EARLY CHILDHOOD CARE AND EDUCATION

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Background for the Early Childhood Care and Curriculum Framework

The programme at the early childhood stage helps to ensure opportunities for holistic learning and growth. The ECCE programme needs to be determined by children's developmental and contextual needs, providing for more need based inputs and an enabling environment. Given this need for an individualised approach, it was believed that a common 'curriculum' would not be appropriate for all. However, over the years it has been observed that the practical realities are different and most of the ECCE programmes on offer currently do not have developmentally appropriate programmes for the young child. The vacuum created by a lack of curriculum framework has resulted in its being filled with either a minimalist programme or the downward extension of the primary stage curriculum leading to overburdening the child which can have a negative impact on the child's learning potential.

To ensure optimal development for all children, there is a need to create a planned curriculum framework, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization and diverse needs of young children. A curriculum framework is also required to ensure that important learning areas are covered, taking care of all the developmental needs of the young child. It also facilitates adoption of a common pedagogical approach to ensure a certain level of quality and address the widespread diversity in the ECCE programmes available for the young children in India.

The purpose of this framework is to promote quality and excellence in early childhood education by providing guidelines for practices that would promote optimum learning and development of all young children and set out the broad arrangement of approaches and experiences rather than detailed defining of the content. A cautious approach is being adopted to not provide a detailed curriculum/syllabus which would be prescriptive and 'delivered' to the young children in a 'straight jacketed manner'. The Curriculum Framework calls attention to the common principles and developmental tasks, at the same time, respecting the diversity in the child rearing practices and contextual ECCE needs.

Each programme is expected to develop its own curriculum to meet the needs of its children, their families, the specific setting, the linguistic culture and the local community. However, the programmes should be based on the curriculum principles and guidelines laid down in this framework.

This Framework is a dynamic document and would be continually reviewed and evolved in the light of emerging needs. Also, with the adoption of the framework, case studies of emerging best practices will follow and learning from them would further strengthen the framework.

This Framework is firmly focused on the needs of the child and should lead to improved child care and developmentally appropriate environment for children, leading to a positive impact on quality of learning and increased attainment of learning outcomes for children participating in ECCE programmes. Furthermore, this framework focuses on providing guidelines for child care and early educational practices. The other components for the holistic ECCE programme such as nutrition, health and hygiene, protection and care are to be ensured by cross reference from related policies and instruments as mentioned in the National ECCE policy.

The National ECCE Curriculum Framework comprises of broadly three sections.





Introduction:

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development.

Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.

Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community.

The National Early Childhood Care and Education (ECCE) Curriculum Framework for all children below six years of age is aligned with the Government's vision of ECCE as spelt out in the National Early Childhood Care and Education (ECCE) Policy. The National ECCE Curriculum Framework is informed by the Position Paper on ECCE (National Curriculum Framework, NCERT, 2005) and the curriculum detailed there under.

The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. The framework is intended to be a guiding document for ECCE service providers across all regions. It wishes to support to early years professionals, service providers, ECCE teachers/caregivers, communities and state governments in providing rich early stimulation and learning experiences for children from birth to pre- primary years. This document may also be of interest to families of young children too.

Vision for an Indian Child

The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation and attaining full potential.

The vision for an Indian child reflects our beliefs about children and childhood and what is possible and desirable for human life at the individual and societal levels. While putting forward a shared image of a child, full of potential, it is accepted that children differ in their strengths and capabilities, there is diversity in views about childhood and children, and that not all children have the same opportunities to develop their potential. However, a strong image of the child can motivate people to promote children's individual strengths, and to address conditions in children's environments that constrain opportunities to engage fully in early learning. This curriculum framework supports the creation of a shared image of an Indian child that can guide our efforts to promote early learning at the local, state and national levels.

It views children as happy, healthy and confident; each child with unique identity, grounded in their individual strengths and capacities; and with respect for their unique social, linguistic, and cultural heritage and diversity. As children grow and learn, they explore, enquire, make discoveries and apply their understanding to become self regulated lifelong learners. Furthermore, they are sensitive to diversity, are communicative, caring and creative in their relationship with people and environment.



Our young children strive to be:

- Happy and healthy
- Inquirer
- Confident
- Communicative
- Creative
- Caring
- Open-minded
- Resilient
- Sensitive to diversity
- Respectful
- Life-long Learner

Objectives of Early Childhood Care and Education (ECCE)

The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE centres is important for the well being of the child and in achieving the following objectives.

Broad objectives of the Early Childhood Care and Education programme are to:

- Ensure each child is valued, respected, feels safe and secure and develops a positive self concept
- Enable a sound foundation for physical and motor development of each childas per each child's potential
- Imbibe good nutrition routines, health habits, hygiene practices and self help skills
- Enable children for effective communication and foster both receptive and expressive language
- Promote development and integration of the senses
- Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment
- Enhance development of pro-social skills, social competence and emotional well being
- Develop sense of aesthetic appreciation and stimulate creative learning processes.
- Imbibe culturally and developmentally appropriate behavior and core human values of respect and love for fellow human beings.
- Enable a smooth transition from home to ECCE centre to formal schooling
- Enhance scope for overall personality development

Principles of Early Learning and Development and its Implications

The principles and practices relevant for learning and development in the early years are based on the insights and observations of thinkers and evidences from researches. Each of the principle elaborates specific ideas and at the same time they are all interconnected like the domains of development. The practical implications for each of the principle will also be influenced by the culture and individual prerequisites.

Children learn through Play

Play is central to the child's well being and development. Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational as well as abstract thought. Children engage in various kinds of play, such as physical play, language play, object play, pretend or dramatic play, constructive play, and games with rules. This further influences their motivation, disposition and approaches to learning. Developing positive approaches to learning goes a long way to determine later academic success in life. Adults must provide opportunities for children to explore, play and apply.



Saturday SECTION GOALS OF EVELOPMENT AND LEARNING

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Introduction:

Every child is a unique individual and has skills and abilities that can be further enhanced and developed. A good early childhood care and education programme respects the different pace of development of all children and ensures that the child develops physically, socially, emotionally, morally and intellectually to their full potential. Thus, the main aim of providing quality care and education during the early years is to enable the child to develop as a holistic individual and realize his/her potential to the fullest in all the areas of development.

Development of the child is classified under six main areas of development. The curriculum must address the following interrelated domains of holistic development through an integrated and play based approach which focuses on development of life skills.

Sensory and Perceptual Development:

- Development of the five senses through visual, auditory, olfactory and kinaesthetic experiences
- Learning to control and coordinate their reflexes
- Coordination of sensory perceptions and simple motor behaviors
- Display awareness of location and spatial relationship

Physical, Health and Motor Development:

- Developing coordination and control of large motor muscles
- Developing strength and coordination of small motor muscles
- Integrating the movements of many parts of their body
- Developing a sense of balance in movement
- Adequate nutrition and sound health status
- Begin to display personal hygiene skills
- Recognize the importance of safety rules

Language Development:

- Begin to develop active listening skills
- Use expressive and receptive communication skills
- Develop vocabulary and use language to engage in conversations.
- Develop verbal and non-verbal communication skills
- Display emergent literacy skills (preparing children to read and write): such as identify and differentiate sounds, phonological awareness; print awareness and concepts; recognition of letters; letter- sound correspondence; building words and sentences.
- Display the use of prewriting skills (scribbling, marking, drawing, etc) for variety of purposes

Cognitive Development:

- Development of object permanence (know that objects have substance, maintain their identities when they change location, and continue to exist when out of sight)
- Development of perceptual categorization based on how things look, feel, and taste
- Development of memory for objects, people and events
- Begin to develop vocabulary and skill related (comparing, classification, seriation; space, quantity, length, counting etc)
- Develop skills related to observing, reasoning and problem solving
- Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalization

Development of Creative and Aesthetic Appreciation:

- Begin to represent objects, events and ideas in the form of drawing, clay modelling and other art forms
- Develop expression, enjoyment and disposition for music and movement

Pedagogical Approaches to Principles of Programme Planning

The Early Childhood Care and Education Programme recognize that children learn best through play and learning by doing. Children of this age group are naturally curious to explore their immediate world using their senses. Anyone who has spent time observing young children will have noticed that they are in constant interaction with their environment, they want to touch everything they see. All that matters to children is Play, Play, and Play.

Furthermore children learn by doing, by experiencing and actively participating in the learning process. Thus the ECCE curriculum adopts a play and activity based approach in which the learning processes are based on the needs, interests, abilities and social context of the children for whom it is planned. The methodology in this approach is largely based on creating a stimulating learning environment for the child through planned activities/ tasks which are joyful, and involve active thinking/learning by the child. Children are visualized as active beings who construct their own knowledge and the process of teaching –learning is one of co-construction of knowledge, with adults as facilitators.

What is Play?

Play for a child is natural, spontaneous, enjoyable, rewarding and it is self initiated. While children do not engage in play for its learning outcomes, yet it has been shown that play prompts growth and development.

In recent times play has been considered as a behavioral disposition that occurs in describable and reproducible contexts and is manifested in a variety of observable behaviors. (Fein & Vandenberg, 1983). There are majorly four types of play such as Functional Play: Children use their senses and muscles to explore and experiment with materials and learn how things go together. It satisfies children's need to be active and to explore.

Constructive Play: Children learn use of different materials, put things together based on a plan, develop and use strategies of reaching their goal.

Dramatic or Pretend Play: Children take on a role, pretend to be someone else and use real or pretend objects to play out a role. Children re-enact they have experienced or watched earlier, use words and gestures and show the role they are playing.

Games with Rules: Children gradually learn to play with others, control their behavior and conform to a structure of preset rules. However the focus is more on enjoyment rather than winning or losing and cooperative and collaborative games in which children play with each other than against each other.

What is an activity?

A good activity is a

- Part of a well planned series of experiences identified by the teacher for the child for a particular learning area/areas and not an isolated learning experience.
- Where child is actively engaged physically and mentally.
- Challenging enough for the child so as to help her/ him practice and apply here/his skills and knowledge in a variety of ways, across many situations.
- Enables children to learn in a joyful and interesting way.

Keeping the above perspectives in mind the curriculum in early childhood is defined as an organized framework that includes three components:

- Context: This component is the setting, the environment in which stimulation and learning takes place.
- Content: This component is the subject matter of the curriculum, the goals and objectives for children's learning.
- Processes: This component is the pedagogy of learning, how ECCE teachers/caregivers interact with children, creates opportunities for learning and the ways in which children achieve the goals and objectives of the curriculum.

Each of these components, to be implemented well, requires knowledge of how children develop and learn at each stage of development; their individual strengths, interests, and needs; and the social and cultural contexts in which they live.

These dimensions of learning, known as developmentally appropriate practice, guide all aspects of teaching and learning. When ECCE teachers/Caregivers understand developmentally appropriate practice, they can use this information to guide children's learning.

Care, Stimulation and Interaction at the ECCE Centre

• Ensure that setting is supportive of children's existing culture, socio economic background, individual needs, etc.

• Have consistent routines from day to day to offer a good balance of predictability and with scope for variety and different experiences in familiar, comfortable settings.

• Display children's artwork, photographs of family and friends to encourage and motivate them for greater participation and develop self confidence.

• Children learn from games, play and guided imitation. Children understand simple adult speech, and can learn the give and take of conversation. Choose topics of conversations and play materials that interests the age group, those materials which have scope for manipulation and creation.

• Ensure that activities in all developmental areas are integrated in a daily schedule – physical and gross and fine motor co-ordination, language development, socio emotional experiences etc.

• Provide guidance to very young children to attain reasonable eating and sleeping habits, cooperation with family or group needs, and socially acceptable ways of dealing with frustration and conflict.

• Have books and learning materials in the mother tongue/ home language of children, even if they are developed locally. This is important to raise the status of the languages spoken by children and their families and encourages bi- and multilingualism.

• Be aware of their children's signals and needs, interpret them accurately, and respond to them promptly, appropriately and consistently.

• Involve parents to bring relevant local and family culture to the care environment, which helps young children transition from home to the care setting.

• Children under age 3 are intuitive, sensitive to the attitude and responses of adults who care for them. To make children comfortable and feel secure it is important to have consistent caregivers with whom they have an emotional bond.

• A child-centred and responsive approach requires that each child gets the time he or she needs without pressuring the child to respond verbally. However, non-verbal communication should be interpreted by the caregiver and expressed in words.



Annual contextualized Curriculum

- Annual Contextualized curriculum Planning for transaction of learning experiences for children from 3-6 years age group is completed. The curriculum has incorporated all the key elements and guiding principles and practices elaborated in the National ECCE Curriculum Framework and the Quality Standards Framework for ECCE.
- The ECCE programme should be conducted for 3 hours daily for minimum 25 days in a month.
- 3. The medium of interaction shall be mother tongue/local vernacular, within a multilingual environment.
- 4. Printing of the following materials need to made available at every AWC.
- a) Printed Annual ECCE Curriculum for all relevant functionaries.
- b) Activity book for ECCE
- c) Child Assessment Cards on per child basis
- 5. The age appropriate tasks help children to get a feeling of success and build their confidence. This is also linked to the stage of development. When activities appropriate to the age and stage of development are given, children enjoy the whole process of learning. The medium of such learning is essentially a child friendly play setting. The focus has to be on learning concepts, skills and competencies through rhymes, stories, dramatization, free conversation, learning by doing and a variety of different activities.

PRE-SCHOOL KITS

- 1. Developmentally appropriate play and learning material is to be provided as per the guidelines of the PSE kit.
- 2. The PSE kits need to be developed considering the linguistic, cultural and local variations.
- 3. UT Governments to ensure PSE kits are completed as per the timeline and the same to be distributed to all AWCs and Mini AWCs.
- 4. The teaching learning material as per the state specific curriculum should be provided. The materials to be used in Anganwadi for non-formal pre-school activities should be designed and made by the Anganwadi workers or locally available material and is cost effective and durable.



Duration of Training

- The training for the above three levels will be conducted in two phases with a gap of around 4-6 months. The Phase 1 training will comprise of 5 day training of State level Master trainers (SLMTs) and District Level Master Trainers and 6 day training for AWWs on curriculum roll out and implementation. This will be followed by field implementation of the curriculum by the AWWs with the supervisors and CDPOs providing on site monitoring and support.
- The Phase 2 of the training program will be held after duration of 4-5 months with a focus on experience sharing, challenges in implementation and seeking solutions for the same. Five day training will be held for SLMTs and DLMTs while three day training will be held for AWWs.
- In year 2, three day training will be held for the AWWs.
- UTs must ensure that the selected participants complete the two phases of training so that there is continuity in their learning and the functionaries below are adequately trained to implement the curriculum effectively.

IMPLEMENTATION OF CURRICULUM AND ASSESSMENT

- In UT, AWWs will use the Annual Curriculum developed in their local/ vernacular language and transact it in the AWCs keeping in mind the age, needs and interests of children.
- Supportive supervision and monitoring will be required for the AWWs while implementing the Annual Curriculum. UTs may prepare an action plan for CDPOs, Sector Supervisors. Monthly planning and review meetings of different functionaries may be planned for feedback and further action.
- The assessment of the children's learning should be formative, continuous and flow from the experiences planned in the curriculum.
- Portfolios and Child Assessment Cards to be maintained at the AWC for every child as
 a part of assessment process for children. It should be shared with parents on a
 regular basis.
- Portfolios and Child Assessment Cards of children should be shared with the primary schools when child transition to the primary schools nearby.
- AWWs and supervisors must create linkage with primary schools nearby, inviting school staff for ECCE day, visiting primary classes and attending school events, inviting primary school teachers to demonstrate activities in AWCs etc.
- The most important aspect of observing and monitoring is the development of each child attending the centre. It is desirable to develop a 'Development Profile' Form that allows observing and recording different aspects of development of each child in a periodical fashion.

TRAINING CONTENT FOR ANGANWADI WORKERS

Content area	Topics	Learning objectives
Child Development,	Significance of ECCE, focus of	
Policies and Standards	ECCE in the restructured ICDS	concept and significance of ECCE
	Introduction to national ECCE Policy, Curriculum Framework and Quality standards for ECCE, National ECCE Council/ Regional/ State Councils	Inform about the principles and components of the National ECCE Policy, Curriculum framework and Quality Standards
	Domains of Development, How children learn and develop, factors that contribute to development, relationship of the domains of development with the age wise expectations and the	development, their interrelationship in the optimal development of children
	developmental tasks at each age level. (Refer to the curriculum framework)	Relate the characteristics of pre- school child with the developmental tasks of each age group
	Age specific tasks, activities promoting different domains of development	U
	Characteristics of Pre-school child Early Identification management of children with special needs	
Learning environment and Curriculum	Curriculum planning for next few months according to the State Curriculum design, How to read the curriculum document and use it effectively, flexibility in planning and implementation of curriculum State specific curriculum and its specific elements that supports children's learning	Understand the different components of daily/weekly plans based on the Annual Curriculum for their State/ UTs Learn about the methodology of transacting plans in AWCs Organize the learning environment and preschool activities for children
	Pedagogical approaches and strategies like creating learning spaces and resources, schedules and routines that support children's needs	Create low cost indigenous play material for use in Anganwadis demonstrate multiple usage of teaching learning materials
	PSE kit, Preparing child friendly, low cost and culture specific learning materials using local	Develop ways to interact with children, build rapport and communicate effectively
	materials, use of TLMs/PSE kits for different activities in different	Understand how children learn and develop and plan the environment for

	developmental domains	providing opportunities to children
	School Readiness concept, skills and intervention as per the State curriculum designated Role of creative and expressive art	Discuss how pre literacy and pre number concepts and skills develop in children and how it is addressed in the Curriculum
	in teaching and learning process	Discuss some of the assumptions that govern behavior
	Observing children, recording and maintaining portfolio, use of Child Assessment Card	Orient participants on the diversity issues and strategies to handle diversity in the AWCs
	Curricular issues and concerns related to ECCE: Briefs and Assumptions about issues like gender, class and caste, multilingual education, introduction of English, concept of play in childhood, differently abled children/children with special needs	Understand formative and continuous assessment and use of tools to observe and gather information about children
Family and Community Engagement	Principles of inclusive practice in embracing diverse family culture and background; building collaborative partnerships with staff and families; engaging the	Enable participants to make concrete plan and action steps holding ECCE day Demonstrate ways of interacting with
	community to support children's learning and development;	parents, communicating with parents about their children, encouraging parents to participate in ECCE day
	Demonstration of holding ECCE day, Parent Outreach, Communicating with Parents	Organize parent's meetings at the Anganwadi Centre to discuss the needs and problems o children related to food, health, behavior, habits etc. and impart parental education about proper child care

YEARLY CURRICULUM AND ACTIVITIES

The nature and content of activities that children engage in the Pre-school/ ICDS centre from the curricular experiences influencing their growth and development. There activities have to be carefully designed so as to correspond to the needs of the growing child.

THEME BASED ACTIVITY

- 1. Myself and my family
- 2. Plant life
- 3. Water
- 4. Animal and birds
- 5. Transport

<u>Session-I (April, May, June and July)</u>

Myself and my family

- 1. Identify names boy/girl
- 2. Parts of the body
- 3. Good habits
- 4. My family members
- 5. Role of family members
- 6. What do I like in my family members
- 7. Size of my family? Who likes with me?
- 8. Oral description about me and my family
- 9. Sense organs
- 10. Touch, smell, see and hear
- 11. Likes and dislikes food, clothes, friends, colours
- 12. My abilities what I can do and cannot do?
- 13. Visual presentation drawing self and family
- 14. My emotions what makes me feel happy, sad, angry and afraid?
- 15. Shapes and colours



Session-II (August and September)

Plant life

- 1. Parts of the plants
- 2. Classifying plants also grow old
- 3. What do I like in plant?
- 4. Plants in our daily life
- 5. Big & small plants
- 6. Who lives in plants and trees?
- 7. Identifying plants in the neighbourhood
- 8. Protecting plants and trees
- 9. Plants and trees how they grow become big?
- 10. There are different types of trees, plants, climbers, shrub
- 11. Plants also breathe
- 12. Similarities and differentiate between plants and human beings
- 13. How do trees appear in different seasons –snow covered, wet, dry and green in winter, rain, autumn, summer

Session-III (October and November)

Water

- 1. Our body needs water
- 2. Water cycle rain, clouds, evaporation
- 3. What do I like to do with water
- 4. Water in our daily life uses of water
- 5. Where do we get water from?
- 6. Observation and experimenting colour, taste, shape
- 7. Safe drinking water
- 8. Water pollution spread of diseases
- 9. Water in nature sea, river, ponds, wells, springs
- 10. Flowing water and stagnant water
- 11. Travelling across water transportation



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Session-IV (December and January)

Animals and birds

- 1. Identify different animals
- 2. Recognize sounds, movement of different animals
- 3. Identify physical features of animals
- 4. Animals their living and eating habits
- 5. Identify and name of animals and their young ones
- 6. Differentiate between wild, domestic, pet, land and water animals
- 7. Develop auditory discrimination
- 8. Identify common birds from the picture book
- 9. Identify different parts of the bird
- 10. Identify physical characteristics and eating habits of common birds
- 11. Recognize, identify and produce sounds of various birds
- 12. Dramatize stories wearing masks
- 13. Identify living habits of birds
- 14. Differentiate between the birds who fly and who do not fly



Session-IV (February and March)

Transport & Helpers

- 1. Classify the means of transport
- 2. Differentiate various modes of transport
- 3. Sounds and action of the transport
- 4. Pollution
- 5. Signals
- 6. Visualize and imaging different places
- 7. Develop fine motor development
- 8. Develop skills of observation and listening
- 9. Develop creativity
- 10. Develop skills of problem solving





MONTHLY CURRICULUM

(Myself)

Theme	-	myself, parts of the body
Language	-	focus on language skill/listen to stories/ picture
		reading/ recitation of rhymes/ conversation/
		scribbles/ make pattern
Arithmetic	-	activities on classification and sorting
Art and craft	-	drawing oneself, making finger puppets
Music	-	rhymes on myself, parts of the body, listening to music



(My family)

Theme	-	my family, my home, my school
Language	-	language readiness activities- sound discrimination/
		matching sounds with letters/ story telling/ rhymes/
		conversation/ draws things of the environment
Arithmetic	-	revisiting activities on classification and sorting
Art and craft	-	drawing of family making, glove puppets of family
		members
Music	-	rhythmic exercise, action songs, rhymes on family



(Plants life, Food, Autumn)

Theme	-	plants life, food, autumn
Language	-	recognize alphabets phonetic sounds/ making words
		with different sounds/ games/ story telling/ rhymes/
		conversation/ talks, draws and about what is drawn
Arithmetic	-	big, small, tall, short, counting and matching till
		number 5
Art and craft	-	drawing plants seeing in the environment
Music	-	rhythmic movements, action songs and rhymes on
		vegetables, fruits, plants food





(Animal world)

Theme -	animal world
Language -	recognize alphabets phonetic sounds/ classification of
	sounds using different alphabets/ identifies letters
	from print around newspaper, story book, wrappers, picture
	reading/ draws/ paints/ makes pattern
Arithmetic -	matching and sequencing numbers/ pre number
	concept, heavy-light, left-right
Art and craft -	making masks, puppets of animals, birds, insects
Music -	rhythmic movements of different animals, action songs
	and rhymes on animals, birds, insects



(Water, Air, Spring)

Theme	-	water, air
Language	-	making words with alphabets cards/ attempts to
		decode point on boarding newspaper/ tell stories,
		using picture cards/ attempts to write his/her name
Arithmetic	-	sequential thinking pre number concepts like far, near
Art and craft	-	makes paper boats, wind mill
Music	-	rhythmic movement of different sounds of water
		accordingly songs and rhymes





(Transport, Helpers)

Theme	-	transport, helpers
Language	-	attempts to read from simple book/ story book/write
		own name and names of friends/ narrates anecdotes
		build stories/ express ideas and thoughts freely
Arithmetic	-	problem solving, pre number concepts – low, high,
		thick, thin
Art and craft	-	drawing transport see in the environment makes
		transport from paper (newspapers) old books
Music	-	listening to sounds of means of transport and make
		movements, songs and rhymes on means of transport





WEEKLY SCHEDULE

Days	8.30 to 9.00 am	9.00 to 9.30 am	9.30 to 10.00 am	10.00 to 10.30 am	10.30 to 11.00 am	11.00 to 11.30 am	11.3 0 to 12.0 0 pm	12.00 to 12.30 pm
Monday	Cleanliness, hygiene, sitting arrangements	Prayers and greetings	Mornin g snacks	Free conversati on according to theme	Outdoor and indoor games (accordin g to theme	Story telling (accordin g to theme)	Meal time	Art and craft (according to theme)
Tuesday	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Wednesday	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Thursday	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Friday	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Saturday	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-

THEME BASED ACTIVITIES

MYSELF

Development indicators	Activities
Speak about oneself in full sentence	Teacher introduces herself to the group with the help of a puppet. She asks all children in turn, to introduce themselves – name, the meaning of their name, who has given them that name.
Recognize other children	Play a game in the classroom, "Guess who am I?" A child will be blindfold. She/ he will be led to another child. The child has to recognize the other child by touch – if she/he does not succeed other clues may be given – like hair colour, height or further description of the child.
Identify big, small, tall, short (pre-number concept)	Allow children to measure the height of the other children through their hand span. Let them compare and find out who is tall/ short in the class, whose hand is big/ small.
Identify parts of the body and state its use	Allow children to draw themselves. Display children's drawings. Encourage them to talk about what they have drawn. (older children) Encourage children to make a little book called "ME". Let them draw themselves and family members. Ask them to write their name, address, height, weight, likes and dislikes.
Point out similarities between parts of the body and parts of the plant	Draw a human figure on one side and on the other side draw the picture of a plant. Find out the similarities between parts of the body and parts of the plant. Let children think, discuss and write three such things: which we can do but a plant cannot and a plant can do but we cannot. (older children) Draw an outline of a human figure. Cut it out. Have cut outs of different parts of the body like head, eyes, nose, mouth, lips, ears, hands, legs, fingers etc. Allow children to place them appropriately.
Talk about the functions of various sense organs	Ask the children to see themselves in the mirror – their face, sense organs and then draw them. Let them talk about the functions of the sense organs e.g. I have two eyes. I see with my eyes.
Classify various things according to size, shapes, colours	Allow children to play in a play corner with a variety of play material like dolls, blocks, puzzles, beads, kitchen set etc. After the play, let children talk about what they have played with. In your conversation
Develop eye hand co- ordination	bring out various concepts like colors, size, shapes, likes, dislikes of playing with various play material.
Recognize and learn the names of all the children	Children form a circle. You stand in the centre and throw a ball calling each child's name. later, a child stands in the centre and throws the ball calling the names of different children.
Differentiate big, small	Allow children to trace the outline of their palm. Let them colour. Encourage them to observe and talk about the size of the palms of different children.
Express a variety of emotions	Allow children to talk about what makes them happy, sad, angry, fear. What do they do when they are happy, sad, angry and feared? Encourage them to draw different emotions. Listen to what each child has to say and write down on a piece of paper responses of all children. Cover all emotions over a period of two months. Revisit again towards the end of the year. Report the change in the responses of children in their report card.
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Understand the	Recite rhymes related to human body parts.
functions of the parts of	5 5 1
the body	a)Complete the other half
	b)Complete the picture
	c) Identify the missing
	d)Make a human figure – using basic shapes
Observe the difference in	0 1 5 1
look and behavior as	lying down stage to sitting, crawling, standing, walking and running.
small baby and now	E l'aire baire has a life quele. We have a beinge also go through
	Every living being has a life cycle. We human beings also go through different stages of life cycle. Encourage children to discuss with their
	friends about various stages of human life cycle. Older children could
	be asked to depict different stages through dramatization.
	be abled to depict anotone stages an ough a analysis
	Have a conversation with children as to how they looked and behaved
	when they were very small. Let them recall and draw a picture and find
	out how different they look and behave now (older children).
	Narrate stories on "myself" and "my body parts"
	Ask them riddles describing the functions of different body parts.
	Ask them humes describing the functions of uncreated body parts.
	Allow children to observe and identify which parts of the body are in
	pairs and which are in singles. Pose a question such as if you would
	have two noses? Record their responses.
Follow instructions	Play a game of following the commands, e.g. touch your eyes, raise
	your hands, move your head, turn around. Play fast and slow by
	increasing and decreasing the speed of speaking. One can have
	variations with guessing as to identifying the child who initiates to
	change the actions.
Develop problem solving	, 8
skills	lost. What will you do? 'Record the responses of children. Let them
	understand all possible alternatives (older children). Create many more situations of their daily life. Some of them are given below.
	Situations of their daily me, come of them are given below.
	Your best friend becomes friends with someone else. They do not
	involve you in their talks. What will you do?
	Your best friend gets scolded for a mistake which you have done. What
	will you do?
Associate the daily life	
activities with time	1. Get up in the morning
	2. Go to the centre
	3. Have lunch
	4. Go for play in the evening 5. Have dinner
	6. Go to sleep at night
Develop imagination	Allow children to create design using impressions of thumb and the
Develop integriteree	other fingers.
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MY FAMILY

MY FAMILY	
Development indicators	Activities
Identify different family members and their roles in the family	Ask children to draw and talk about their family members who live with them. Allow children to enact the roles of different family members.
Verbalise preferences of the family members and reasons of liking or not liking them	Ask children to talk about what they like in their family members. Ask children to make a list of all that they do at home every day. For example etc, play, shout and sing and so on. Let them act out each of these in the class. Ask children to write a short story or a poem imagining that "you
Talla abaat thain barra and	are your mother's eyes" (for older children). Recite rhymes and narrate stories related to family theme using finger and stick puppets.
Talk about their home and family	Allow children to talk about their home, its surroundings. Let them draw a picture of their home and the things they see around it. Ask children to draw a major land mark on their route from home
	to the entre/school.
Locate the state they belong to in the map of India	Show a map of India. Ask the children which state they belong to. What type of food they, eat clothes they wear, language they speak. (For older children)
Express likes and dislikes on various things like food, clothes, games etc.	Ask the children to state their likes and dislikes regarding food items, clothes they wear, games, places they like to visit on a holiday.
	Ask them to draw the things they like to eat, clothes they like to wear.
Use non standard measurement for measuring different things	Let children measure their father's height by their hand span. Ask them to count the number of hand spans. Do the same with other family members.
	Allow them to draw and make finger puppets of different family members. Recite rhymes with the help of finger puppets on the member of the family.
Appreciate things children like in different family members	Help them to make a card for the family members. Allow them to draw and speak about what message they want to write. Listen to them and write down for all children.
	Ask children to listen to the stories, folk songs at home. Encourage them to narrate them in the classroom.
Point out the similarities and differences between their parents and the other family members	Ask children to find out and talk about the similarities and differences between their parents and the other family members. Encourage children to enact different scenes from everyday life situations. For example, the scene in the morning. Who makes them get up, what they do before coming to the school/ centre. Encourage children to do role play of different family members. Provide them with appropriate material for "home" play. Take children out. Divide them into groups. Give cut outs of different family members. Ask them to find out the other family members through cards given to them and form the family. Ask the children to draw and count the number of family members they have at home. Find out from children the way they address different family members. For example, mother is called by different people as Mama, Aai, Ba, Amma etc.
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	Have conversation with children about the kinds of work different members of the family do.

SENSES		
Development indicators	Activities	
Identify rough and smooth	Take the children out and encourage them to feel the grass, sand, brick or stone and dry leaves. Let them identify smooth and rough.	
	Make touch cards with different kinds of cloth pieces, for example, satin, jute, cotton and wool. Let children match them according to the texture.	
	Play with a feel bag. Allow the children to feel the objects like ball, pen, sponge, wooden toy, stone in feel bag.	
Classify various materials according to their size, shape, colour, texture	Take them out and allow them to feel the texture of various objects in the environment like leaves, petals, stone, sand, bark of a tree etc. collect these materials and let them classify according to shape, size colours and textures.	
	During meal time discuss the taste of various food items.	
Identify different taste sweet, sour, bitter, salty	Ask the children to bring food articles such as lime, sugar, salt from home. Let them try and identify the taste.	
	Allow the children to bring food articles such as lime, sugar, salt from home. Let them try and identify the taste.	
	Allow the children to smell items like perfume, dettol, flowers and agarbatti. Encourage them to talk about it and act out their reactions to various smells in a game situation.	
Differentiate between pleasant and unpleasant smells	Take the children on a nature walk and ask them to observe and point out objects with pleasant and unpleasant smells.	
	Draw the face of a clown and ask the children to observe it for a second. Individually tie a piece of cloth on the child's eyes and let him/ her place a stone on the clown's eyes, nose or lips.	
	Play a memory game with children. Let them sit in a semi-circle. Put three or four objects familiar to them. Call one child at a time. Let the child name the objects one by one. Ask the child to go in a corner. Remove one object and ask the child to name which one is missing.	
Listen and recognize different sounds in the environment	Take the children to different parts of the school building and ask	
	Allow children to play with sound boxes. Help them identify different sounds.	
Recognize and identify the voice of the other children in the classroom	Allow children to listen to the voices of the other children in the classroom. Let them identify the voice blindfolded.	
Identify different sounds of musical instruments	Encourage children to identify the sounds of different locally available musical instruments.	
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Develop a sense of rhythm	Take them out. Make a circle. Play a game where you make different
	sounds, softest to loudest. Let children enjoy the rhythm.
	Recite rhymes on different senses.
Develop imagination	Let children use a big news paper. Help them to create a design
	using palm, finger and feet impressions.
Match sense organ with	Make a cut out of various sense organs. Allow children to play and
their function	match sense organs with their functions.
	Collect pictures of various food items. Allow them to classify the
	items according to different tastes.

COLOURS & SHAPES

Development indicators	Activities
Match colours	Allow children to play with blocks and beads. Let them sort out blocks
	and beads according to different colours.
Recognize colours in the	Take children out in the garden for a nature walk. Allow them to
environment	observe different things in the garden like flowers, plants, trees, leaves
	and butterflies. Point out different colours in the environment.
Identify different	Allow them to recognize these colours inside the classroom. For
colours and name them	example, the colour of the door is blue, the colour of the board is black,
	the colour of the dress is green, the colour of the dustbin is red etc.
	Recite rhyme with actions on various colours.
	Ask children to draw different fruits they like. Let them colour the
	fruits drawn and talk about the colours they like most and their reason
	for liking those colours.
	Make a scrap book for children. Cut out pictures of different colours
	from old magazines (red, yellow, blue, green, black and white) and stick
	them in their scrap book or in the chart paper placed in the class
	under the heading of that particular colour. (for green colour, children
	will be asked to collect different sizes of green leafs and paste in the scrap book) (Red flowers for the colour red etc.). let the children talk
	about different colours.
	about unicient colours.
	Allow children to thread beads in a pattern; eg one red, one blue etc.
	Dian a 'manaia gama' with the children Males a simila assing challs
	Play a 'music game' with the children. Make a circle using chalk powder and place flags on it. Let the children run slowly around the
	circle on the beat of dhapli and stop suddenly accordingly to the sound
	of dhapli. One child will be asked to pick up a chit. If yellow picture is
	on the chit then all those who are standing in front on the yellow flag
	will be out of the game. In this way, the game will continue.
Identify various shapes	Draw different types of shapes on the floor. Ask children to walk
	around to the sound of a drumbeat. When the drum stops they have to
	stop. Allow them to enjoy hopping, skipping while moving around the
	shapes.
Motoh the charge with	Ask shildren to welly following the noth indicated on the cond. Destand
Match the shapes with objects	Ask children to walk following the path indicated on the card. Pretend that the card is a map showing the route to get a new place. Ask them
objects	to keep practicing until they have the right shape.
	to heep practicing until they have the right shape.
	Give children cut outs of shapes like circle, triangle, rectangle and
	square. Make pictures of different objects. Show them pictures and
	encourage them to identify shapes in various objects.
	Allow children to think and name the objects of the same shape inside
	the classroom e.g. the middle of the fan is round, the black board is rectangular etc.
	Allow children to trace their finger over the shapes drawn one by one.

	Let children stand inside the shapes drawn on the playground and play
	games like jumping like a rabbit, flying like a bird, catching and
	throwing a ball or reciting rhymes inside the shape at the beat of the
	dhapli.
	unupu,
	Let the children identify, draw and colour the missing shape in the
	picture eg.
	Round wheels of an engine
	Triangular trees
	Square windows of an engine
	Rectangular traffic light signal
Create different shapes	Provide children with matchsticks and ask them to make different
—	
through small sticks	shapes using them.
Develop ability to relate	Ask children to pretend that they are on a tree. There are other animals
movement of objects	watching them. Ask them to stretch their arms and move other parts of
and persons in space	the body if they can.
	Astrophildren to find anone for themestics in the name where the
	Ask children to find space for themselves in the room where they
	cannot touch anyone else. When the teacher says 'go', let them walk around the room, trying to avoid coming near anyone else and at the
	same time not leave any empty space in the room. You can bring
Dovolog shility to	variations in the game by asking children to run, hop, skip etc.
Develop ability to	Divide the children into two groups. Let children imagine that they are
perceive themselves in	in a crowded market place. Ask them to walk in such a way that they
relation to other people	do not bump into others.
and objects in spatial terms	Make children stand in a line holding a rope. Now make them walk
cerms	around in the form of a train. Sing a song about a train while they are
	walking around. The train can go fast and slow and stop at stations.
	Children can also be asked to move around like a snake.
	children can also be asked to move around like a shake.
	Tie a rope at the height of around a foot in the corner of the classroom.
	Ask the children to come one by one and jump over it. Let them explore
	different ways of jumping over it. At times, taking off on two feet and
	landing on two, at other times, take off on one foot and landing on two
	etc. ask them to jump as high as they can.
Express likes and	Allow children to draw and talk about the food they like to eat every
dislikes about the food	day.
and give reasons	
0	Collect covers of different food items. Paste them on the big paper.
	Allow children to identify the products. Help them in sight reading and
	talk about it.
	Show the children a puppet show on proper food habits, showing
	washing hands before meals, covering food and eating the right kind of
	food.
Recognize the value of	Ask each child to imagine what will happen if she/he does not eat.
food	Record the responses given by the children.
	Play a game. Blindfold children and make them taste various food
4.1	
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	items. Allow them to guess and name them.
Identify different types of food	Collect pictures of various food items from old magazines. Make food cards. Divide the children in the class. Give them a set of cards. Let them play and classify according to the types of food.
	Make a collage of pictures of different food items. Display on the board. Allow children to talk about the different food items.
	Make cut-outs of different fruits, vegetable and food items with the help of the children. Allow them to draw and paint. Put all the cut outs in a basket. Play a game of passing the parcel. Let each child talk about the cut out he/she picks up.
	Make masks on various fruits and vegetables. Allow children to wear different masks. Encourage conversation onFruits and vegetablesSweet and sour food
	Healthy diet and diet of chipsHealthy child and sick child
	Compose and recite rhymes on different food items.

PLANT LIFE

to shape, size, colour t	Activities Take children out and let them observe different trees and plants in their immediate environment. Encourage them to draw and talk about what they have observed. Let them look for similarities and differences
to shape, size, colour t	their immediate environment. Encourage them to draw and talk about what they have observed. Let them look for similarities and differences
	in different plants and trees.
Differentiate between H	Encourage them to collect fallen leaves and twigs. Ask them to classify
	different leaves according to shape, size and colours.
-	Take an old calendar. Ask children to collectively make a collage of different leaves. Encourage them to talk about what they have made.
	Make picture cards of different trees. Distribute the picture to a group of children. Let them classify according to size: big and small.
C I	Take children out for a feeling walk. Allow them to feel the texture of different plants and trees. Let them take trunk impressions by rubbing crayon over paper. Encourage them to explore different textures. Ask each child to share his/her experiences.
I i	Make a puzzle with a card board covering different parts of a tree. Allow children to join the pieces and make the tree. Let them learn to identify different parts of a tree. Encourage them to talk about eh various parts o tree.
t	Divide the class into two groups. One group of children is trees and the other is plants. Help them to point out the similarities and differences between the two.
	Let each child talk about the vegetables he/she likes most. Let them
	identify and categorise the vegetables in to leaves, trunk, flower, roots.
-	Give them picture cards of fruits and vegetables. Let them classify the fruits and vegetables.
ຊ ເ I	Put all the picture cards of fruits and vegetables in a basket. Play a game of passing the parcel. The child who gets the parcel should pick up the card and talk about the vegetable or fruit on the card. Encourage children to speak about their likes and dislikes, shape, colour, taste etc. Try and cover all children. It may require a few days.
H	Recite rhymes and poems on different fruits and vegetables.
f P	Take children out in the garden. Allow them to walk barefoot and feel fresh grass. Explore the possibility of walking on dry leaves and hearing the crunching sound. Encourage them to talk about their feelings.
v	Help them to make masks/ stick puppets of different fruits and vegetables. Let them wear different masks and dramatise particular fruits or vegetables.
i	Collect flowers available in the local environment. Ask children to sit in a circle. Allow each child to pick the flower he/she likes and talk about its colour, shape, size, smell.

Observe plant growth	Plant seeds in a pot. Allow children to water the plant every day. Encourage them to observe the plant growing.
	Discuss the conditions required for a plant to grow. Let them talk about the changes in the plant. Compare those changes with those of growth in human beings.
Compare the changes in the growth of a plant and that of a human being	Take two containers. One filled with water and the other with grains. Place these containers outside the centre. Allow children to observe birds coming for drinking water and eating grains. Let them share their observations.
	Take the children out to a nearby park. Let them observe nests of different birds on different trees. Let them identify the materials used to make nests by different birds.
Identify the things one gets from plants	Give children a big sheet of paper. Allow children to draw the trees. Ask them to paste different things that they get from tree. A variety of materials can be collected like gum, rubber, pieces of wood, cut outs of vegetables and fruits etc.
	Ask children to find out about the plants used at home as medicine, for example, tulsi leaves for cold.
Understand the use of plants in our daily life	
	Take children for a nature walk. Ask children to observe who all live on and under the tree. Allow children to draw, and share their observations.
	Play music on the sounds of the environment. Allow them to dance on the tune and rhythm and to enjoy pretending to be trees and to swing in the air.
Develop ability to imagination and	Ask children to imagine and speak on how it would be:If there were no trees on earth
articulate	If there were no trees on earthIf we could get chocolates from trees
	 If elephants lived on trees
	• If trees could walk
	Record the responses of the children and read them out aloud to the class.

ANIMALS AND BIRDS

ANIMALS AND BIRDS	
Development indicators	Activities
Identify different animals	 Introduce animals by asking different questions to the children during free conversation. E.g. Do you have pets at home? (If they have) what do they eat? What is their colour? Do you play with them?
	Allow the children to talk freely about animals they have seen in their surroundings.
	Let the teacher narrate a story using the flannel board/ calendar from 'Panchtantra'.
	Recite rhymes on different animals with actions using stick puppet/glove puppet.
	Draw a cat with the basic shapes; circle and triangle and ask the children to draw the same kind, colour it and draw scenery of their own imagination.
Recognize sounds, movements of different animals	Show big pictures of animals and ask the children to identify them. And also ask them specifically what they observe in the figure e.g. elephant – long nose (trunk).
	Take the children outdoors and allow them to imitate the animals they are familiar with. This could be is followed by a rhyme.
	Allow the children to tell stories of animals from their own imagination.
Identify physical	Take the children outdoors, tell them that they are in the forest and ask them to go forward and backward, creeping and crawling like animals. Arrange a puppet show on animals highlighting their physical
features of animals	characteristics, living and eating habits.
Observe animals, their living and eating habits	 Divide the animals in 4 categories viz. wild animals, land and water animals, domestic animals and pet animals. Discuss each animals, state their uses and talk about their characteristics and special features with the help of picture charts/mobiles. E.g. a) The elephant is very big and strong. It has a long nose called trunk. b) The giraffe is very tall and has a long neck. c) The zebra has black and white stripes on its body.
	Let the children wear the mask of different animals and recite rhymes with actions: • The elephant is so big and fat. • The giraffe ate my peanuts.
	Draw a lion/ elephant/ deer/ zebra and ask he children to complete it by sing different mediums like paper tearing or crushing/ thread

	dubbing/ onion impression etc.
	Play the audio cassette and ask the children to identify the different sound of animals.
animals and their	Talk about the sounds, home and young ones of different animals. Let the children make finger puppets of the animals they like.
young ones	Ask children a few riddles.
	E.g. I am the tallest animal I run very fast
	And my body is yellow in colour with Brown patches.
	Guess, who am I?
	Narrate a story to the children and ask them to give an alternate ending.
	Allow the children to do collage work on any animal using old cloth pieces, dried leaves, brown paper and other waste material.
	Take the children for outdoors and arrange a race called 'Frog Jump'. Divide them in 2 groups and ask them to jump like a frog and move forward.
Differentiate between wild, domestic, pet, land and water animals	Ask the children to collect pictures of different kinds of animals from home and make a collage displaying wild, domestic, and pet, land and water animals.
	Divide the children into groups. A big chart paper will be put in the centre. Draw 2 lines horizontally, making 3 sections – above, centre and below. Stick a picture of an animals in each section; e.g. a wild animals, a land and water animal, domestic and pet animals. Ask the children to place them accordingly on the chart paper.
	Let children a picture story and ask them to tell what all is happening in the picture. Help them in completing the story.
Develop auditory discrimination	Encourage the children to dramatize rhymes on animals by using paper bag masks of animals. Also do a puppet show on the same rhymes highlighting animals and their sounds.
Birds Identify common birds from the picture book	Show pictures, charts, cut outs, of familiar birds. Let children identify and talk about their physical features and living and eating habits.
Identify different parts	Ask children to draw a bird of their choice. Allow them to talk about it. Show the cut outs of different parts of the birds body on the flannel
of the birds	board.
	Take the children out in the garden and let them flap their hands like the wings of a bird. Recite rhymes on birds with actions.
	Ask children to collect different feathers from their surroundings and make a collage using feathers.
	Dramatise stories related to animals and birds using masks.
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Identify physical	Talk about certain characteristics of birds; e.g. ducks have webbed feet
characteristics and	that help them to swim in water.
eating habits of	
common birds	Take children out for nature walk. Encourage them to listen to the
	sounds of different birds. Let them reproduce the sounds.
Recognize, identify	Play a game on the sounds of different birds. Make chits with pictures
and produce sounds of	
various birds	produce sounds of the bird on the chit and find their family members.
	Let children stand in a circle and ask them to imitate the sounds of
	different birds – sparrow, parrot, peacock and owl.
	Let children make a collage of birds they find in their environment using
	different materials and mediums like spray painting, stick wool in
	sparrow and cotton on duck.
	Ask riddles on birds like parrot, peacock and cock.
Dramatize stories	Provide the children with masks and let them hop like a sparrow, run
wearing masks	like an ostrich and dance like a peacock.
	Talk about bird's nest and their importance. Help children to make a
	bird's nest. Paste bamboo sticks on the nest and stick cotton balls as
	eggs in it.
Identify living habits of birds	Take the children around the school/ centre building. Let them recognize and name the birds. Allow them to observe the eating habits of
birds	birds. Ask them which birds are in a big group and which ones in a
	small group.
	Make cut-offs of different birds. Ask children to colour them. Encourage
	them to play and make imaginary birds.
Differentiate between	Make picture cards of common birds. Show the pictures of the birds. Let
the birds who fly and	them classify them into which can fly and which cannot fly.
who do not fly	Let them talk about their eating habits - some eta insects, some eat
	nuts, vegetables, grains, flesh etc.
	naco, vogotabioo, granio, noon otor
	Point our nests of different birds, e.g. tailor bird/owl/wood pecker/crow
	etc.
	Talk about the peculiar characteristics of birds such as hunting birds/
	thief birds/ dancing birds/ sleeping birds.
	Narrate stories of birds with dramatization. Allow the children to draw
	the images depicting different scenes.
	Draw different birds by using different mediums like collage work, bird
	mask, paper folding, origami, thumb printing, palm impression, leaf,
	feather pasting, mobiles.

WATER

WATER	
Development indicators	Activities
Recognize the importance of water in daily life	Ask the children what the word water brings to their mind. List all responses as given. Read the entire list aloud and display in the classroom. Have them draw three of the items listed and talk about them. This will help in building on what children know and think about the theme.
Recognize the need to drink water	Let children sit in a circle with their eyes closed in a meditative position. Ask them to imagine that they are at the riverside and to experience what they see and feel. After doing this exercise, ask them how they felt about it.
	Encourage them to narrate their experience. Talk about what they liked most.
	Ask children to sit in a semicircle and put a glass of water in the middle. Give each of them an opportunity to talk about how they can use that water in different ways. The rule of the game is that they cannot repeat the same thing. This will help them to think differently and promote their imagination while learning about the uses of water.
Dramatize the life without water	Ask children to speak about and draw various activities in daily life for which one needs water. Also ask them what would happen if there were no water.
	Ask children to count the number of glasses of water they drink every day. Compare with other family members. Find out the difference if any. Share this information with your friends in the centre.
	Make a group of five children. Ask them to make a pictograph of the number of glasses of water they drink every day.
	Help children to find out how many glasses of water their body requires them to drink every day. Let them find out whether they drink more or less as per the requirement? Discuss in the classroom. Ask children to act out a scene in the classroom showing that there
water	was no water in their home in the morning. Ask them how each member of their family would have reacted to it?
	Collect different types of pictures related to water. Make picture reading cards. Give children these cards. Carry out activities with them using these cards.
	Ask the children to observe the picture given in the card and to speak about what they have observed. For children below five, the teacher should write down whatever the children say about the picture and later on read it out aloud in the class. By doing this, children get the feeling of empowerment that whatever they speak can be written and read.
	For older children, first ask them to observe the picture. Allow them to speak about the picture. Ask them to write about the picture.
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Listen to the sounds of music related to water	Pour water in containers of different shapes and sizes and make sound with a stick or a spoon. Allow them to listen and enjoy rhythmic music and help them to identify the different sounds. Allow them to play with them and talk about how they feel?
	Allow them to talk about different sounds of water they have listened to in the environment, like dripping of tap water, sounds of water at river side, sound created by waves of sea, sounds of water falling from mountains.
	Ask them to draw and talk about the same. Let older children make different types of scenery and write about it.
	Ask children to make a paper boat. Have a big container of water. Allow them to observe the boat floating.
Learn to estimate	Collect different materials which float and sink in water. Allow children to experiment and find out which object floats and which object sinks in water. Let older children find out and discuss the reason for floating and sinking.
	Take a jug. Fill it with water. Ask the children to guess how many glasses of water it contains? Write the number of glasses. Now measure the water in the jug by pouring it into the glass. Find out whether your guess is right.
Recognize the need to save water	Collect advertisements or other pictures from newspapers and magazines showing different ways of saving water. Paste them on a large sheet of paper. Allow children to talk about it. Make posters and slogans on saving water.
	Allow children to observe being plants watered. Bring to the class a pot which is not watered. Allow them to observe what will happen to the plant after a day or two.
Understand the properties of water as water is colourless, shapeless and tasteless	Take different containers. Add different colours to water in different colours to water in different containers. Let children observe and find out whether the colour of water is changing. Allow them to find out that water is colourless.
	Help children to do blow painting with the same water.
	Take three different shapes of containers. Pour water from one to the other and show how water fits in all three. Talk about how water can take any shape.
	Ask children to observe water boiling. Talk about what happens when you heat water. Allow them to share their observation. Explain them how water becomes steam and evaporates. Let the older group of children write their observation of boiling water and what happens to water.
Recognize the importance of air in life	Ask children to sit in a circle with their eyes closed. Ask them to breathe in and breathe out slowly. After doing breathing exercises, ask them how do they feel? Listen to their responses. Lead the discussion to the importance of air in our life.
	Take a balloon. Blow air into it. Let children observe and talk about what happens to the balloon.
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Understand that air occupies space and has weight	
	Ask children to observe and find out which balloon is heavier. Record their responses and the reasons they offer.
	Ask children to prick a fully blown balloon with a pin or a needle and find out what happens and to share their observations with their friends.
	Cover a burning candle with a glass jar. Allow children to observe and find out what happens to the burning candle and why?
	Collect the pictures showing air pollution. Make a picture reading card. Divide children into different groups. Encourage them to make a skit on prevention of air pollution and to enact it in the classroom. Bring container of water in the classroom. Give a straw to each child. Ask children to blow air through a straw into the container and watch the bubbles being formed.
	Help children to make a fan by folding paper. Ask them to move the fan and feel the air.
	Ask children to draw the scene of a garden on a windy day. Allow them to talk about what they have drawn. Listen to them and write their responses.
	Take an empty bottle. Turn the bottle upside down and dip into the water in the bucket. Tilt it slightly. Allow children to observe. Let them find out the reason why bubbles come out from the bottle.
	Help children to make a paper pin wheel. Fix it one a stick. Allow children to run with it and enjoy.
	Help children to make a kite. Allow them to enjoy kite flying. Let them share their experience. Encourage them to talk about their experience.
	Take children to the seaside. Ask them to see the boats sailing with the help of the wind. Ask them to draw the scene and talk about it.
	Ask children to imagine what will happen to them if there were to be no air. Record their responses on a piece of paper.
	Ask children how they feel on a hot summer day. Let them enact the situation.
	Collect and compose rhymes on the importance of air in our life. Enjoy singing with children.
	Take children outside the classroom. Ask them to watch how trees sway. Let them find the reason.
	Ask children to enact a situation where they are caught in a storm.

TRANSPORT

TRANSPORT		
Development indicators	Activities	
Differentiate various modes of transport	 Place all the flash cards in the basket. Divide children into different groups. Distribute flash cards to the groups of children. Let them classify in various ways. Motivate them to classify more ways than – roadways, airways, waterways, railways. Make a mask of different vehicles. Help them to create their own dialogue and enact. For example, let one child become a train and the other one become a ship. They are talking to each other. What will they say? Help them to bring out similarities and differences 	
	in the different modes of transport. Let them imagine that they are on a railway platform/ inside a ship/ at the air port. Divide children for different situations. Allow them to enact.	
Visualize and imagine different places	Collect pictures from old magazines/ draw pictures depicting various scenes related to modes of transport. Encourage children to observe and do picture reading.	
	Allow children to make paper boats. Fill the tub with water. Let them enjoy boat play by floating paper boats in the water. Encourage them to share their experience. Find out what they like the most. Record their responses.	
Develop fine motor development	Allow them to draw the vehicle by which they would like to travel, the place they like to travel to and the reason or their preference for that particular vehicle.	
Develop skills of observation and listening	Go for a walk. Let them listen to the sounds of different vehicles. Let them play a game. Ask the children to stand in a circle. Each child gets an opportunity to move and make sounds corresponding to various vehicles.	
Develop creativity	Give various card board cut-outs of various basic shapes like circle, triangle, square, rectangle. Let them play and create different means of transport using the cut-outs.	
	Let the children sit in groups. Give them cardboard cut outs of three circles. Help them to make traffic lights.	
Develop skills of problem solving	Let them make wheels from old note book cover. Ask questions such as what will happen if they make wheels squares or any other shape. Allow them to make and find out. Record their responses.	
	Collect rhymes on various means of transport. Recite rhymes with actions with the children. Encourage children to illustrate the rhyme and talk about the illustration.	
	Make children sit in a circle. Show them toys (toy car, bus, train, airplane, ships/or picture card of the same). Cover the material and ask each child to tell the objects that were shown.	

