovering New Colours – Circle time Activity

Children, today we are going to be little colour scientists! Did you know that when we mix two colours, we can make a new colour? Let's try and see what happens!

Let's take red and yellow. Mix, mix, mix... Wow! It turns into orange!

Now try blue and yellow. What do you see? Yes – it becomes green!

Let's try red and blue. Look – it becomes purple!

Isn't that amazing? We call red, blue and yellow primary colours. They are the base colours that help us make many more colours.

Let's mix and discover more! This is our colour experiment time!

HPCA

- Cognitive Development:
  - Identifies and names colours correctly
  - Matches objects to their colours
- Physical and Motor Development:
  - Colours within lines and uses art materials with control
- Socio-emotional and Ethical Development:
  - Participates happily in group activities and shares materials

Topic: Myself

Concept Focus:

Help children understand their identity, express themselves and recognise that they are special and unique individuals.

The 'Myself' page in the child's book includes spaces for children to share details such as their name, age, place they live in, favourite things and future dreams.

How to Teach:

Start warmly by saying:

"Each one of us is special. There is no one else like you in the whole world!"

- Guide them through each section gently, one by one:
- Name: Help each child say and write their full name clearly. Say: "This is your name – it is very special!"
- Age: Ask: "How old are you?" Let them show it using fingers. Help them write the correct number.
- Place (City): Ask: "Which city do you live in?" Help them say it clearly and guide them with the spelling.
- Favourite Colour: Show flashcards or objects. Let each child point to their favourite colour or draw something.
- Fingerprint: Give each child some paint. Let them dip one finger and make a fingerprint. Say: "This fingerprint is yours alone – it shows how special you are!"
- Ask: "What do you want to become when you grow up?" Help them say and write it (e.g., doctor, teacher). Discuss why they chose it.

Celebrate each child's uniqueness with praise:

- Wow! That's a lovely name!
- You are very kind and cheerful!
- I love your drawing!
- You're going to be a great artist one day!

HPCA

- Language and Literacy Development:
  - Uses simple words to talk about self
  - Responds with short sentences about name, age, place and likes
- Cognitive Development:
  - Identifies personal details correctly
  - Understands and connects responses to real-life experiences
- Socio-emotional and Ethical Development:
  - Expresses confidence and joy while talking about self
  - Participates happily in sharing activities and celebrates differences

My body

Activity Time

How to Teach:

- Begin by revising the parts of the body through a short action rhyme or picture talk.
- Point to the body parts on a chart or your own body and say the name.

- Ask children to touch the correct body part as they say it aloud.
- Explain the worksheet activity: Look at the pictures on one side. Match them to the correct body parts on the other side.
- Help individual children if they are confused while matching.
- Encourage everyone to complete the task and revise body parts once again after matching.



Functions of Body Parts

Concept Focus:

To help children understand what each part of the body helps us do by using interactive actions, observation and simple movement-based tasks.

How to Teach:

- Begin the session with an action circle. Ask children to sit in a circle and copy you.
- Touch your eyes and say: We see with our eyes. Blink and let all children blink together.
- Play a quick 'I spy something red' game. Let them look and point to something red.
- Move to ears: Touch your ears and say: We hear with our ears. Clap or stomp. Ask: What sound did you hear?
- Point to the nose: We smell with our nose. Pass around a flower or food item for children to sniff.
- Open your mouth wide and explain: We eat and speak with our mouth. Pretend to eat or sing.
- Show your hands and say: We hold, draw, eat and clap with our hands. Ask children to clap and wave.
- Touch your legs and say: We walk, run and jump with our legs. Let them march or jump in place.
- End with a fun recap rhyme: Eyes to see, ears to hear, nose to smell, hands to clap, mouth to talk and legs to walk.
- Encourage all children to repeat and act out each sentence. Keep the energy joyful and involve every child.
- Make it a part of everyday revision by adding short body part games during transitions.

HPCA



- Cognitive Development:
    - Identifies each body part and explains its function in simple language
- Language and Literacy Development:
    - Uses clear and correct sentences like 'I hear with my ears' or 'I jump with my legs'.

- Physical and Motor Development:
    - Moves and responds correctly during body action games.
    - Demonstrates control in clapping, blinking, jumping and pointing.

We Function Together

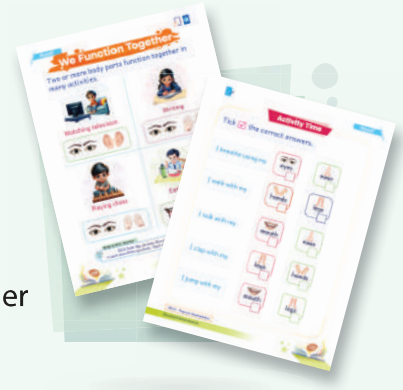
Concept Focus:

To help children understand that all parts of the body work together as a team to help us move, play, learn and grow.

How to Teach:

- Begin by asking: Can you clap without using your hands? Can you walk without using your legs? Let children try and realise the importance of each part.
- Say: Our eyes help us see, but our legs take us where we want to go. Our hands help us hold things, but our brain tells us what to do. We need all parts to work together.
- Organise a simple action sequence:
    - Touch your nose, jump, pick up a block, smile – children repeat each action.
    - Then say: Look how our body parts are helping each other.
- Play a game: Give one child a task like drawing a smiley. Ask: What parts are helping you? (Eyes, hands, brain)
- Use a puppet or soft toy to act out silly tasks – like trying to eat with the foot. Let children laugh and correct it.
- Reinforce the message: Just like friends, all body parts must work together as a team.
- Wrap up with a group chant: My body parts work together, all day long – to help me learn, to play and be strong.

HPCA



- Cognitive Development:
    - Understands the concept of teamwork among body parts
    - Gives examples of actions requiring multiple body parts
- Language and Literacy Development:
    - Uses short sentences to explain how body parts work together
- Socio-emotional and Ethical Development:
    - Participates with excitement and confidence in group activities
    - Shows appreciation for their own body and expresses positive body awareness

Our Five Senses

Concept Focus:

To help children identify the five senses and understand how each sense helps us explore and enjoy the world around us.

How to Teach:

- Begin with an action song or chant: I see with my eyes, I hear with my ears...

- Show real objects or flashcards linked to each sense:
    - Eyes: Show a colourful picture – What do you see?
    - Ears: Play a rhyme or clap – What do you hear?
    - Nose: Bring a flower or coffee powder – What do you smell?
    - Tongue: give a lemon or an apple to taste – What do you taste?
    - Skin (Hands): Give a soft toy or textured object – What do you feel?
- Let each child take turns touching, smelling or listening and saying the matching sentence
- Create a classroom 'Senses Table' with items for each sense to explore



HPCA

- Cognitive Development:
    - Identifies the five senses and links them to their functions
- Language and Literacy Development:
    - Uses simple sense-based sentences like 'I smell with my nose'
- Physical and Motor Development:
    - Engages with sense materials confidently
- Socio-emotional and Ethical Development:
    - Take turns, shares materials and expresses joy in discovery

My Body Belongs to Me



Concept Focus:

To help children understand body safety, the idea of private parts and that they have the right to say no and seek help when they feel unsafe.

How to Teach:

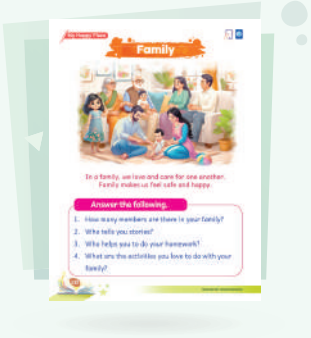
- Create a calm and safe setting for the session. Sit in a circle and speak gently.
- Begin by saying: Your body is yours. It is special and no one should touch it without your permission.
- Explain the difference between good touch and bad touch using simple examples:
    - Good touch: A hug from family, a pat from the teacher, holding hands to cross the road.
    - Bad touch: A touch that makes you feel scared, uncomfortable or confused.
- Teach the rule: Private parts are covered by your underwear and no one should look at or touch them.
- Introduce the safety steps: Say NO, GO away and TELL a trusted adult.
- Use a soft toy or doll to model situations. Ask: Is this a good touch or bad touch?

- Practise saying NO in a strong voice. Let all children repeat.
- Remind them to always tell a grown-up if something makes them feel uncomfortable or scared.

HPCA

- Cognitive Development:
  - Understands basic rules of body safety
  - Identifies examples of safe and unsafe touch
- Language and Literacy Development:
  - Uses correct words like safe, unsafe, private parts and say no
- Socio-emotional and Ethical Development:
  - Expresses confidence in saying no
  - Knows they can seek help from a trusted adult

Family



Concept Focus:

To help children understand who makes up a family, the roles of family members and the love and care shared within a family.

How to Teach:

- Begin by asking children to think about the people who live with them and love them.
- Show textbook pictures of different family members: mother, father, brother, sister, grandparents.
- Point and say the name of each member. Let children repeat and say who they live with.
- Use simple prompts like: Who cooks yummy food at home? Who tells you stories?
- Tell a short story about a child who plays, eats and hugs his/her family. Let children relate and respond.
- Emphasise that every family is special—some are big, some are small, but all give love.
- Children can draw their family members in their books. Let them speak a line about each person.
- Use role-play or puppets to show family interactions—like helping mum, hugging grandma or playing with siblings.

HPCA

- Cognitive Development:
  - Identifies family members and understands their basic roles
- Language and Literacy Development:
  - Uses short, clear sentences to describe family (e.g. I love my sister, My grandpa tells stories)

- Socio-emotional and Ethical Development:
    - Expresses feelings of love, safety and happiness when talking about family

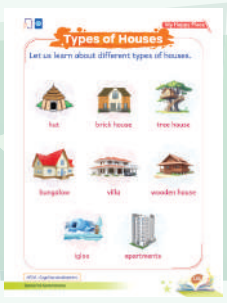
Types of Houses

Concept Focus:

To introduce children to different types of houses and help them understand why people live in different kinds of homes

How to Teach:

- Begin by saying: We all live in homes. Homes keep us safe and happy.
- Show the pictures in the textbook: huts, flats, bungalows and stilt houses
- Explain each house type with visuals



Examples-

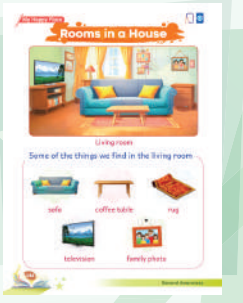
- Hut: Small house with a thatched roof
- Flat: House in a big building
- Bungalow: One big house with garden space

- Relate houses to weather and places. For example: People in hot places use mud houses to stay cool.
- Emphasise: All houses are special. They give us love, comfort and protection.

HPCA

- Cognitive Development:
    - Recognises and names different types of houses
- Socio-emotional and Ethical Development:
    - Expresses pride in his/her home and respect for others' homes

Rooms in a House



Concept Focus:

To help children recognise different rooms in a house, understand what we do in each room and identify common objects found in each room.

How to Teach:

- Begin by showing pictures of a house with different rooms from the textbook.
- Point to each room and name it clearly. Let children repeat the names.
- Say what happens in each room and what we find there:
    - Bedroom: We sleep and rest here. We see a bed, pillows and cupboard.
    - Living room: We sit, talk and watch TV with our family. We see sofas, a TV and a table.
    - Kitchen: We cook food in the kitchen. We see a stove, pots and plates.
    - Bathroom: We take a bath and keep ourselves clean. We see soap, a bucket and a towel.

- Dining room: We sit and eat our meals here. We see a dining table and chairs.

- Ask questions like: Where do you sleep? What do you see in the kitchen?
- Let children talk about their home and describe what they see in different rooms.
- Conduct a matching activity: Match room pictures to items and activities.
- Set up a pretend house corner in class for role-play with toy items or cutouts.
- Encourage every child to say a line like: I eat in the dining room. I sleep in the bedroom.

HPCA

- Cognitive Development:
  - Identifies rooms and connects them to related activities and items
- Socio-emotional and Ethical Development:
  - Talks about their home with pride and listens to others respectfully

At School



How to Teach:

- Show the page and point to each picture one by one. Ask children: What do you see here?
- Read each caption aloud and let children repeat it clearly.

Talk about each point with actions or examples:

- Come to school on time – Ask: Why is it good to be early? (have discussion).
- Listen to your teacher – Pretend to talk and ask who should be listening. Model active listening
- Keep the classroom tidy – Point to books, bags, pencil boxes. Ask how we keep them in place.
- Be kind to everyone – Act out friendly behaviour like helping a friend or saying kind words.
- Walk in queue – Practise walking in line around the classroom or playground.
- Raise your hand before speaking – Show how to raise hand and wait. Practise with a fun game.

- Use role-play: Ask children to act out both the right and wrong behaviour (e.g. shouting vs. raising hand).
- Create a Happy School chart on the wall.

HPCA

- Cognitive Development:
  - Understands and recalls simple school rules.
- Language and Literacy Development:
  - Speaks short sentences to describe rules (e.g. I walk in a line. I listen to my teacher).

- Socio-emotional and Ethical Development:
    - Follows classroom routines and shows respectful behaviour.

Theme : Habits & Manners

Teaching Guidance:



Begin by showing clear pictures or real objects. Talk about what we do every day to stay clean, healthy and kind. Use simple actions and daily examples.

For Good Habits, talk about brushing teeth, bathing, wearing clean clothes, eating healthy food and going to bed early. Let children act out each habit. Make it part of their daily school routine.

For Good Manners, introduce polite words like please, thank you, sorry and excuse me. Use stories, rhymes and role-play to show how we use these words. Praise children when they use good manners in class.
Keep the learning joyful, repeat often and gently remind children everyday.

HPCA

- Cognitive Development:
    - Understands the purpose of good habits and good manners in daily life.
- Language and Literacy Development:
    - Uses polite words and expresses daily routines clearly.
      Socio-emotional and Ethical Development:
    - Understands social behaviour and is able to follow daily classroom routines.
    - Shows respectful and kind behaviour towards others.

Picture Talk

- Begin by showing the picture in the textbook clearly to the whole class.
- Give children time to look at all the parts of the picture.
- Start with simple questions: What do you see? What are the people doing?
- Point to parts of the picture and describe: A boy is flying a kite. The sun is shining. A girl is playing.
- Encourage children to speak in full sentences.
- Let them take turns saying what they see.
- Ask open-ended questions like: What do you think is happening here? What do you like in this picture?
- Allow creative thinking and accept all responses positively.
- You may use a picture from the board, screen or their surroundings for variety.

HPCA

- Cognitive Development:
    - Observes and describes details from the picture.

- Language and Literacy Development:
    - Forms short and complete sentences based on picture clues.
- Socio-emotional and Ethical Development:
    - Listens to others and waits for their turn to speak.

Living and Non-living Things

Help children understand the difference between living and non-living things through observation, play and role-based activities that make learning joyful and memorable.



- Begin with a role play : Say you are a scientist who is searching for things that are living!
- Place a few objects in a treasure box – mix toys, real small plant, teddy, book, etc.
- Say: Let's go on a 'Living or Not?' adventure!
- Pull out one item at a time. Ask: Can it move on its own? Does it grow? Does it eat?
- Help children decide: Living or non-living?
- Act it out: One group of children pretend to be living things – moving, stretching, breathing.
- Another group lies still like a chair or rock. Ask the class to guess: Who is living? Who is not?
- Use a picture chart to sort and stick images under the two groups.

HPCA

- Cognitive Development:
    - Understands the key traits of living and non-living things and classifies them correctly.
- Language and Literacy Development:
    - Uses new vocabulary like move, grow, breathe etc .

Domestic Animals



- Begin with a picture talk using the textbook. Point to each animal and name it clearly.
- Ask: Which animals live near us or with us? Let children name animals they see at home or in their neighbourhood.
- Explain: Domestic animals live with people or on farms. They are helpful to us.
- Talk about each animal and how they are helpful to us as given in the textbook.
- Make animal sounds and ask children to guess the animal.
- Conduct an animal walk game: Children walk like a horse, hop like a goat or flap like a hen.

- Let children bring their favourite domestic animal picture or toy from home and say one line about how it helps us.
- Set up a pretend farm corner in the class using toys or cut-outs of domestic animals.

HPCA

- Cognitive Development:
    - Identifies and names common domestic animals and their uses
- Language and Literacy Development:
    - Uses simple examples like Cow gives milk or Dog guards our home.
- Socio-emotional and Ethical Development:
    - Listens carefully, participates actively and respects animals



Wild Animals

How to Teach:

- Begin by saying: Wild animals live in forests, not in our homes.
- Show the textbook page and point to each animal. Let children name them aloud.
- Talk about each animal using the facts given.
- Ask children: Which animal do you like? Why?
- Conduct a 'Walk Like an Animal' game: Children act like their favourite wild animal.
- Point to the 'Do You Know?' page and read it aloud.
- Say: Some animals live in both land and water. These are special animals!
- Talk about animals that live in water and on land

HPCA

- Cognitive Development:
    - Identifies wild animals and tells where they live
- Language and Literacy Development:
    - Speaks short sentences with facts, like Elephant is big or Frog lives in water
- Socio-emotional and Ethical Development:
    - Joins movement games, shares animal facts and listens to others



Water Animals

- Begin by showing a large picture of a water scene or refer to the textbook page on water animals
- Say: Water animals live in rivers, oceans or lakes. They swim and stay in water.
- Name each water animal from the picture: fish, octopus, dolphin, whale, starfish, crab.
- Let children repeat the names and make swimming actions.

- Show toy animals or flashcards if available.
- Ask: Can this animal walk on land? Where does it live? Let children answer in short sentences.
- Play a movement game: Swim like a fish, wiggle like an octopus, jump like a dolphin.
- Let children draw their favourite water animal and colour it.
- Use a blue chart paper to make an 'underwater wall' in class and let children paste fish or sea animals onto it.

HPCA

- Cognitive Development:
  - Names and identifies common water animals
- Language and Literacy Development:
  - Uses clear words like swim, sea, fish while talking
- Socio-emotional and Ethical Development:
  - Participates in group activities with confidence and interest



Birds

- Show the textbook pictures and name each bird: sparrow, pigeon, parrot, crow, duck, peacock.
- Talk about what birds can do:
  - Birds have wings and most birds can fly. Some birds cannot fly.
  - They lay eggs in nests.
  - Some birds like ducks and swans can swim.
  - Peacock is our national bird.
- Ask: Which bird do you see near your home?
- Let children flap arms like wings and move around gently like birds.
- Conduct a sorting activity: flying birds , flightless birds and swimming birds.
- Talk about the facts given in the textbook about birds in the "Do You Know" section .
- Let each child choose one bird and say a line about it. For example: Parrot is green. Crow is black.
- Set up a pretend bird-watching corner in class with cut-outs, twigs and cotton nests.

HPCA

- Cognitive Development:
  - Identifies and describes common birds and their features
- Language and Literacy Development:
  - Uses simple words like green, fly, eggs, nest
- Socio-emotional and Ethical Development:
  - Joins activities with interest and listens to friends during sharing



Insects

Discussion

- Begin by asking: Have you seen a tiny creature crawling or flying near flowers?
- Show the textbook pictures: ant, bee, butterfly, mosquito, dragonfly, ladybird
- Say: Insects are small animals with six legs. Most have wings and many can fly.
- Talk about each insect:
    - Ants live in groups and carry food.
    - Bees make honey and live in hives.
    - Butterflies have colourful wings.
    - Mosquitoes bite and can spread illness.
    - Ladybirds are red with black spots.
- Ask: Which insect have you seen at home or in the park?
- Conduct a role-play: Buzz like a bee, crawl like an ant, fly like a butterfly
- Use magnifying glass or picture books to observe insect pictures closely.
- Let children draw an insect they like and say a line about it.

HPCA

- Cognitive Development:
    - Recognises and names common insects and their features
- Language and Literacy Development:
    - Uses words like wings, legs, fly, crawl in short sentences



Animals and Their Young Ones

- Show the textbook pictures: cow–calf, dog–puppy, cat–kitten, duck–duckling, lion–cub, hen–chick.
- Say: All animals have babies. Some are called by special names.
- Name each pair and let children repeat: Cow and calf, Dog and puppy, Hen and chick.
- Play a matching game: Match adult animals with their young ones using flashcards or cut-outs.
- Conduct an action game: Crawl like a puppy, flap like a duckling, jump like a lion cub.
- Ask: Which baby animal do you like the most? Why?
- Let children draw a baby animal and say a line like: Puppy is the baby of a dog.
- Reinforce with riddles: I am small and fluffy. I say 'cheep cheep' – Who am I? (Chick)

HPCA

- Cognitive Development:
    - Identifies baby animals and connects them to their parent animal

Homes of Animals



Suggestions to teach

- Begin by asking: Where do you live? Do animals also have homes?
- Show the textbook pictures: dog–kennel, cow–shed, horse–stable, lion–den, bird–nest, bee–hive
- Say the names aloud and let children repeat clearly.
- Ask questions: Where does a bird live? (Nest) Where does a lion live? (Den)
- Conduct a matching game: Match the animal to its home using picture flashcards or worksheet.
- Use classroom role-play:
    - Create animal home corners with labels (e.g., nest corner with twigs and cotton).
    - Let children go to the correct home when animal names are called.
- Reinforce through drawing: Let children draw one animal and its home and say a sentence like: A dog lives in a kennel.
- Wrap up with a rhyme: Every animal has a place – a den, a hive, a nest, a space!

HPCA

- Cognitive Development:
    - Uses sentences like Bird lives in
    - Matches animals to their correct homes.
- Language and Literacy Development:
    - Uses sentences like Bird lives in a nest or Lion lives in a den
- Socio-emotional and Ethical Development:
    - Enjoys participating in group games and listens carefully during sharing

Fruits



How to Teach:

- Show the textbook page and point to each fruit. Read the names of the fruits aloud .
- Group fruits by seed type. Say: Some fruits have one big seed, some have many small seeds, some have seeds outside and some have no seeds!
- Talk about each group:
    - One big seed: mango, avocado, plum
    - Many small seeds: pomegranate, passion fruit, custard apple
    - Seedless: pineapple
    - Seeds outside: strawberry

- Ask: Have you eaten any of these fruits? Let children share.
- Let them group cut-out pictures or real fruit pieces on the board.
- Conduct a simple classification game: Show a fruit and ask which group it belongs to.
- Children can draw any fruit they like and talk about it.

HPCA

- Cognitive Development:
  Know the names of the fruits.
    - Sorts fruits by seed types correctly.
- Socio-emotional and Ethical Development:
    - Takes turns, listens carefully and enjoys group tasks.

Vegetables



How to Teach:

- Start with a real or pretend vegetable basket. Let children name the vegetables they recognise.
- Show the textbook page and name each vegetable together.
- Talk about colour, shape and use: Carrot is orange and crunchy. Potato is used in many dishes.
- Group vegetables as shown in the book:
    - Leafy vegetables: spinach, coriander, lettuce
    - Underground vegetables: carrot, potato, beetroot
- Use a flashcard or cutout sorting game: Match and place leafy or underground vegetables in boxes.
- Conduct a role-play: Pretend to buy and sell vegetables using paper money and baskets.
- Let children draw a vegetable they like and say one line about it.
- Teach a simple rhyme: I eat carrots, peas and greens – vegetables keep me fit and healthy!

HPCA

- Cognitive Development:
    - Recognises and classifies common vegetables by type
- Language and Literacy Development:
    - Uses describing words like leafy, underground, green, crunchy
- Socio-emotional and Ethical Development:
    - Participates in group sorting and speaking activities with interest

Types of Plants

How to Teach:

- Start by asking children if they have seen a tree, a bushy plant or a plant that grows in water.
- Show the textbook page and name each plant group: Trees, Shrubs, Creepers, Climbers and Water Plants.

- Describe each group using simple actions and questions:
    - Stretch arms wide and say: Trees are big and strong. Like mango and coconut trees.
    - Bend slightly and say: Shrubs are smaller and grow in pots or gardens. Like rose or tulsi.
    - Pretend to crawl: Creepers grow along the ground. Look at pumpkin and watermelon.
    - Pretend to climb: Climbers need help to grow up. Grapevine and money plant climb with support.
    - Show ripples with hands: Water plants grow in ponds and lakes. Lotus and lily float on water.
    - Invite children to sort plant pictures into the correct group.
- Give them a drawing task: Draw any one tree, shrub, creeper, climber and water plant.
- Add fun with a rhyme: Trees stand tall, shrubs grow small. Creepers creep, climbers leap. Water plants float in a heap!



HPCA

- Cognitive Development:
    - Understands features of different plant types and groups them correctly
- Language and Literacy Development:
    - Describes plants clearly using new vocabulary like creeper, shrub, float
- Socio-emotional and Ethical Development:
    - Participates in discussions and shows interest in nature-based tasks

Flowers

Suggestions to Teach:



- Show pictures of flowers like rose, lotus, sunflower, jasmine, hibiscus and marigold.
- Ask: Have you seen these flowers? Where?
- Let children smell a real flower and describe it.
- Talk about different colours, smells and petal shapes:
    - Rose has soft round petals and smells sweet.
    - Jasmine is tiny and white. It smells very nice.
    - Sunflower is big and yellow with many petals.
    - Lotus is pink and grows in water.
- Let children touch real petals if available and observe softness and shape.
- Use a flower sorting activity: Match flowers to colours or number of petals.
- Children can say their favourite flower and speak about it: Lotus is pink and grows in water.
- Play a guessing game: I am yellow and face the sun – Who am I? (Sunflower)

HPCA

- Cognitive Development:
    - Recognises flowers by name, colour and unique features

Seed to Fruit

Let's Grow a Plant – Just Like Ben!

Start by reading the story from the book about how Ben found seeds in a tomato and decided to plant them. Show the pictures and ask children what they see in each step.

Tell them: "Today, we will grow our own plants!"

Give each child a small paper cup with soil. Help them gently place a few seeds (like tomato or moong) inside. Let them water the cup carefully.

Keep the cups near sunlight in a safe spot. Every day, remind children to look at their cup and draw what they see: first just soil, then a sprout, then leaves!

Talk about how the plant needs water, sunlight and care. Let them name their plant and talk about how it's growing.

Celebrate together when the sprout becomes a baby plant!

Care for Nature

Discussion

- Ask : What do you love about nature – trees, water, birds or flowers?
  Talk about how we can care for our surroundings:
    - We grow more trees to keep the air clean.
    - We close the tap tightly to stop wasting water.
    - We put waste in bins to keep the place tidy.
    - We avoid plastic bags and use cloth bags instead.
    - We turn off lights and fans when not needed.
    - We show kindness to animals and do not harm them.
- Let children act each idea – pretend to plant, switch off a light or feed a dog.
- Create a small wall display with children's drawings or simple posters on how they help nature.
- Tell the children that Trees need care, water is gold – let's save nature, big and bold.

Calendar

Suggestions to teach (Interactive Story Time):

- Tell a short story: 'One morning, Tina woke up and asked her mum, What day is it today?' Her mum smiled and pointed to the calendar. Tina saw lots of numbers and names like Sunday and Monday. She asked, What are these?'
- Use this story to introduce the calendar page from the textbook. Let children pretend to be Tina and answer as you narrate.
- Say: 'There are seven days in a week. Let's say them like Tina did!' Encourage children to repeat: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

- Show the 12 months and say: 'Tina's birthday is in December. When is your birthday?' Let each child respond.
- Stick up a birthday chart. As you go through each month, let children clap or cheer if that's their birthday month.
- Create a classroom game: 'Tina's Month Hunt' – ask children to find special events or festivals that happen in different months.
- Sing a joyful rhyme:
  Sunday, Monday, Tuesday fun,
  Wednesday, Thursday – we're not done!
  Friday, Saturday – week's complete,
  Let's learn them and repeat.



HPCA

- Cognitive Development:
  - Recalls days and months using the calendar.
- Language and Literacy Development:
  - Speaks clearly about birthdays and special days.
- Socio-emotional and Ethical Development:
  - Shares and listens during calendar activities and birthday sharing.

Transport

Suggestions to Teach (Story-Based and Interactive):

- Start with a story:
  One sunny morning, Aarav and Meera were playing with toy vehicles. Aarav picked up a car and said, 'This moves on land!' Meera pointed to a toy boat and said, 'This one goes in water!' Their teacher smiled and said, 'Let's go on a transport adventure!'
- Show the textbook pictures and say: 'Let's help Aarav and Meera learn about vehicles that move in the air, on land and in water.'
- Point and say together: 'Aeroplane flies in the air, Car runs on land, Ship sails in water.'
- Ask children to mimic sounds: Vroom for cars, Choo-choo for trains, and Whoosh for planes. Turn it into a fun sound game!
- Group Activity: Sort transport flashcards into air, land and water groups.
- Talk about special vehicles:
  - Rescue vehicles like ambulance, fire engine and rescue helicopter
  - Goods vehicles like truck and goods train
- Role Play: Let children pretend to be drivers, pilots or captains. Provide toy props or paper badges.



- Do You Know Section: Show pictures of a pilot and an astronaut. Ask: Who flies the aeroplane? Who goes to space in a rocket?
- Make rhymes with sounds.

Example :

Zoom goes the car, Choo- goes the train.

HPCA

- Cognitive Development:
    - Identifies types of vehicles and their uses based on movement
- Language and Literacy Development:
    - Uses words like bus, boat and rocket confidently in conversation
- Socio-emotional and Ethical Development:
    - Shares roles and participates happily during group tasks and role play

Road Safety

Suggestions to teach



- Start with a role play

Teacher: 'Children, let's act! You are walking with your mum near a busy road. What should you do before crossing?'

Child (acting): 'Stop. Look left and right. Hold mum's hand and cross at the zebra crossing.'

- Show the traffic light chart. Point to each light and ask:
  Q: 'What does red mean?' A: 'Stop.'
  Q: 'What does yellow mean?' A: 'Wait and get ready.'
  Q: 'What does green mean?' A: 'Go.'
- Act out crossing the road:
  Lay black and white paper strips on the floor to make a zebra crossing. Let children walk across while others act as traffic lights.
- Use props: toy steering wheel, belt (seatbelt), traffic light chart.
  Teacher: 'You're sitting in the car. What should you do?'
  Child: 'Sit properly and wear the seatbelt.'
- Activity: Ask children to role-play a safety mistake and the correct action.
  Example: Walking in the middle of the road (wrong), walking on the pavement (right).

HPCA

- Cognitive Development:
    - Understands road safety signals and rules
- Language and Literacy Development:
    - Responds correctly to questions about traffic lights and zebra crossing
- Socio-emotional and Ethical Development:

- Participates actively in role-play and listens to classmates during activities



Community Helpers

Let children know that community helpers are people who help us in our daily life. Say: Today, we will learn about people who help us stay safe, learn new things and keep everything working around us! Let's look at the pictures in the book together.

- Say one line about each helper. Example: A farmer grows crops. A teacher helps us learn. Keep the lines simple and clear.
- Encourage children to say who helps them at school, at the clinic or when they travel.
- Ask interactive questions like: Who helps you when you are sick? Who brings letters?
- Use role-play in the classroom. Let one child dress up and act like a doctor, another like a postman, etc.
- Set up a helper corner – keep hats, badges or tools (toy versions) for each helper. Let children take turns acting.

HPCA

- Cognitive Development:
  - Identifies different community helpers and their roles
- Language and Literacy Development:
  - Uses simple sentences to describe what each helper does
- Socio-emotional and Ethical Development:
  - Shows appreciation for helpers and enjoys working in role-play groups

Our Country



Classroom Talk

Show the map and say:

"Children, we all live in one big country called India."

Point to the map and let them repeat: "India is our country."

Say: "India has many states. We all live in different states. I live in ___ (say your state). Where do you live?"

Help each child fill in the blank: "I live in ___."

Our National Symbols

Start the conversation with Children, India has some special symbols. These are called national symbols.

Point to each image and say clearly

- This is our National Flag.
- Peacock is our National Bird.

- Tiger is our National Animal.
- Lotus is our National Flower.
- Mango is our National Fruit.
- Banyan tree is our National Tree.

Let children repeat the names after you.
Ask simple recall questions like:

- Which is our National Flower?
- Which is our National Animal?

Use flashcards or drawing activity where children match or colour national symbols.

HPCA

- Cognitive Development:
  - Identifies and names at least 3–4 national symbols correctly
- Language and Literacy Development:
  - Uses short sentences to say facts, like "Tiger is our national animal"
- Socio-emotional and Ethical Development:
  - Expresses pride while talking about the country and its symbols.
- Cultural and Aesthetic Development:
  - Shows respect and pride while talking about national symbols.

Festivals

Children love celebrations! Begin by showing the pictures of different festivals. Ask them if they have seen these celebrations at home or in their neighbourhood. Say, We celebrate festivals to be happy, thankful and to share joy.

Talk about each festival in simple lines:

- Pongal is celebrated in Tamil Nadu. People cook sweet rice and thank the Sun.
- Holi is a colourful festival. We play with colours and laugh together.
- Eid is celebrated with prayers, hugs and yummy food.
- Onam is celebrated in Kerala. Families make flower rangolis.
- Christmas is the birthday of Jesus. We decorate trees and sing carols.
- Dussehra shows how good wins over bad.
- Diwali is the festival of lights. We light diyas and share sweets.



HPCA

- Cultural and Aesthetic Development:
  - Identifies and enjoys different cultural festivals
  - Participates in festive art, craft or music activities

- Language and Literacy Development:
    - Names common festivals and speaks a few words about them
- Socio-emotional and Ethical Development:
    - Respects all festivals and expresses joy with peers

Activity: Colour the National Flag

Teacher Says:

Children, do you know the name of our National Flag? It's called Tiranga! That means it has three colours.

Let's say the colours together.
Saffron at the top,
White in the middle with a blue Ashoka Chakra,
and Green at the bottom.

Now take your crayons and let's colour our beautiful Tiranga!



Encourage Responses:

- What colour comes first? (Saffron)
- What is in the middle of the flag? (The Ashoka Chakra)
- What shape is the Chakra? (A circle)

HPCA

- Cultural and Aesthetic Development:
    - Recognises the colours and their order in the National Flag
    - Colours neatly and participates in a patriotic activity