



AADHAR SHILA

**National Curriculum for
Early Childhood Care and Education 2024**
for children from three to six years





Aadharshila

National Curriculum for Early Childhood Care and Education for Children from Three to Six Years 2024

National Institute of Public Cooperation and Child Development
5, Siri Institutional Area, Hauz Khas, New Delhi - 110016.



स्मृति जूबिन इरानी
Smriti Zubin Irani



मंत्री
महिला एवं बाल विकास
अल्पसंख्यक कार्य
भारत सरकार
Minister
Women & Child Development
Minority Affairs
Government of India

Message

The National Education Policy 2020 marked a turning point in India's commitment to shaping bright futures for all children. Recognizing the pivotal role of early years in development, we began our mission to strengthen India's Early Childhood Care and Education (ECCE) landscape. Today, we proudly present the culmination of this effort: "Aadharshila", the National Curriculum for Early Childhood Care and Education 2024, for children from three to six years.

Developed by the Ministry of Women and Child Development and the National Institute of Public Cooperation and Child Development, this framework promises joyful learning for our youngest citizens. Bridging the gaps and catering to diverse needs of the early learner, the curriculum integrates best practices gathered from 16 States, research studies and stakeholders across India. The vibrant compendium of activities will ensure that every child, regardless of location or background, receives a high-quality ECCE experience, through play-based pedagogy rather than rote learning.

More than mere lessons, this curriculum will foster holistic development of the child. It will nurture cognitive, social, emotional, and physical skills, through competency-based learning, thematic explorations, and culturally relevant activities. Robust assessment tools will be our Anganwadi workers' companions in tracking progress, tailoring learning, and celebrating each child's unique journey. Special focus has been given for the screening and inclusion of Divyang children in every activity. Community engagement has been facilitated through monthly ECCE days and a continuum of home learning activities for each week.

The Ministry extends warm congratulations to India and remains committed to ensuring that every child enjoys a healthy, fulfilling childhood.


(Smriti Zubin Irani)



Room No 301, 'A' Wing, Shastri Bhawan, New Delhi 110001, Tel. No. : 011-23071331
First Floor, Pt. Deendyal Antyodaya Bhawan, CGO Complex, Lodi Road, New Delhi-110003, Tel. No. : 011-24360585
Resi.: 28, Tughlak Crescent, New Delhi-110003, Phone : 011-23011382





अनिल मलिक, आई.ए.एस.

सचिव

Anil Malik, I.A.S.

Secretary

Tel. : 011-23383586, 23386731

Fax : 011-23381495

E-mail: secy.wcd@nic.in



सत्यमेव जयते



आज़ादी का
अमृत महोत्सव

**भारत सरकार
महिला एवं बाल विकास मंत्रालय
शास्त्री भवन, नई दिल्ली-110 001**

**Government of India
Ministry of Women & Child Development**

Message

Guided by the National Education Policy 2020 and National Curriculum Framework for Foundational Stage 2022, India is steadfast in its commitment to offer every child equal access to quality learning opportunities. Ensuring a seamless learning continuum for children aged 3 to 6 years through age-appropriate and pedagogically sound Early Childhood Care and Education (ECCE) is a cornerstone of this endeavour.

The role of India's 14 lakh Anganwadi Workers and Helpers in reaching more than 8 crore children nation-wide is invaluable. To empower our dedicated Anganwadi Didis and ensure optimal learning for all children, the Ministry recognises the need for a contextual curriculum grounded in the latest science of early learning.

Aadharshila, the National Curriculum for ECCE 2024 for children from 3 to 6 years addresses this need, offering comprehensive weekly calendars and a vibrant activity compendium for play-based learning. It covers how children learn, including approaches for early language, literacy and numeracy, promoting social, emotional and ethical development, as well as positive learning habits. It focuses on unlocking playful learning through a mix of activities including in-centre and at-home, indoor and outdoor, child-led and educator-led activities etc. Special focus has been given for the screening, inclusion and referrals of Divyang children in every activity.

With this curriculum in hand, States and UTs can now enable Anganwadi Workers to impart high quality ECCE for our nation's children to reach their fullest potential. State Governments can use this as model curriculum for Anganwadi functionaries. The weekly activity schedule will be made available to Anganwadi Workers through the Poshan Tracker, together with assessment tools for tracking child development.

Together, we aim to make every Anganwadi a safe, secure, inclusive and vibrant learning Centre in the community.

**(Anil Malik)
09/03/2024**



Acronyms

ANM	Auxiliary Nurse and Midwife
ASHA	Accredited Social Health Activist
AWW	Anganwadi Workers/Teachers
AWC	Anganwadi Centre
CCE	Continuous and Comprehensive Evaluation
CDEIC	Cross Disability Early Intervention Centres
CDPO	Child Development Project Officer
CG	Curricular Goals
CMO	Chief Medical Officer
CRC	International Convention on the Rights of the Child
DEIC	District Early Intervention Centre
DEPWD	Department of Empowerment of Persons with Disabilities
DIET	District Institute of Education & Training
DMO	District Medical Officer
DPO	District Program Officer
DSS	Disability Screening Schedule
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
FLN	Foundational Literacy and Numeracy
IEP	Individual Plan
MWCD	Ministry of Women and Child Development
NCF-FS	National Curriculum Framework - Foundational Stages
NCERT	National Council of Educational Research and Training
NEP	National Education Policy
NI	National Institutes
NIPCCD	National Institute of Public Cooperation and Child Development
PHC	Primary Healthcare Center
PTR	Pupil Teacher Ratio
RBSK	Rashtriya Bal Swasthya Karyakram
SCERT	State Council of Educational Research and Training
TLM	Teaching - Learning Materials
TPR	Total Physical Response
UDID	Unique Disability ID
VHSND	Village, Health, Sanitation, and Nutrition Day

Table of Contents

Message from Honourable Minister	i
Message from Secretary	ii
Acronyms	iii
Table of Contents	iv
Introduction	1
Methodology: Making of the National ECCE Curriculum 2024	1
Chapter 1: Early Childhood Care and Education	3
1.1 Policy Context	4
1.2 Importance of ECCE in India and the World	8
1.3 Development of the Whole Child	10
Chapter 2: How do children learn in early years (3 to 6)?	11
2.1 ECCE is the foundation for "Foundational Learning" (FLN)	12
2.2 Teaching-Learning Approaches	12
2.3 Play as Learning	17
2.4 Designing a Child Friendly Environment	19
2.5 Objectives and Process of Assessment for Young Children	20
Chapter 3: Early Years Classroom: Curricular Approach and Planning (3 to 6)	23
3.1 Understanding the Curricular Flow - From Domains to Learning Outcomes	24
3.2 Snapshot of a day in Anganwadi	25
3.3 Snapshot of a week in Anganwadi	31
3.4 Suggested Anganwadi Annual Plan	34
3.5 Thematic Integration along with Competency-based Mapping of Activities: Across All Weeks	40
Chapter 4: Critical Considerations Related to Early Learning and Development	42
4.1 Handling Variations in Learning	43
4.2 Safety and Security	44
4.3 Gender Equality	45
4.4 Divyang Inclusion	46
4.5 Role of Anganwadi Sahayikas (Helpers) in Early Childhood Care & Education	52

Table of Contents

Chapter 5: Weekly Play Based Calendar	53
Induction and Initiation Plan (4 weeks)	55
Active Play Based Learning Plans (18 weeks)	57
Recap and Reinforcement Plan 1 (4 weeks)	76
Active Play Based Learning Plans (18 weeks)	81
Recap and Reinforcement Plan 2 (4 weeks)	100
Chapter 6: Compendium of Play Based Activities	105
6.1 Guidelines to Support Effective Implementation of Detailed Activity Plans	106
6.2 Detailed Individual Activity Plans	108
Semi-structured/structured Outdoor Activity Plans	
Annexures	284
Annexure I - Internal Committee on the National Early Childhood Care and Education (ECCE) Curriculum, 2024	285
Annexure 2 - Disabilities Screening Schedule	288
Annexure 3 - Nipun Bharat Competencies	292
Annexure 4 - MWCD Guidelines for Monthly ECCE Days (2023)	322
Annexure 5 - MWCD Child Assessment Cards (2017)	327
Annexure 6 - Roles and Responsibilities	331
References	333



Introduction

85% of brain development occurs before the age of 6 years. The National Education Policy 2020, National Curriculum Framework for Foundational Stage 2022, the National ECCE Curriculum Framework 2014, and the National ECCE Policy 2013 have all addressed the importance of early learning. The Ministry of Women and Child Development has been running the Anganwadi system since 1975, and currently provides non formal preschool education for close to 8 crore children under the age of 6 years, through a network of 13.9 lakh centres across the country.

The preparation of this Curriculum is driven by the pressing need for a contextual curriculum that specifically offers Anganwadi educators a guide grounded in Indian and international ECCE research. The objective of the National ECCE Curriculum 2024 (3-6 years) is to improve the quality of early childhood education transacted at the Anganwadi Centre, by prioritising competency-based lesson plans and activities, covering all learning domains. The document enables easy planning with age-appropriate activities and assessments, emphasising the use of indigenous toys and low-cost, no-cost materials. The annual plan is divided into 4+36+8 weeks, that is, 36 weeks of active learning, 4 weeks of initiation, and 8 weeks of reinforcement. Each week is divided into 5+1 days, that is, 5 for introduction and practice of activities and one day for weekly reinforcement. Each day comprises 3 blocks, one for welcome and free play, one for learning and play through activities and one for reflection and closing. Detailed Activity Plans are also provided which integrates inclusivity of all children in diverse classrooms, flexible integration of themes and practical educator notes to create personalised, enriching educational experiences. Audio visual materials for ease of use of Anganwadi Workers is also envisioned, with integration via Poshan Tracker.

The Curriculum leverages the rich repertoire of existing Anganwadi training modules, guide books and workbooks. To ensure a holistic approach to child development, the document further provides simple and implementable assessment tools and rubrics for Continuous and Comprehensive Evaluation (CCE), empowering educators to track progress effectively and promote optimal learning outcomes.

Methodology: Making of the National ECCE Curriculum 2024

The visionary National Education Policy (NEP) 2020 and National Curriculum Framework for Foundational Stage (NCF-FS) 2022 have marked pivotal moments in recognizing the critical role of early childhood care and education in the country. The NCF-FS which covers children from age 3 to 8 years not only underscored but institutionalized the imperative for guidelines and suggested practices, specifically tailored for fostering high-quality ECCE for 3-6 years but also for the age group of 0-3 years.

The National ECCE Policy (2013) and genesis of the ECCE Task Force by MWCD in 2022 has furthered the collaborative journey leading to the making of the National Framework for Early Childhood Stimulation (Birth to 3 years) & National Curriculum for Early Childhood Care and Education (3 to 6 years), honing in on the formative years up to the age of 6 years for child development in India. The Ministry of Women and Child Development (MWCD) assumed the lead role in developing these materials through the National Institute of Public Cooperation and Child Development (NIPCCD). NIPCCD has been an integral part in training of functionaries of Anganwadi Services Scheme under Umbrella Integrated Child Development Scheme (ICDS) since 1975. The Framework and Curriculum are infused with the latest research on ECCE, grounded in International, National and State best practices.

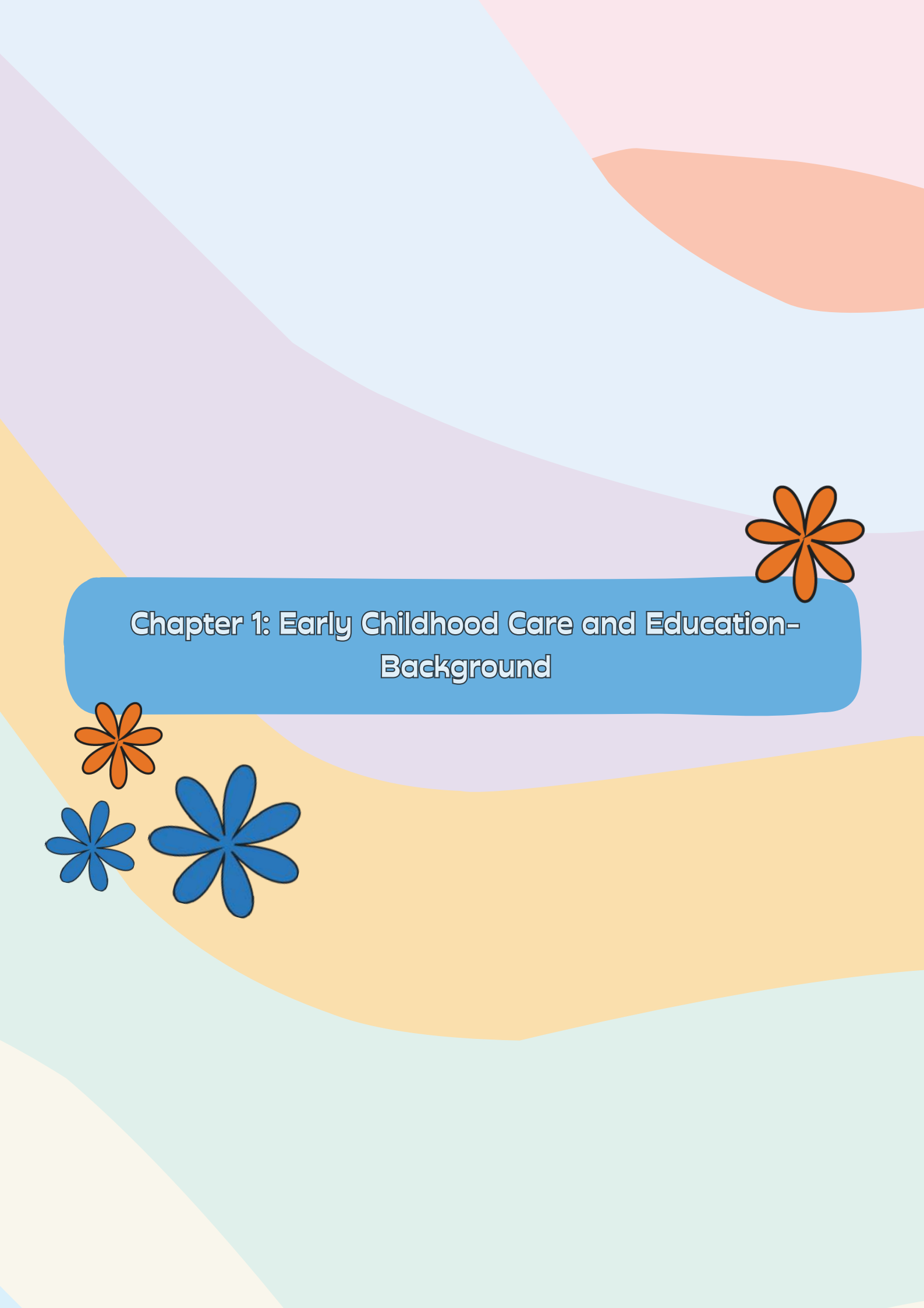
To ensure a nuanced and comprehensive approach, an Internal Committee, comprising representatives from Ministry of Women and Child Development (MWCD), Ministry of Health and Family Welfare (MoHFW), Department of School Education and Literacy, Ministry of Education (DoSEL, MoE), National Council of Educational Research & Training (NCERT), Institute of Home Economics, Delhi University, and Civil Society Organization (CSOs) was meticulously constituted. This assembly marked an inclusion of both traditional wisdom along with modern knowledge, to shape the evolving landscape of early childhood education. The first Consultation Meeting of the Internal Committee was scheduled on 19th December, 2023 at NIPCCD, New Delhi. Composition and Terms of Reference of the Internal Committee may be found at Annexure 1.

A comprehensive analysis of nearly sixteen State-Level ECCE curricula (Bihar, Chhattisgarh, Chandigarh, Delhi, Haryana, Jammu & Kashmir, Karnataka, Meghalaya, Maharashtra, Madhya Pradesh, Nagaland, Odisha, Rajasthan, Telangana, Tamil Nadu and Uttar Pradesh) was undertaken. This critical examination revealed the need for a standardized practical, national-level ECCE curriculum aligned with National Curriculum Framework for Foundational Stage. These insights shaped the crafting of a comprehensive and cohesive National ECCE Curriculum 2024 for children aged 3 to 6 years that could address the diverse needs of young learners in the Anganwadi system.

The creation of the curriculum was not confined to closed doors but was a participatory endeavour that resonated with the experiences and wisdom of Anganwadi Workers (AWWs). As per suggestions of the Internal Committee, NIPCCD organized a consultation with functionaries of Anganwadi System, comprising of CDPOs, Supervisors and Anganwadi Workers from Delhi on 20th December 2023. They provided indispensable insights regarding conducting ECCE and managing the children with significant assistance from the Anganwadi Helper. All functionaries were aware of their current State curriculum, and reported using it in their work. Feedback for improvement of existing curricula included providing greater flexibility, digitization of content, less text and more colourful illustrations and flexible timings for ECCE by season. The valuable inputs from the field level functionaries along with Guidelines from Saksham Anganwadi/Mission Poshan 2.0 and the report of MWCD's ECCE Task Force steered the curriculum in a dynamic and responsive way, attuned to the practical needs and preferences of those directly engaged in early childhood care.

Special inputs were sought with regard to practices for inclusion of Divyang Children. The curriculum builds on the Anganwadi Protocol for Divyang Children, 2023 released by MWCD. In order to facilitate inclusion of children with disabilities, an age-appropriate screening tool that can be easily administered by Anganwadi Workers has been included, which has been finalized in consultation with DEPwD.

The Curriculum, informed by the latest research, best practices and State-level curricula, aspires not just to meet existing standards but to set a new benchmark for practical and implementable early childhood education. This approach seamlessly integrates the dynamic educational landscape for children aged 0-6, setting the stage for a new era in early childhood development in India.



Chapter 1: Early Childhood Care and Education- Background



Chapter 1: Early Childhood Care and Education- Background

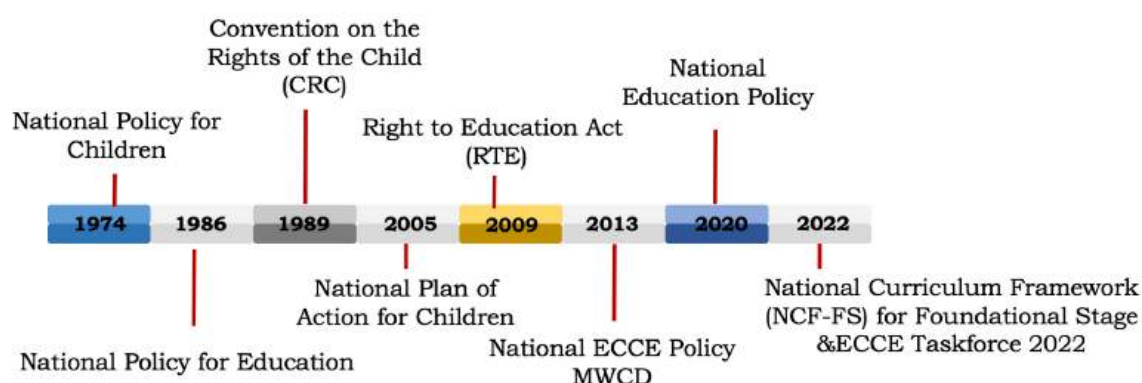
1.1 Policy Context

India has a robust history of policy frameworks dealing with child development, originating from Article 45 of the Constitution of India. These include the National Policy for Children (1974), National Policy for Education (1986), National Plan of Action for Children (2005), and National Early Childhood Care and Education (ECCE) Policy (2013). India is also a signatory to the International Convention on the Rights of the Child (CRC) 1989. Further, by 2030, Sustainable Development Goal 4 aspires to guarantee that all girls and boys have access to high-quality early childhood development, care, and pre-primary education.

ECCE in India –Policy & Legislations

Article 45 of the Constitution of India

“The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years.”



The National ECCE Policy 2013 emphasises the “need to ensure Early Childhood Care and Education (ECCE) for every child below six years across the country”, establishing a visionary commitment to universal ECCE access. The policy envisions achieving holistic development and active learning capacities in this age group through free, universal, inclusive, equitable, joyful, and contextually relevant opportunities. It also laid out 11 non-negotiable standards for the quality of early childhood education provided at the Anganwadi Centre, including 4 hours of instruction, classroom measurements, adequate outdoor space, training, age and developmentally appropriate child-centric curriculum transacted in the mother tongue or public local vernacular, and other infrastructure. Based on this, the National ECCE Curriculum Framework 2014 also took an integrated approach from 0 to 6 years, providing a focus on care and stimulation, together with suggested developmentally appropriate practices for children from three to six years. There is a strong recognition of the pivotal role of families in a child's upbringing and strengthening family capabilities to care for and protect the child.

The ECCE Task Force constituted by the Ministry of Women and Child Development in 2022 recommended the development of standardized curriculum and Teaching Learning Materials (TLMs) focusing on preschool education for children 3-6-year olds. Based on data from 8 States, it suggested the need to reposition the Anganwadi Centre as a learning centre in the community, together with the involvement of gram panchayats, family and local communities. It recommends that the curriculum should be transacted through structured activities with flexible learning environments, a focus on storytelling, free and guided play, rhymes and action songs, outdoor play, early literacy and numeracy etc. The Task Force noted in 2022 that the existing ECCE Curriculum 2013 must be reviewed and updated after the Curriculum Framework is finalized by NCERT. Therefore, following the publication of the National Curriculum Framework for Foundational Stage in 2022, MWCD constituted an Internal Committee to prepare this curriculum.

Further, recognizing the criticality of early screening and intervention in the identification and prevention of disabilities, the Ministry of Women and Child Development launched the Anganwadi Protocol for Divyang Children in 2023, covering screening, inclusion, and referrals of Divyang Children under the age of six years. Further expansion of a screening schedule and activity instructions for inclusion are required.

Children with developmental delays, disabilities or who are malnourished may require additional support to develop optimally. While caregivers are often able to recognize when a child is slow in achieving the developmental milestones compared to other children in their families and communities, they need support to plan and implement appropriate stimulation activities for their child. Caregivers may not always feed or communicate with these children as frequently as needed, and it is important that they are aware of the special needs of these children and their capacities.

ECCE Training Module for Anganwadi Workers, 2017, pp. 14

Finally, the overarching National Education Policy (NEP) 2020 stressed the need for appropriate stimulation at the foundational stage from age 3 to 8, recognizing that adequate care is necessary to build a strong foundation for life. Early childhood education emerges as a high-priority area, emphasizing “flexibility, multi-faceted approaches, and play-based, activity-based, and inquiry-based learning,” (NEP 2020, para 1.2). It suggests that the overall aims of Early Childhood Care and Education (ECCE) are to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy. It proposes three years of Anganwadi, preschool or Balvatika for the three to six years age group before Class I.

High-quality ECCE teachers are identified as crucial, and the policy outlines a systematic training approach for current Anganwadi workers. This includes a six-month certificate program for those with qualifications of 10+2 and above, and a one-year diploma program for those with lower educational qualifications. It also extends the reach of ECCE to tribal-dominated areas through ashram shalas and various alternative schooling formats.

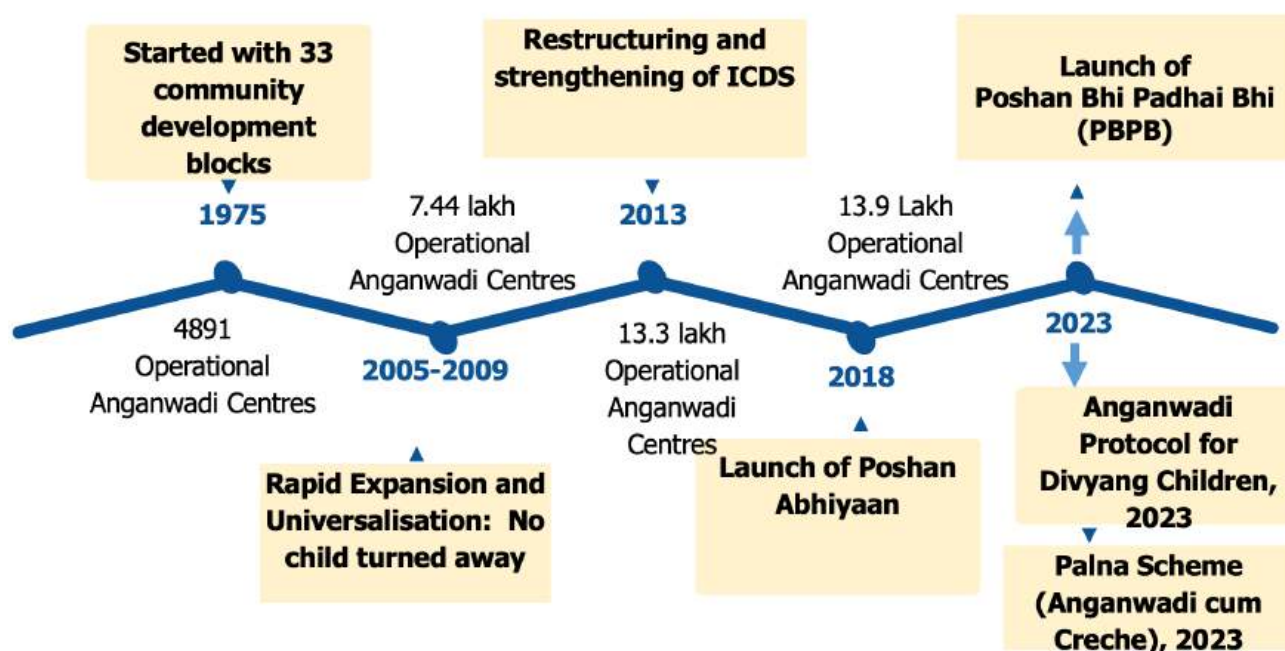
Similarly, the National Curriculum Framework for Foundational Stage (NCF-FS) clearly lays out the continuum of learning for children aged 3 to 8, from detailed guidance on curricular structure, content, pedagogy, assessments, classroom arrangements, teachers, etc. The National ECCE Curriculum (3-6 years) draws from NCF’s domains of development, defined into 13 curricular goals, 68 competencies and relevant learning outcomes.

In this policy context, MWCD’s National ECCE Curriculum for children aged 3 to 6 years seeks to provide a model curriculum, with weekly plans, daily schedules and detailed activities, which can be transacted on the ground in Anganwadi Centres. States may take up localization and customization based on cultural differences and needs.

Programme Context

The Anganwadi system has provided supplementary nutrition and pre-school non formal education to communities since its inception in 1975. Access was universalized by 2009, so no child in need was turned away. The scheme was restructured and strengthened in mission mode in 2013, where Early Childhood Care Education and Development, including care for children under 3 years, became a key component.

Anganwadi System (1975-2024)



The launch of Poshan Abhiyaan in 2018 marked a turning point for the scheme, as governance, technology and convergence became the three pillars for strengthened service delivery. Further, under Saksham Anganwadi and Mission Poshan 2.0, 2 lakh Anganwadi Centres at 40,000 AWCs per year shall be strengthened, upgraded and rejuvenated across the country for improving nutrition delivery, including Poshan Vatikas, and stimulating the creative, social, emotional, cognitive and intellectual development of children under 6 years of age in convergence with education development programmes. It also envisions providing/adding more services with better infrastructure including internet/Wi-Fi connectivity, LED screens, water purifier/installation of RO machine and Early Childhood Care and Education with smart learning aids, audio-visual aids, child-friendly learning equipment and art work etc.

In 2023, the Ministry of Women and Child launched Poshan Bhi Padhai Bhi, under Saksham Anganwadi and Mission Poshan 2.0, aiming to enhance early childhood care and education (ECCE) in the Anganwadi system. It envisions high-quality infrastructure, play equipment, and well-trained Anganwadi workers. The initiative focuses on early stimulation for 0-3-year-olds and ECCE for 3-6-year-olds, including Divyang children. A two-tier training model is being implemented through the National Institute of Public Cooperation and Child Development (NIPCCD), with 3 days of training for Anganwadi workers covering curriculum, pedagogy, and assessment tools, emphasizing play-based, activity-based learning.

Two years of pre-school education was also included in Samagra Shiksha Abhiyaan, run by the Department of School Education and Literacy, in 2017. A Pre-school Curriculum was released by NCERT in 2018. Under NEP 2020 and NCF-FS 2022, three initiatives were launched by DoSEL to achieve Foundational Literacy and Numeracy (FLN): the Balvatika programme (1 year of preschool for children from 5 to 6 years), NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy to achieve universal FLN in primary school by 2025) and Vidya Pravesh (3 months preparatory course before entry into school). As service delivery on the ground is often in convergence, such as at co-located Anganwadis, efforts have been made to utilize a similar format of daily activities as provided in Unmukh, a training module for Balvatikas. However, the primary and preprimary school context is different from the Anganwadi context.

The present Curriculum has been prepared keeping in mind the specific local needs and context of Anganwadi Centres and Anganwadi Workers. It utilises low cost/no cost learning materials, and translates the complex language of domains into daily blocks and sub-blocks named, for example, “Let’s Explore” for cognitive domain, “Let’s Hear and Talk” for language development, “Let’s Create” for cultural and aesthetic development, “Let’s Appreciate” for socio-emotional learning etc. Easy forms of observation-based formative assessment are included with every activity, together with educator notes for inclusion. The daily schedule has also been organized based on Anganwadi timings of 4 hours, including snack, lunch and rest time.

States Best Practices for 3-6 Years Education

As education remains a State subject under the Constitution of India, there are a number of best practices currently being followed at the State level in various parts of the country. Certain key initiatives are highlighted below.

- Telangana utilises a portal on preschool activities at AWCs, a digital preschool activity programme on TSAT Vidya Channel, Samsiddha mobile app on ECCE with preschool activities in audio, video and text. Provision has also been made for Childcare Institutions to access the same.
- Maharashtra follows the Triple A approach - Aarambh, Aakar and Ankur - targeting children aged 0-3 years, 3-6 years and parents respectively. The program includes curriculum development, activity banks, training, parent meetings, home visits etc.
- Uttar Pradesh runs the Sambhav programme, with the ECCE curriculum known as Pahal, Bal Pitara app for recording of child attendance and assessment and Sahyog app for supportive supervision. The State has also issued guidelines for child-friendly furniture and building as a learning aid (BALA) painting of Anganwadi Centres.
- Rajasthan runs the Anganwadi Chalo Abhiyaan to improve enrolment rates at the Anganwadi Centres. Indradhanush activity bank for Anganwadi Workers, and long-standing
- Gujarat introduced Pa-Pa-Pagali programme to strengthen pre-school education, which includes Umbare Anganwadi for doorstep delivery of preschool education through Doordarshan, Vande Gujarat mobile app and Youtube twice a month. A digital calendar known as Bal Goshti for parents showing use of activity book and discussion points with children. Bal Diwas is also celebrated every month.
- In Jharkhand, parents counselling is being conducted through group meetings and home visits, under the Ek Jut programme. It covers topics like nutrition and nurturing care.
- Assam offers a 6-month certificate course on ECCE for Anganwadi Workers for birth to 6 years of child development, in convergence with the State Council for Education Research and Training. The 'Ghare Ghare Anganwadi' program focuses on responsive parenting, using low and no-cost material.

State Curriculum Analysis

Curriculum documents from various States were analysed for the preparation of this Curriculum document. Dimensions of analysis included duration of daily schedule, duration of different slots, flow of activities, percentage of time for rest and recess and time allocation for free play, physical play etc. Short insights from the analysis are presented below.

Time Duration proposed (in hours)	No. of corresponding curriculums (frequency)
2	1
2.5	1
3	3
4	8 Meghalaya, Haryana, Chandigarh, Rajasthan, Karnataka, Telangana, Unmukh (Balvatika), Bihar (Chehak)
5	2
6.5	1
*Note: This includes 2 hours of sleeping time.	
Not specified	4

No. of Blocs proposed (range 10-60 minutes)	No. of corresponding curriculums (frequency)
5	1
7	1
8	5 Odisha, Meghalaya, Haryana, Rajasthan, Bihar
9	5 Maharashtra, Chandigarh, Shaala Poorva Shiksha (Azim Premji), Karnataka, MWCD (2015)
11	1
12	1
13	1

- In most states, the classes are scheduled for 4 hours or 240 minutes.
- 30-minute slots are the most popular amongst the different curriculums analysed; while 20-minute slots are second most popular.
- In most states, the day starts with circle time, and the duration of circle time varies, 30 minutes being the norm in most of them.
- Most curriculums seem to have used an 8-9 blocs rhythm.
- More than half of the curriculums analysed have allocated up to 15% of the time for rest and recess (36/240 minutes or 36 minutes in 4 hours schedule).
- Most State curriculums have allocated 30-minute slots for free play.
- The average time allocated for Outdoor play or Physical domain/ activity was found to be 25 minutes.

1.2 Importance of ECCE in India and the World

The first six years of a child's life are often considered the formative years, laying the foundation for future development and success. Extensive research from around the world, including India, underscores the critical importance of early learning during this period.

Insights from Neuroscience: Brain Development during Early Years

Extensive research in neuroscience reveals that the brain undergoes rapid and crucial development during the early years of life. The first eight years of life mark a critical period for brain development, where neural connections either strengthen or prune based on environmental experiences. A nurturing and stimulating environment during this phase is paramount for holistic child development and the formation of neural connections during this period and significantly influences cognitive, emotional, and social development.

Research on ECCE: Indian Context

Early childhood education (ECE) in India emerges as a transformative force, supported by compelling research showcasing its positive impact on retention rates, school enrollment, and cognitive development. A study unveils a significant gain of 8–20% in retention rates among children attending preschool centers, attributing this boost to age-appropriate participation in early childhood education.

Similarly, insights from a study conducted in Bihar and Uttar Pradesh delve into the enrollment patterns of children aged 7 to 18. The findings reveal a noteworthy correlation between participation in early childhood programs and an increased likelihood of enrollment in formal schooling.

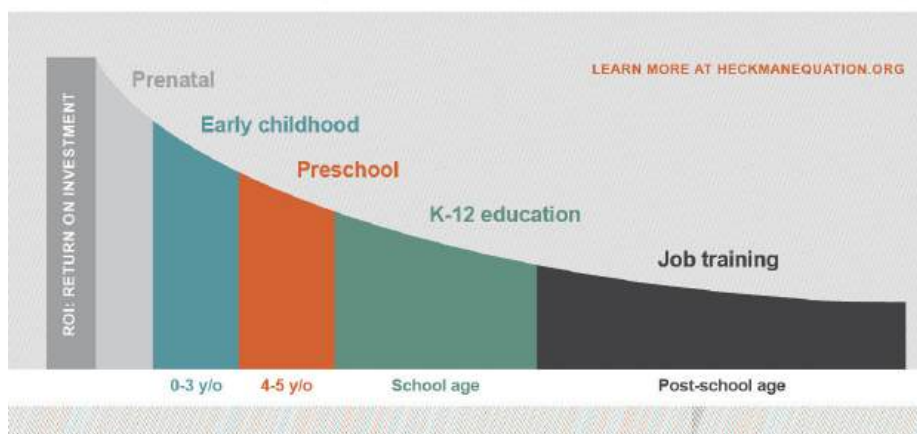
The Early Childhood Education Impact Study (2017) conducted by Ambedkar University, Delhi, as referenced in the National Curriculum Framework for Foundational Stage, sheds light on school readiness levels across states, including Assam, Telangana, and Rajasthan. The study unveils that cognitive and language readiness levels of 5-year-olds fell below expectations (such as matching numbers to objects, identifying location of an object in the picture, etc) in these domains. Notably, regions with superior school readiness levels saw children actively engaged in play-based learning activities. The impact on cognitive development was supported by a study comparing 200 children enrolled in Anganwadis with 200 homebound children in an Indian district. The assessment covered six cognitive skills—conceptual information, comprehension, visual perceptions, memory, and object vocabulary. The findings affirm that Anganwadi attendance positively influences the cognitive skills of children, providing vital evidence of the link between preschool attendance and cognitive development.

Evidence from diverse studies brings out the multifaceted benefits of early childhood education in India. From boosting retention rates and school enrollment to fostering positive cognitive development, it strengthens the case for investing in quality early childhood education.

Return on Investment in ECCE: Heckman Curve

Investing in education offers both individual and societal returns. A longitudinal study spanning over 35 years examined the gains of birth-to-five-year early childhood education programs for disadvantaged children. The study revealed better outcomes in education, health, social behaviors, and employment, demonstrating a 13% per year return on investment for high-quality birth-to-five programs. Despite the higher costs, each dollar invested in quality early childhood programs can yield returns ranging from USD 4 to USD 16. This was supported by the Heckman Curve illustrating that the maximum rate of return on investment is associated with preschool education. Three rigorous studies of early childhood programs further support this, showing substantial returns for both participants and the public, ranging from USD 3.23 to USD 9.20 for every dollar invested.

In essence, investing in education goes beyond financial gains. It shapes individuals, families, and societies positively, creating a ripple effect of benefits. Education is not merely a means of acquiring skills for employment; it is a catalyst for societal well-being, equity, stability, and progress. Thus, the call to invest in early childhood and basic education echoes not only as a prudent economic decision but as an investment in a brighter, healthier, and more sustainable future for all.

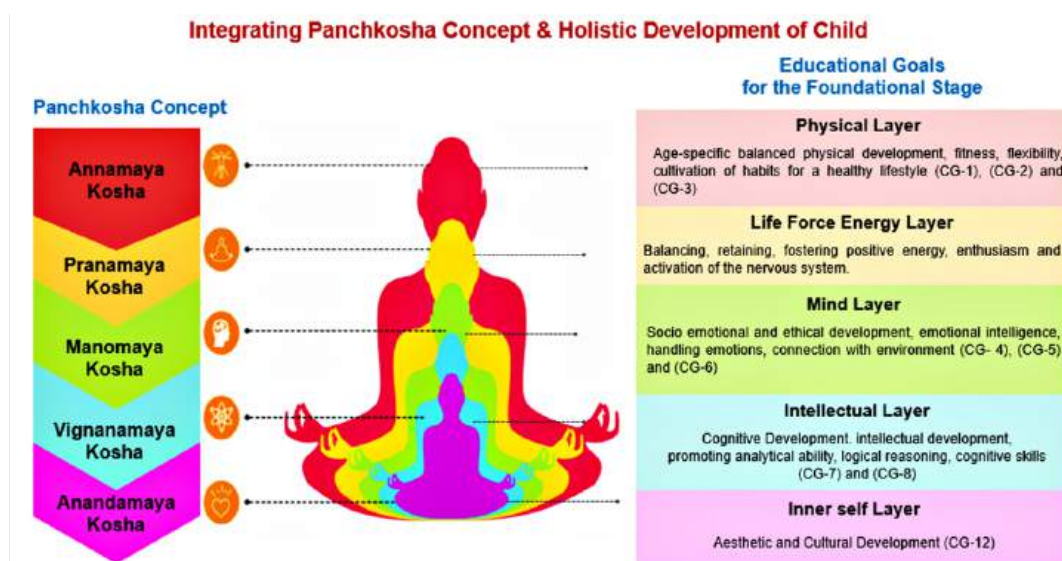


Conceptualizing Child Development in India

India's cultural heritage places immense value on a child's early years emphasizing the imparting of "sanskaras" or fundamental values and social skill, traditionally fostered within joint families. However, societal changes have altered this landscape, necessitating a shift in approach. Diverse families and communities, culture, and socio-economic status, present both challenges and opportunities for quality early care and learning experiences. In contemporary nuclear families, ECE assumes greater importance due to changes in family dynamics, work pressures, and societal shifts, emphasizing its crucial role in children's educational and developmental journey. Discrimination based on gender, identity, and disability persists, requiring proactive measures for universal access to pre-primary education. Whether in homes or community settings, early learning experiences must draw on family strengths thus recognizing diverse social contexts, inclusive parenting involving fathers, mothers, and caregivers is crucial.

1.3 Development of the Whole Child

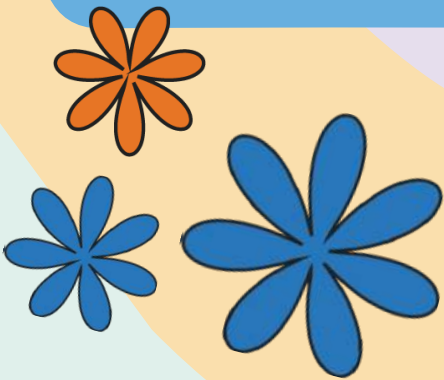
The NCF-(FS) 2020 recognizes the multifaceted nature of child development by integrating the Panchakosha concept, an ancient Indian framework that emphasizes five sheaths or layers of a human being, into the educational goals for the Foundational Stage.



"The Panchakosha model comprises annamaya kosha (physical layer), pranamaya kosha (life force energy layer), manomaya kosha (mind layer), vijñanamaya kosha (intellectual layer), and anandamaya kosha (inner self). The Panchakosha Vikas, as outlined in ECCE, rooted in ancient wisdom, provides clear pathways toward a holistic education and ensures a comprehensive and balanced approach to nurturing the child's body, mind, and spirit.



Chapter 2: How do children learn in early years (3 to 6)?



Chapter 2 : How do children learn in early years (3 to 6)?

2.1 ECCE is the foundation for "Foundational Learning" (FLN)

In the last decades, India has made great strides in improving access to and quality of education. The Gross Enrolment Ratio at the primary stage is nearing 104.8 for Girls and 102.1 for boys (UDISE+ 2021). At the tertiary level as well, the female participation in higher education is 101 per 100 males. However, surveys of children's learning outcomes, a measure of quality, are not showing commensurate improvements, as per government surveys like the National Achievement Survey and civil society reports like the Annual Status of Education Report. There is therefore a need for even earlier intervention, leading to the focus on Foundational Literacy and Numeracy (FLN), through NIPUN Bharat and other initiatives by the Department of School Education and Literacy.

However, in early childhood, before the ability to read, write or count is developed, a child must build and retain basic neural connections, undergo sensory development and socialization, particularly up to the age of 6. Therefore, while pre-literacy and pre-numeracy activities are a critical component of early childhood care and education, they are not its entirety - physical, socio-emotional, and cultural and aesthetic development are as important as cognitive and language skill development.

In India's traditional ethos, a child must be seen as a composite whole and not simply a pupil. The development of character is as critical as the development of the intellect. In addition, emerging science validates the old axiom of a healthy mind in a healthy body - without good physical health, activity and exercise, students' executive function, concentration and consequent academic performance will be affected. Similarly, a child constantly in conflict with their peers, family, teachers, others around them, that is, "social awareness" and crucially, not at peace with themselves, that is, "emotional awareness" will struggle to perform academically on tests and examinations. Even if such students are able to navigate the academic system, on entering the labour market as adults, seeking and retaining employment would be a challenge. Therefore, holistic ECCE is foundational for all future academic performance, including Foundational Literacy and Numeracy, as well as a well-rounded and fulfilling life for all citizens of India.

2.2 Teaching-Learning Approaches

2.2.1 Key Considerations and Principles for Teaching-Learning in Early Years

Key Considerations and Principles for Teaching-Learning in Early Years

Planning for Differentiated Instructions

- Tailoring Teaching to Individual Needs
- Group-Based Differentiation
- Observation and Information Gathering
- Varied Learning Activities
- Level-Based Materials

Scaffolding and Gradual Release of Responsibility Model



Key Strategies



2.2.2 Teaching Language and Literacy in Early Years

In the early years, teaching kids how to read and write should give them lots of chances to learn about being readers and writers. This teaching should balance basic skills like understanding sounds in words, figuring out how to read, and writing letters and words right, with more complex skills. These complex skills are talking well, enjoying books, drawing, and writing their own stories, all focusing on making sense of what they learn. Primary focus on varnamala and matras, involving choral repetition and handwriting practice, must not find a lot of space in the early years' classroom.

Key Early Language and Literacy Approaches:

Early Language and Literacy Development involves oral language development, phonological awareness, decoding, reading comprehension, fluent reading, writing, and cultivating a reading habit. They can be developed through these approaches and strategies:

- **Focus on Developing Children's Emergent Literacy Skills:** Emergent Literacy encompasses skills, knowledge, and attitudes developed about reading and writing before becoming fluent. This phase involves emergent reading (print awareness, concepts, pretend reading) and emergent writing (drawing, scribbling, and inventive spelling).



- **Balanced Literacy Approach:** The Balanced Literacy Approach integrates word recognition skills (lower-order) and language comprehension and expression (higher-order). Activities like read aloud, shared reading/writing, and independent reading/writing balance these skills.
 - **Oral Language Development:** Use storytelling, discussions, picture conversations, and role play for free and guided conversations.
 - **Phonological Awareness and Letter Recognition:** Focus on letter-sound relationships, phonological awareness, and introduce letters and words together for meaning-centered instruction.



Strategies for providing exposure to young children in an Unfamiliar Language:

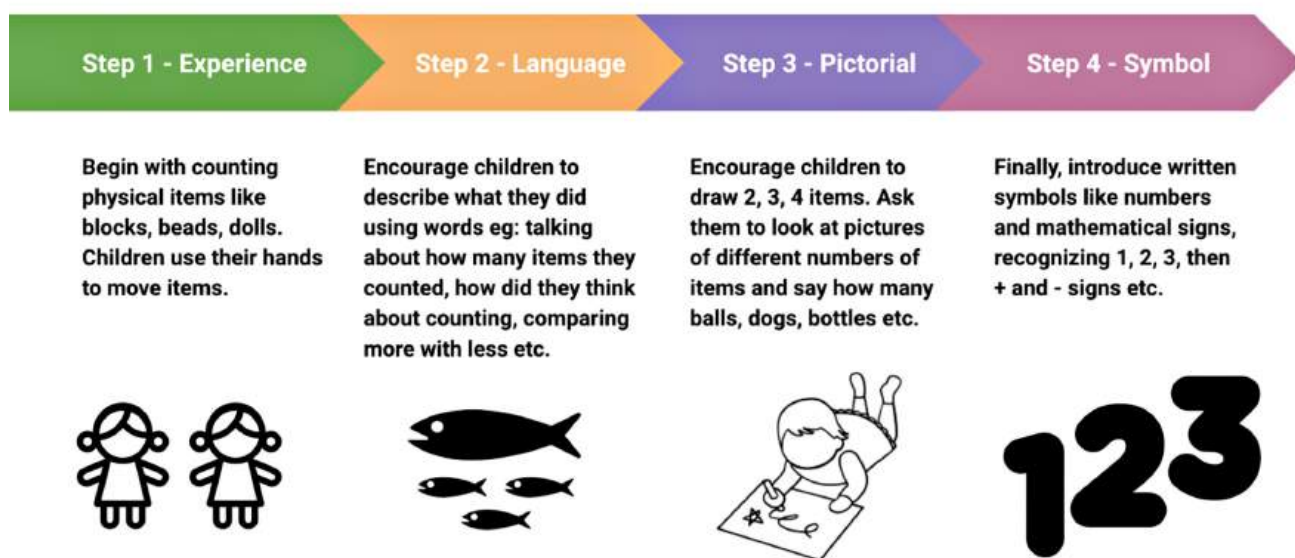
When teaching a language that's new to children, it's important to approach the process with strategies that make learning engaging and effective. Using a variety of activities and methods can help make the unfamiliar language more accessible and enjoyable for students. Here are some teacher-friendly strategies:

- **Start with fun, interactive activities for oral language development:** Utilize Total Physical Response (TPR), a method where students physically act out words or phrases. This could involve actions like jumping when saying "jump" or walking when saying "walk". It helps children associate the physical movement with the language, making it easier to remember and understand.
- **Use comprehensible input:** simple language, gestures, pictures, and actions to help kids understand.
- **Focus on meaningful and purposeful context:** encourage using the language for communication, not just correctness.
- **Give plenty of exposure to the new language** through listening, speaking, and reading activities.

2.2.3 Approaches to Developing Mathematical Concepts

Mathematical concepts can be explained in different ways at the pre-numeracy level. They can be very abstract for young children. Teach them by moving from concrete Experience, to naming or Language, to Pictures, and after that to abstract Symbols. This is called ELPS. Also encourage steps of problem solving, checking , etc.

ELPS Approach for Early Maths



Encourage children to solve problems, through steps of understanding, trying to solve, checking solutions, and redoing!

2.2.4 Promoting Socio-Emotional and Ethical Development

Contemporary understanding emphasizes the significance of emotional intelligence, asserting that the ability to comprehend and manage emotions is perhaps as crucial, if not more, than cognitive intelligence. The cultivation of emotional intelligence involves not only recognizing and managing one's own emotions but also extending this understanding to the emotional states of others, fostering empathy and compassion. This includes:



2.2.5 Positive Learning Habits (Executive Function and Self-Regulation Skills)

Executive function and self-regulation constitute mental processes crucial for planning, maintaining focus, following instructions, and effectively managing multiple tasks. The brain relies on this skill set to filter distractions, prioritize tasks, set and attain goals, and regulate impulses. These skills are intertwined, and dependent on three characteristics:

- **Working Memory:** Governs the retention and manipulation of distinct information over short durations.
- **Mental Flexibility:** Enables the sustained or shifted attention in response to varying demands and application of different rules in diverse settings.
- **Self-Control:** Empowers prioritization and resistance against impulsive actions or responses.

Positive Learning Habits among Children

Role of Caregivers / Teachers

Establishing Routines	Playing a pivotal role in designing and implementing a well-organized classroom routine that supports skill development.
Modelling Social Behaviour	Showcasing positive role models, positive interactions, effective communication, and cooperative activities to enhance socio and emotional skills
Supportive Relationships	Actively work towards establishing an atmosphere where open communication is encouraged, providing a scaffold for emotional and social intelligence development.
Encouraging Creative Play	Teachers can incorporate play-based learning into lessons, encouraging children to explore their creativity enhancing cognitive flexibility and decision-making, contributing to the holistic development.
Coping Mechanisms for Stress	Introduce stress-relief strategies, create a safe space for children to express their emotions contributing to the development of self-regulation skills.
Vigorous Exercise	Integrate exercises and movement into the learning environment, promoting an active lifestyle.
Moving Towards Independent Choices	Move from leading activities to letting kids lead. This helps children learn to set goals and make plans on their own.

Children may require varying degrees of support, and adverse environments, marked by neglect, abuse, or violence, can impede skill development and disrupt brain architecture, leading to impaired executive function. The development of executive function and self-regulation skills in children yields lifelong advantages, contributing to positive behaviour, informed decision-making, and overall societal well-being.

2.3 Play as Learning

2.3.1 Importance of Play-based Learning

Play-based Learning in early years is fundamentally child-centered, considering the unique needs, interests, and competencies of each child. Play, being intrinsic to children, is a natural and dynamic activity for them, evident in their constant engagement with the environment, whether it's the playground, home, market, or any other place. Children instinctively play with whatever they find, be it a pebble, leaf, or any available item, demonstrating their genuine love and thorough enjoyment of play.

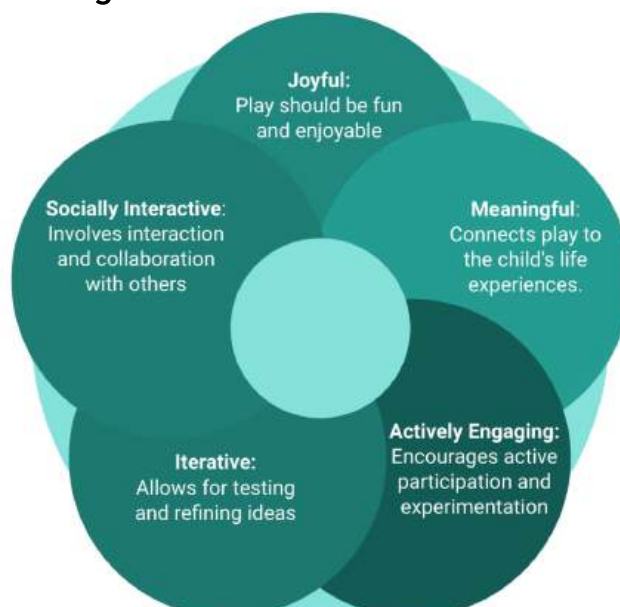
Despite the natural inclination of children towards play, there exists a misconception among many that play is a wasteful use of time. Parents, at times, fear that play might lead to conflicts or time wastage, emphasizing the perceived importance of academic activities. Unfortunately, this perspective often results in insufficient opportunities for children to engage in play.

Contrary to this belief, especially in the early childhood years, play serves as the primary avenue for learning. Play allows children to express their ideas and emotions, facilitating the observation and understanding of the world around them. Additionally, it plays a crucial role in building social relationships and instilling healthy habits in children. The multifaceted benefits of play contribute significantly to the holistic development of a child and serve as an effective medium for Early Childhood Education (ECE), ensuring that knowledge acquired through play becomes a lasting part of the child's experience.

Furthermore, play is instrumental in developing a child's five senses. Engaging in play involves the use of senses and limbs, resulting in the strengthening of muscles, increased understanding, and enhanced confidence. Through play, children actively participate in the "Learning by Doing" process, gaining concrete learning experiences. It provides a balanced and process-oriented program that aligns with developmental objectives, fostering learning processes such as observation, experimentation, problem-solving, and creativity.

Moreover, play contributes to maintaining a balance between physical and mental activities, ensuring the overall development of a child, irrespective of their cultural background. Emphasizing the importance of recognizing individual interests and skills, play activities become a vital component in promoting a child's comprehensive development.

2.3.2 Unlocking Playful Learning



While children may not always encounter all these characteristics simultaneously, it's important to provide children with a diversity of play experiences such that it is ensured that each element is experienced and contributes to developing a wide array of skills that are important for foundational and future learning.

The Play Continuum, as outlined in NCF-FS 2022, emphasizes the centrality of 'play' in early childhood education, encompassing various fun and engaging activities. It categorizes play into three distinct types based on the degree of adult involvement and the nature of the activity:

Types of Play			
	Free Play	Guided Play	Structured Play (or Directed Play)
Nature	Completely child-initiated and self-directed.	Child-led, with active adult facilitation.	Teacher directed activities with specific rules.
Activities	Includes puzzles, role-playing, reading books.	Using clay, vocabulary games, emergent literacy activities.	Story creation, language and math games, guided walks.
Teacher's Role	Indirect, such as preparing the environment and observing.	Facilitates and scaffolds the play with specific objectives.	Plans and implements learning experiences with clear objectives.
Benefits	Develops social skills, self-regulation, emotional management.	Effective for developing a range of skills; promotes collaborative learning between children and teachers.	Focuses on specific competencies and learning outcomes.

Overall, the Play-based Learning Continuum illustrates varying levels of teacher involvement in facilitating a playful, child-centered learning environment. It blends child-directed elements with adult guidance and structured learning objectives.

2.3.3 Playful Classroom Activities

Young classrooms are lively and diverse, fostering learning through various avenues such as talking, listening, using toys, artistic activities, and physical engagement. These methods have been incorporated in the weekly, and daily plans suggested. Teachers can utilize these methods to connect with and educate children:



Conversations

Use structured conversations (Circle Time), free conversations and questions with equal participation



Story Telling

Use lively expressions, new words, sentence structure and problem solving. Read aloud and share stories related to daily life. Discuss characters and stories after reading. Encourage children to narrate their lives as stories and roleplay.



Toy-Based Learning

Using hands for physical exploration of toys develops motor skills, hand eye coordination, creativity, problem-solving etc. Indigenous toys are culturally appropriate.



Children's Songs and Rhymes

Use songs to teach concepts, enhance vocabulary, imagination and expression with gross and fine motor skills, clapping clicking, jumping etc. Local songs and multiple languages are culturally appropriate.



Music and Movement

Joyfully playing instruments, singing, keeping rhythm and dancing, through repeated songs, singing in a group and identifying tunes, develops cognitive capacity. Dance with props, to songs of different moods, contexts, and languages.



Arts and Crafts

Drawing, painting, pasting, clay moulding, etc. with different materials, colours, and textures, helps children in recognizing shapes and patterns, fostering creativity, coordination and artistic experience.



Indoor Games

Use puzzles, chess, jigsaws, blocks, chaupad, snakes and ladders, ludo etc to teach counting, spatial reasoning, problem-solving strategy, teamwork, and foster healthy competition and peer bonding.



Outdoor Play and Nature Interaction

Running and exploring nature in parks and forests boosts curiosity and fosters environmental awareness and responsibility.



Field Trips

Take children to the vegetable market, doctor's clinic, bus depot, post office, and police station to encourage curiosity, build connections, and connect theory to the real world

2.4 Designing a Child-Friendly Environment

The environment for learning – both physical and behavioral aspects of it – plays a pivotal role in a child's development. An inclusive, vibrant, and supportive setting is crucial for cultivating the competencies required for optimizing developmental outcomes ahead. The following principles delve into creating an environment that fosters participation and holistic development.

Designing a Child Friendly Environment

Flexible Seating

Arrange seats to help kids work together & enjoy different activities.

- Place small mats in circles for storytelling & fun learning times.

Interactive Displays & Print-Rich Surroundings

Use walls to teach. Show kids' work, involve all & make it easy & accessible for them to read.

- Hang up all children's work at lower levels so other children can see, engage & appreciate.

Safe & Inviting Atmosphere

Make the place safe & friendly for better learning.

- Put up books from around the world or show different celebrations on walls to include everyone.

Balance of Familiar & New Experience

Build on what kids know & introduce new things gradually.

- Connect new ideas to what children already understand, making learning a mix of the familiar & the excitingly new.

Optimal Indoor Environment

Keep rooms bright & airy for happy & active learning.

- Open windows for light & fresh air, making it a good place for kids to learn & play.

Vibrant Learning Corners

Create exciting corners for play & learning.

- Make corners for play, like a space for acting, building, counting, drawing & reading. Add materials that help kids think, move, feel & be creative.

2.5 Objectives and Process of Assessment for Young Children

In order to continuously enhance learning for children, it is critical that teachers know the process and means to analyse resources, interpret evidence, and implement corrective and improvised methods.

2.5.1 Objectives of Assessments in Early Years

- Assessment guides educators in choosing appropriate teaching-learning tools by informing them about their students' needs, likes, interests and ways of learning.
- Assessment tasks help children understand things better, by using what they've just learned. It gives them a chance to practice the new skills they have learned.
- Effective assessments guide teachers in offering extra support to students who may need additional assistance. Needs can change based on the individual child, their pace of learning, and learning gaps that may arise due to different conditions at home.

DO's



- ✓ **Focus on Strengths:** Concentrate on what children know and can do.
- ✓ **Evaluate Understanding:** Assess the extent to which children demonstrate understanding and skills—completely, partially, or incorrectly.
- ✓ **Identify Learning Gaps:** Identify misconceptions, alternative conceptions, or gaps in children's learning during analysis.
- ✓ **Use Multiple Sources:** Gather evidence from various sources, like classroom responses, written work, and observed behavior, for a comprehensive understanding.
- ✓ **Adapt Teaching Style:** Use assessment evidence to modify teaching style to meet children's learning needs. This can involve incorporating activities, ability grouping, and independent assignments.

DON'Ts



- ✗ **Avoid Labelling:** Don't label children based on what they don't know. Focus on strengths and positive aspects.
- ✗ **Avoid Rote Learning:** Focus on children's conceptual understanding, not just repeating A for Apple etc.
- ✗ **Avoid Assumptions:** Don't assume that the child is simply stubborn, naughty or inactive. Try to find the reasons behind their behaviour and be kind.
- ✗ **Avoid Relying on a Single Source:** Use all sources like different observations, open-ended questioning, portfolio etc. for a more accurate assessment.
- ✗ **Avoid Postponing Assessment:** Regular track and record your observations of each child to help your memory. Plan activities and additional support based on results.

2.5.2 Process of Assessment in Early Years

The assessment process for young children involves a thoughtful and comprehensive approach to understand their overall development. It is based on observation, that is closely watching how children behave and learn over time. Anganwadi Workers should look at various situations to understand their feelings, attitudes, and expressions, eg, in the morning vs the afternoon, before or after lunch, alone or in groups etc.

Three Steps for Competency Assessment are:

1. **Gather Evidence:** Helps understand how children achieve specific skills. Watch where children are naturally showing their abilities. Use detailed observation tools, like checklists, to understand the details of their performance. Use portfolios to store children's written and drawn work, and observe it together.

Storytelling • See how children get into the story, describe elements, and connect it to their experiences. • Notice if they remember words or express their preferences.	Play and Activities - Free, Guided, or Structured • Watch how they solve problems, use their muscles, and express emotions during play. • Notice how they respond to others in different play situations.	Guided Conversation • Observe how children listen, wait their turn, and express feelings during conversations. • See if they can predict what happens next.
--	--	--

2. **Reflect and Plan:** Think about your observations and record them carefully using different tools. Think about how to teach each child in a way that fits their unique learning journey.

3. **Take Action with the Child and the Family:**

- Implement your plans in the classrooms, adapting teaching style to improve children's learning outcomes.
- Revise and practise skills that children are not able to learn yet.
- Try a different approach to teaching the same kind of skill, eg. use real objects like fruits, if children are unable to recognize pictures and name the fruit.
- After identifying children needing extra attention and support for specific Domains or Competencies, spend extra time with them for targeted improvement.
- Update the parents regularly on their child's likes, dislikes and behaviour in the centre. Counsel them on which activities to undertake at home for joyful learning and strengthening different skills. Connect them with other parents whose children are learning at a different level or speed.
- Take children on different field visits and involve parents while celebrating successes and addressing concerns.
- Use monthly ECCE days to involve families and caregivers, including fathers, grandparents etc and not just mothers.

The following tools can be used for gathering evidence and reflection:

01	Anecdotal Records	• Gives insights into their engagement and reactions. • Write detailed stories about interesting moments with children. • Capture what they say and do during activities.
02	Checklists	• Efficient for tracking, but better when used with other methods. • Mark whenever a child accomplishes specific learning goals. • Combine with other methods like observations for a better understanding.
03	Event Records	• Useful for redirecting unacceptable behavior or actions. • Record details each time a specific negative event happens. • Use it to understand socio-emotional behavior. • For regular checks, note actions over specific time spans.
04	Poshan Tracker	• Fill assessment forms for every child every 3 months on the Poshan Tracker app.

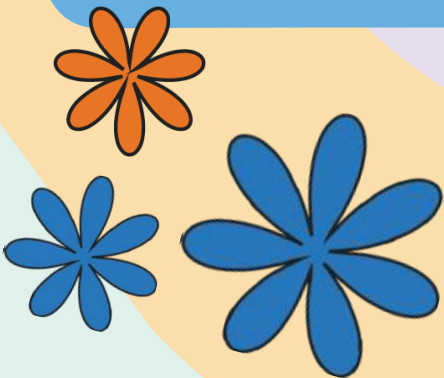
The **Child Assessment Cards** issued by the Ministry of Women and Child Development in 2017 aim to foster holistic development in young children through informal assessment methods. In Annexure 5 of this document, these cards are provided as per children's ages (3-4, 4-5, 5-6). These assessment cards can be effectively used to assess and support young children's learning and are crucial for communicating learning progress to families, aiding teacher understanding, and facilitating effective parent-teacher meetings. Through observation based assessments educators can foster holistic development in young children, promoting their social, emotional, cognitive, and physical well-being and creating individualized support strategies.

Domain-specific Key Points for Observation:

- **Social Interaction:** Observe how children engage with peers and adults, their sharing behaviors, empathy, and conflict resolution skills.
- **Communication Skills:** Assess children's language development, vocabulary usage, clarity of speech, and ability to express thoughts and feelings.
- **Cognitive Development:** Look for indications of problem-solving skills, creativity, curiosity, and understanding of basic concepts.
- **Emotional Development:** Pay attention to children's emotional regulation, resilience, empathy, and ability to cope with challenges.
- **Physical Development:** Monitor gross and fine motor skills, coordination, balance, and spatial awareness through daily activities and play.



Chapter 3: Early Years Classroom: Curricular Approach and Planning



Chapter 3: Early Years Classroom: Curricular Approach and Planning (3 to 6)

3.1 Understanding the Curricular Flow - From Domains to Learning Outcomes



Domains to Curricular Goals: NCF-FS 2022 acknowledges the multifaceted nature of child development and has laid down a comprehensive framework comprising six major developmental domains that significantly influence a child's growth and learning holistically. These domains include Physical, Socio-Emotional & Ethical, Cognitive, Language & Literacy, Aesthetic & Cultural, and Positive Learning Habits. Each domain is further classified into 13 Curricular Goals, that serve as learning goals under each domain. You can refer to the table labelled Annexure 3 for a comprehensive overview of the curricular goals.

Curricular Goals to Competencies: Each Curricular Goal is further detailed into 68 competencies, which are observable and systematically assessable learning achievements. These competencies provide a nuanced understanding of the skills and knowledge children are expected to acquire in their early learning years. Competencies, derived from the above-mentioned Curricular Goals, are specific, observable, and assessable learning achievements that students are expected to achieve. They are informed by the overarching goals and shaped by the practicalities of the educational environment. These competencies are not just theoretical but are expected to be clearly understood and visible to all stakeholders in school education, ensuring that every child receives the necessary learning opportunities to meet these expectations.

Competencies mapped to Learning Outcomes and Activities: Further breaking down these competencies, we have Learning Outcomes, which act as interim milestones in the journey towards achieving these competencies. These outcomes are tailored to fit the socio-cultural contexts of the students, their developmental ages, the materials and resources available, and the unique contingencies of individual classrooms. In this way, Learning Outcomes provide a more granular and adaptable approach to tracking and facilitating student progress. They are not rigid requirements but are instead intended as flexible guidelines that empower teachers and school leaders to adapt and reimagine these outcomes to best fit their specific teaching contexts and the needs of their students. There are various activities planned in the weekly plans in Chapter 5 and detailed in Chapter 6 based on these competencies and learning outcomes for ages 3 to 6.

3.2 Snapshot of a day in Anganwadi

The daily 4-hour schedule is thoughtfully structured into *three blocks*, each with dedicated sub-blocks for play-based structured learning, and includes an overall 40-minute break for snack, lunch and rest time.

Blocks 1 (Welcome & Free Play) and 3 (Reflect & Wrap) are for child-led indoor and outdoor play and circle time conversations. In these blocks, the Anganwadi educators can tailor activities based on their local needs, supported by general guidelines.

In contrast, Block 2 (Learning & Play), consisting of five sub-blocks, is thoroughly planned with a set of classroom-ready, play-based fun activities. These are designed to optimise teaching-learning time and help children achieve age-appropriate developmental milestones and learning objectives (as underlined in NCF-FS 2022).

For a detailed view, refer to the illustrative table provided below.

BLOCKS	LEARNING TIME		TIME
Block 1: Welcome & Free Play	Let's get Started!	Welcome, Warm-up, Hygiene check, Attendance, Weather, Free conversation	25 mins
	Let's Play!	Provide different play materials for choice-based play	30 mins
SNACK TIME			10 mins
Block 2: Learning & Play	Let's Weave wonders!		20 mins
	Let's Explore!		30 mins
	Let's Hear & Talk!		20 mins
	Let's Create!		25 mins
	Let's Appreciate!		20 mins
LUNCH & REST			30 mins
Block 3: Reflect & Wrap	Let's get active!	Provide different outdoor play materials for choice based play	20 mins
	Let's reflect!	Free conversation, Recap, Favourite activity, Clean up, Share about next day, Bye-bye	10 mins

Block 1: Welcome & Free Play

- **Let's get started (25 mins):**
 - As you step into the day, warmly greet the children to create a positive and inclusive atmosphere. Engage in simple physical activities and ensure cleanliness and health standards through a quick hygiene check. Record attendance for safety and tracking purposes. Discuss the weather, connecting learning to the environment. Encourage open dialogue during the free conversation for social development.
- **Let's Play (30 mins):**
 - Provide a variety of play materials for exploration. Foster independence by encouraging choice-based activities.

Guidelines for Block 1: Welcome and Free Play

Sub Block 1- Let's get started!

Conducting A Vibrant Morning Circle Time (Welcome)

Embarking on the journey of each new day, Morning Circle Time is the heartbeat of our Anganwadi. Let these guidelines serve as your compass to make this daily ritual not just a routine, but a cherished moment of growth and connection.



Why is Circle Time Important?

- **Builds a Daily Ritual:** Conducted daily, Morning Circle Time establishes a comforting routine, fostering a sense of security and predictability for children. Imagine a space where children eagerly gather each morning, excited for the day ahead.
- **Holistic Learning:** It provides a holistic learning experience by integrating various activities that cater to social, emotional, and cognitive development. Envision a vibrant circle filled with laughter, songs, and shared stories, creating a rich tapestry of learning.
- **Community Building:** Circle Time brings children together, creating a sense of community, where each child feels valued and connected. Picture the bonds forming as children express themselves freely in this communal space. Since it's a space where everyone can see each other without a barrier, a sense of community and belongingness is felt.

Other Activities Within Morning Circle Time:



- **Warm Up:** Engage children in brief morning exercises- stretch and bend, yoga etc. to give the day a healthy start and set up a routine on morning exercise. Briefly talk about how exercise is useful. You can use music/songs/hymns/beats to make these exercises fun and interesting.



- **Health and Hygiene Talk:** Discuss basic health habits, nurturing a foundation for personal well-being. Picture a circle where children actively discuss staying healthy and clean. This can include basic things such as washing hands, keeping their nails clean and combing their hair.



- **Free Conversation:** Initiate informal conversations, creating a space for children to express themselves freely. You can ask children to share about what they did at the weekend or what they played with their friends. This can include things like what they noticed when they came to the center, how is the weather today etc. Free conversation during Circle Time is an opportunity to delve into a range of topics:

- **Daily Experiences:** Encourage children to talk about their daily experiences, helping them adjust to the classroom environment. Imagine a lively discussion where every child's voice is heard.
- **Field Trips and Festivals:** Use free conversation after special events like field trips or festival celebrations to capture unique moments. Envision children sharing their favourite parts of a recent outing or a festive celebration.
- **Base for Further Talks:** Utilise free conversations as a base for more structured discussions and activities. Picture the groundwork being laid for future explorations and deeper conversations.





- **Making Weather Connections:** Discuss about the day and weather. What month/day/date is it? What is the season? What is the temperature like? is it raining/cloudy/sunny/cold? etc. Connect the weather discussion with emotions, asking questions like, "How does the weather make you feel today?" Envision children expressing their emotions, creating a dynamic discussion.



- **Engagement through Attendance:** Make attendance interactive by using creative methods, like each child saying a word related to the weather of the day, or their favourite colour, or sharing their name and how they are feeling today etc. Imagine a delightful attendance session, with children actively participating in the process.

Sub Block 2- Let's Play!

Encourage free indoor play everyday for about 30 minutes. Let children pick toys and games of their choice and liking to freely engage with them. Free play encourages fun, initiative, exploration, creativity, decision making and confidence.

Provide children with easy access to ample toys, teaching-learning materials, equipment, drawing/painting/craft materials etc. to encourage free exploration and play.

Importance:

- **Developmental Growth:** Free Play contributes to holistic development by fostering creativity, problem-solving, and social skills. Picture a room filled with laughter and exploration as children engage in various activities.
- **Imagination and Exploration:** It encourages children to explore their imaginations, creating a foundation for future learning. Imagine a world where every corner is an opportunity for discovery and creativity.
- **Teacher's Role:** The teacher acts as an observer, facilitator, and playmate, ensuring a supportive environment for every child. Envision teachers actively engaging with children, guiding them when needed, and celebrating their independent discoveries.

Setting Up Free Play Areas:

- **Arts Area:** Provide art materials for painting, drawing, and crafting. Imagine an Arts Area where children unleash their creativity, surrounded by colours and possibilities. The area can have some art supplies like sheets, coloured pencils, crayons and some outlined shapes in which kids can fill the colours as per the instructions mentioned.
- **Drama Area:** Designate space for dramatic play with costumes and props. Depending upon the dramas enacted the area can have props like a small bed, sofa, chairs, table and household articles, such as a kitchen set, tea set, doctor's set and costumes made up of old dresses, handbags, shoes, caps, etc. which should also be kept.
- **Dolls' Area:** Create a cozy corner for dolls, encouraging imaginative play. A dolls' area should have a collection of dolls made from cloth, clay, wood, paper and so on. The furniture of dolls' area should be such that the children can also use it for their play. The dolls' area should be partitioned with a small curtain to give privacy to the children playing there. Playing with dolls encourages children to talk and understand more about other's thoughts and emotions. Playing imaginary games with dolls helps children develop social skills like helping, sharing, nurturing and caring.



Block 2: Learning & Play (Total Duration: 125 mins)



- **Let's Weave Wonders! (20 mins):**

- Stimulate children's imagination through storytelling and singing rhymes. Engage them with open-ended questions. Use a variety of story telling and sharing techniques, including but not limited to read-aloud, shared reading, picture talk, oral story telling etc.



- **Let's Explore! (30 mins):**

- Guide children to explore and understand various concepts through interactive and play-based activities, facilitating hands-on learning experiences. Encourage initiative and via semi-structured/structured activities along with purposeful conversations, support learning.



- **Let's Hear & Talk! (20 mins):**

- Strengthen language development and other learnings through semi-structured/structured activities centered around listening and speaking. Encourage discussions and free sharing of ideas. Include all children, listen-respond mindfully and appreciate all conversations.



- **Let's Create! (25 mins):**

- Create opportunities for creative expression through arts and crafts, fostering individuality and imagination. Provide varied craft and art material to engage in different activities. Appreciate and display all creations in the AWC.



- **Let's Appreciate! (20 mins):**

- Help children understand themselves and their environment better through fun, play-based, exploration activities. This block is designed to encourage active exploration, develop sensitivity, respect and appreciation for one's self- feelings, emotions, individuality, relationships and people around us, one's environment, diversity and culture.

Block 3: Reflect & Wrap (Total Duration: 30 mins)

- **Let's get Active (20 mins):**

- Encourage active exploration of outdoor play and manipulate related resources.

- **Let's Reflect (10 mins):**

- As the day winds down, facilitate reflection on its highlights. Encourage sharing of favourite moments and responsibility for cleaning up. Guide discussions with prompts like, "What was your favourite part of the day today? Or what did you enjoy the most?"

Guidelines for Block 3

Organising Outdoor Play





Importance of Outdoor Play:

- **Physical Development:** Outdoor play significantly enhances children's physical abilities, including coordination, balance, and gross motor skills. Engaging in activities like running, jumping, and climbing fosters overall strength and health.
- **Social Skills:** This play offers an opportunity for social interaction, allowing children to learn cooperation, communication, teamwork and conflict resolution skills.
- **Cognitive and Emotional Growth:** Outdoor Play pushes for nature exploration that stimulates curiosity and imagination, enhancing cognitive development. It also supports emotional well-being by reducing stress and promoting a sense of choice and freedom.

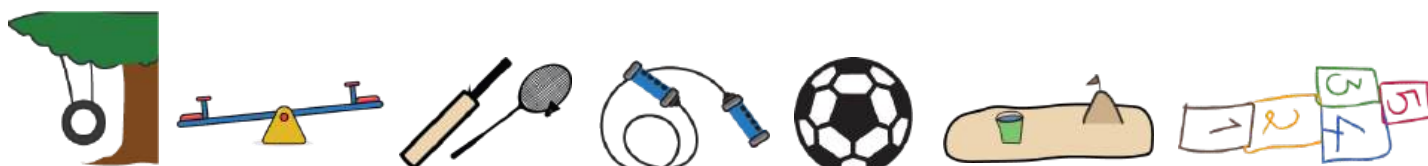
What is the teacher's role in Outdoor Play?

Teacher-led Outdoor Play (1-2 days a week): Teachers can conduct structured outdoor activities, focusing on specific skills or learning competencies. This could include organized sports, group games, or educational and exploration-based nature walks. The activity section has suggestions on various outdoor activities such as nature scavenger hunts, obstacle courses, and simple outdoor games. These activities can be adopted and adapted to different outdoor settings with locally available resources.

Free Outdoor Play (Remaining days): Children should be allowed to choose and organize their own outdoor play activities, as this autonomy supports creativity and decision-making skills. In this duration, the teacher can observe the children, make conversations with them, guide them with game rules and safety precautions as needed. It is also crucial to provide space for young children to resolve conflicts on their own with minimal adult support.

Ensuring Safety of Surroundings

- **Regular Checks:** Regularly inspect outdoor areas for hazards like sharp objects, unstable structures, or toxic plants.
- **Safe Equipment:** Ensure that all play equipment is age-appropriate, well-maintained, and meets safety standards.
- **Supervision:** Maintain supervision to quickly respond to any potential dangers or conflicts among children.



How can Outdoor Play be organized if there is limited space or equipment?

- Clear indoor space as much as possible and let children explore rhythmic movements.
- Guide children to play new and creative games that require minimal space or equipment, like pretend play, action songs, or simple physical games.
- Utilize available natural elements, such as leaves, for art projects or rocks for counting games.
- Adapt traditional games to fit smaller spaces, such as modified versions of pakdam-pakdai or hide-and-seek.

Conducting Goodbye Circle Time

‘Goodbye Circle Time’ offers the children a chance to reflect on the day's events. This provides them a space to discuss what they have learned and express their preferred activities, their feelings and experiences. This time ensures a joyful conclusion to the day's schedule and sets the stage for the next day's activities. Here are a few pointers on how to effectively conduct an engaging goodbye circle time:



- **Free Conversation:** Encourage Sharing and free conversation. Invite children to talk about the day, what they did, learnt and also what are they looking forward to once they get back home.



- **Recap the Day:** Begin by briefly summarizing the day's activities and learnings. This helps children recall and process the various activities and experiences they had.



- **Favourite Activity:** Invite each child to talk about their favourite part of the day. This could be an activity, a new fact learned, or an interaction they enjoyed. Allow children to share their learning and motivate them to articulate their thoughts and feelings.



- **Clean Up:** Encourage children to take up active responsibility in cleaning up the centre under your guidance. Simple tasks like putting toys back in their place, picking bits of paper and other materials from ground and disposing them safely etc. can be taken up with children, ensuring their safety during the same.



- **Preview the Next Day:** Briefly introduce children on what to expect the following day, what kind of activities they will engage in etc. to excite and motivate them. This not only encourage children as they look forward to coming to the AWC again but also helps children mentally prepare for the next day's activities.



- **Personalized Goodbyes:** Conclude the day with a positive affirmation, song, or a group activity that leaves the children feeling happy and valued. As children leave, offer personalized goodbyes, acknowledging something specific about their day or contribution.

3.3 Snapshot of a week in Anganwadi

There are 3 formats to the weekly schedule based on the annual plan:

- **Induction & Initiation Weeks (4):** When a child first enters the Anganwadi
- **Active Play Based Learning Weeks (36):** Regular schedule followed through most of the year
- **Recap and Reinforcement Weeks (8):** Weeks left as breaks in between where activities are repeated and reinforced

The structure explained below focused on the 36 core learning weeks that the states can organise based on their academic calendar.

The weekly plan adheres to a daily 4-hour schedule, the last day of the week dedicated to reinforcement activities, including worksheets for enhanced engagement. Additionally, every 4th Saturday is suggested for ECCE days. Each week introduces new activities or reinforces previous ones through variations, creating a spiral of interconnected learning experiences. Furthermore, three home-learning activities are suggested weekly for parents or caregivers, fostering a seamless continuum between the classroom and home. The key features of these weekly elements are as follows:

- **Days 1 to 5:** Introduction and practice of new and repeated activities across learning blocks, focusing on skill development and practice. If a day is missed due to leaves/holidays, the same activities can be conducted the next day.
- **Day 6:**
 - Free reading time for children OR Creating Picture/Word Wall
 - Completion of weekly mapped worksheets
 - Observation- based reinforcement of activities
 - Choice based free indoor/outdoor play and/or Community Visit
 - Preparation for the following week
- **Every 4th Saturday of the Month:** Dedicated to ECCE Day. Refer to Annexure 4 for detailed guidelines on organizing ECCE Day. While this plan suggests fourth Saturday of every month, Anganwadi workers are free to choose any one day per month as ECCE day.
- **Home Learning Activities:**
 - Weekly suggestion of 3 simple activities by the Anganwadi teacher.
 - Activities use low-cost/no-cost materials easily found at home. These activities are simple and easy, enabling parents to engage in their child's learning without added burden.
 - Designed for caregivers to conduct with the child at home.

Snapshot of Home Learning Activities

Suggested Home Learning Activities	• Walk around the house & talk about belongings- who possesses what, where are things stored, why is it important to keep things in their place etc.	• Look at old family pictures or talk about family members- name, relationship with child, favourite memory with them. Look at pictures in magazines, newspapers & talk about different types of families.	• Sit with the child in the kitchen or walk to a vegetable vendor & identify different fruits & vegetables-talk about their colour, taste etc.
---	--	--	--

A snapshot of the Active Play-Based 36 week schedule

BLOCKS	LEARNING TIME	TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Block 1: Welcome & Free Play	Let's get Started!	25 mins	• Welcome Children • Warm-up activities (Clapping, jumping, flying like a bird, laughing wholeheartedly) • Health & hygiene Check-up • School Prayer • Song & Rhymes • Free Conversation • Attendance • Calendar Activity/ Weather Activity					Children-led Prayer/Songs/Rhymes in the Classroom
	Let's Play!	30 mins	Free indoor play in play areas where children choose activities/toys based on their choice (Maker's Area, Discovery/Science Area, Dolls Area, Reading Area, Art Area, Writing Area, Drama Area etc.)					
SNACK TIME		10 mins						
Block 2: Learning & Play	Let's Weave wonders!	20 mins	Story Telling/ Singing Rhymes	Story Telling/ Singing Rhymes	Story Telling/ Singing Rhymes	Story Telling/ Singing Rhymes	Story Telling/ Singing Rhymes	Free Picture Book/Story Book Reading Time
	Let's Explore!	30 mins	Activity	Activity	Activity	Activity	Activity	Weekly Worksheets: 3-4 years, 4-5 years, 5-6 years
	Let's Hear & Talk!	20 mins	Activity	Activity	Activity	Activity	Activity	
	Let's Create!	25 mins	Activity	Activity	Activity	Activity	Activity	Observation-based Reinforcement Activities Choice-based free indoor/outdoor play OR Community Visit Prepare for the following Week
	Let's Appreciate!	20 mins	Activity	Activity	Activity	Activity	Activity	
LUNCH & REST		30 mins						
Block 3: Reflect & Wrap	Let's get active!	20 mins	Free play on outdoor play equipment (child-initiated) and organised game (teacher-initiated) (If no outdoor space is available, then indoor play and activities involving large muscle movements and music and movement activities like Yoga, Dance, Songs, etc. can be organised)					
	Let's reflect!	10 mins	• Have a quick recap of the activities that were done on that day • Organising the classroom • Encourage children to share about their day with their parents and family members • Bid a joyful farewell!!					Child-led goodbye circle tasks
Suggested Home Learning Activities			• Activity-1		• Activity-2		• Activity-3	

OR

Monthly ECCE Day
(Every 4th Saturday)

Discuss with
Caregivers-

- Importance of ECCE
- Domains of Development
- Oath to spend 30 minutes daily in play-based learning activities with the child

Snapshot of Block 2

Sample:

Block 2: Learning & Play	Let's Weave wonders!	20 mins	Story telling: Gratitude Towards Family & Friends	Singing Rhymes: Vegetables	Story telling: Environment	Story Telling: Friendship & Co-operation	Singing rhymes: Body Parts	Free Picture Book/Story Book Reading Time
	Let's Explore!	30 mins	Animals Around Us: Identify & describe common animals	Colours around us: Identify, Find & Sort	Shapes around us: Identify, Find, Create & Sort	Colours around us: Identify, Find & Sort	Animals Around Us: Identify & describe common animal	Weekly Worksheet: 3-4 years: Colouring (Pg. 1) 4-5 years: Shapes (Pg. 17), Picture Sound Matching (Pg. 45) 5-6 years: Domestic & Wild Animals (Pg. 4)
	Let's Hear & Talk!	20 mins	My Family & Me: Introduce, Talk About Self & Family	Guess the sound: Create, recognise & Differentiate	Who am I?: Guess, Identify & Describe objects	Playing with Sounds: Identify & Differentiate beginning/ending sounds	Guess the sound: Create, recognise & Differentiate	
	Let's Create!	25 mins	Stamp & Print: Fruits & Vegetables Create & Guess impressions	Artistic Adventure: Free Painting & Drawing	Sandy Discoveries: Free Sand Play	My Storage Box: Decorate & Create Personal Storage Box	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings	Observation-Based Reinforcement Activities Choice-based free indoor/outdoor play OR Community Visit Prepare for the Following Week
	Let's Appreciate!	20 mins	Keep Me Where I Belong: Sort & Store Objects Appropriately	Grow a Plant: Nurture, Understand Parts & Function	Scavenger Hunt: Find Objects of Different Colour &/or Shape	My Family & Me: Introduce-Talk about self & family	Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds	

3.3.1 Guidelines for Day 6 (Saturday) Activities

The core activities suggested for day 6 of every week during the active play-based learning weeks are as follows-

1. Free reading time for children OR Creating Picture/Word Wall
2. Completion of weekly mapped worksheets
3. Observation- based reinforcement of activities
4. Choice based free indoor/outdoor play &/or Community Visit
5. Preparation for the following week

1. Free reading time for children

Encourage children to engage in free reading and picture book exploration during this slot. Ask and engage in conversations on what they see, describe pictures, understand the top-bottom of book, how to turn pages, distinguishing text from pictures, finding the top cover, heading, page number etc. and build their print motivation, awareness and love for books and reading. The detailed activity plan, code- 4 shall help understand this activity better.

SATURDAY
Free conversation

Free Picture Book/Story Book Reading Time
4
Weekly Worksheet:
• 3-4: Colouring (Pg. 1) • 4-5: Shapes (Pg. 17), Picture Sound Matching (Pg. 45) • 5-6: Domestic & Wild Animals (Pg. 4)
Observation Based Reinforcement Activities
Choice based free indoor/outdoor play OR Community Visit
Prepare for Following Week
62

Creating Picture/Word Wall

Use this activity slot to engage with children in creating/re-decorating a wall or designated space with hand-drawn, cut pictures and common sight words associated with whatever children have learnt in the past few weeks. The detailed activity plan, code- 115 shall help understand this activity better.

2. Completion of weekly mapped worksheets

Encourage children to complete the worksheets given in the MoWCD Workbooks at an individual level. The weekly plans highlight the worksheets to be completed by each age group according to the learning outcomes of the week. Completing these worksheets not only helps to reinforce and strengthen the learning outcomes of the week but also provides an opportunity to the Anganwadi Worker to observe the understanding levels of children, thus gauge if some children might require more time and focused activities to strengthen learnings.

3. Observation-Based Reinforcement Activities

It is crucial to recognize the importance of repetition or reinforcing activities as it not only solidifies the concepts explored that week but also allows for mastery.

- **Activity Reinforcement:** Based on the activities played with the children in the week, choose 2 to 3 activities that children need additional reinforcement on based on your observation of their participation in the weekly activities. You can also ask children if they would like to repeat any activity based on their interests from the week. This will also support them in reflecting on their week.
- **Adaptation to Children's Understanding and Learning Levels:** Assess children's participation and achievement levels for a particular activity, and adapt the activity based on their needs. Increase or decrease the complexity of the chosen activities to cater to different learning paces.
- Utilize this time to organize one on one support time with children who are experiencing difficulties in learning.

4. A. Choice-based Free Indoor and Outdoor Play

Providing the option for children to engage in indoor and outdoor play of choice empowers them to make decisions, promoting a sense of independence, responsibility and encourages a positive attitude towards learning and play.

- Provide a safe and stimulating environment for play in indoor play areas or an outdoor area for games. Encourage children to choose between indoor and outdoor activities that they would like to organize and play with their peers.
- Engage in conversations with the children about their play experiences and join them in their play. Ask them questions like - What are you playing/cooking? What would you make with this material? How will the train reach the end of the tunnel?
- Add new play areas/materials and introduce their uses to the children. Add materials from the surroundings that are available at no-cost (boxes, leaves, branches, bottle caps etc.) and give children simple challenges to create things or find solutions to problems they encounter during play.
- Teach children to take responsibility for their choices. Show them ways to take care of the material, of themselves and others. Also, model ways in which they can clean up after their play.

4. B. Community Visits

Incorporate community visits that align with the week's or the month's theme to enhance the educational experience by connecting what children are learning in the class with real-life scenarios. This hands-on approach enriches children's understanding and allows them to see the practical applications of what they have learned.

- Community visits for children can include trips to fields, the village market, nearby clinic or hospital, parks, village ponds etc.
- Provide opportunities for children to participate in traditional rural games and sports.

5. Preparation for the Next Week

To ensure a seamless transition into the following week, this slot can be utilized for preparation for the following week. It is essential for the AWW to proactively plan and organize teaching and learning materials and worksheets to provide a well-rounded and engaging experience for the children.

3.4 Suggested Anganwadi Annual Plan

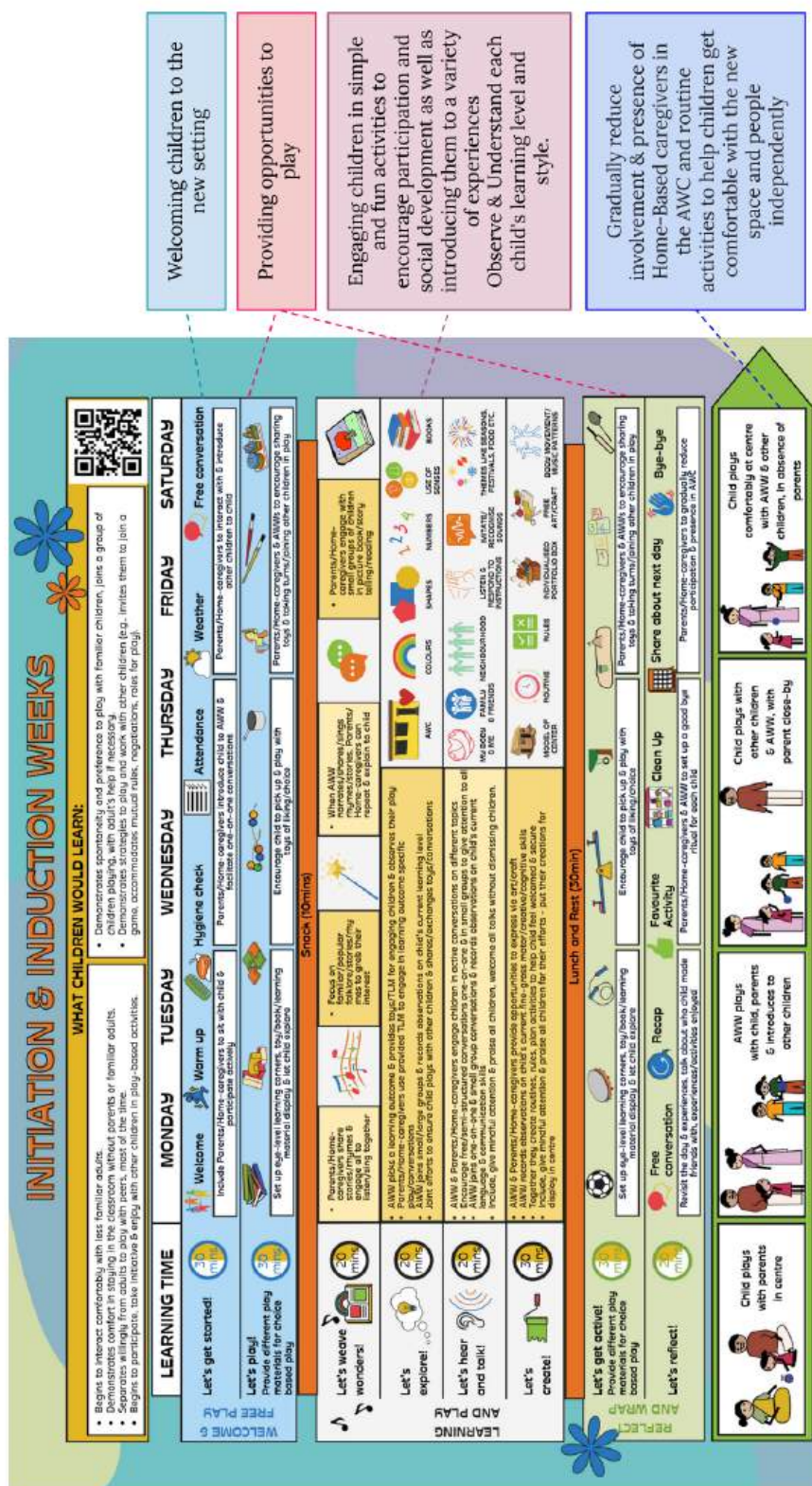
The annual plan, designed for holistic development, prioritises flexibility and contextualisation. Thus, recognising the diverse learning and teaching styles, the annual plan suggests the implementation of an initiation plan, spanning four weeks. During this period, a set of carefully curated engaging and general activities are put forward to foster a conducive learning atmosphere, easing first-time learners into the educational process. The annual plan highlights 18+18 weeks of new skill development that is linked to competencies around SEL, literacy and language, numeracy, cognitive, environmental, and motor skills. The plan also advocates two sets of four weeks for reinforcement and revision activities, alongside integrating “Poshan Maah” activities. It is key to repeat the activities and worksheets to provide children with enough time for engagement in learning. Thus, the recommendation of an initiation plan, competency-focused learning, and reinforcement plan within the curriculum will ensure the child a comprehensive preparation for the next learning stage.

Annual Academic Plan for Ages 3 to 6	
Induction & Initiation Weeks (4 Weeks): Teachers would be suggested an initiation plan to welcome children and set up their learning spaces.	
18 Weeks	New Skill Development: Weeks with competency-linked activities, suggested themes, activity variation, mapped worksheets and reinforcement opportunities that teachers can conduct with their multi-age and multi-level classrooms for 6 days a week
Suggested Recap & Reinforcement Plan 1 + Poshan Maah Activities (4 Weeks)	
18 Weeks	New Skill Development: Weeks with competency-linked activities, suggested themes, activity variation, mapped worksheets and reinforcement opportunities that teachers can conduct with their multi-age and multi-level classrooms for 6 days a week
Suggested Recap & Reinforcement Plan 2 (4 Weeks)	

3.4.1 Introduction to Initiation and Induction Plan

The Initiation and Induction week marks a significant period as new children join the Anganwadi for the first time. Over the course of these initial four weeks, the suggested plan aims to facilitate a smooth transition from home setting, fostering their sense of comfort and belonging for both new and old children alike. This plan not only familiarises children with the new Anganwadi environment but also aids in building rapport with teachers and peers, ensuring a positive start to their journey.

The suggested duration for the Initiation and Induction plan is 4 weeks. Based on the context and the annual academic calendar, these can be adapted.



Objectives for Initiation and Induction Weeks

I.

Facilitate a seamless transition for children from home to the Anganwadi by gradually introducing them to the new environment.

II.

Create a comfortable atmosphere within the Anganwadi through familiarisation activities, allowing children to explore play areas, art materials, and reading corners.

III.

Encourage children's creativity and exploration through engaging in free play with new materials.

IV.

Provide opportunities for caregivers to visit and spend time in the Anganwadi setting, providing support for children experiencing separation anxiety.

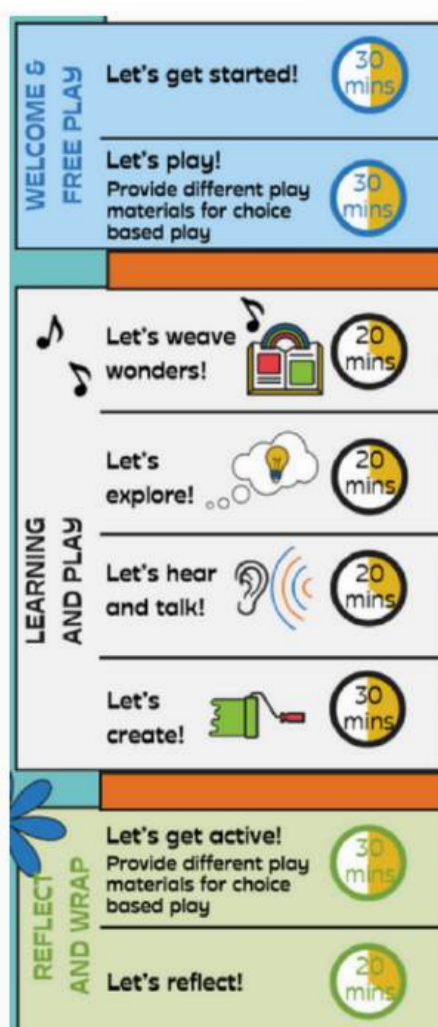
V.

Facilitate interactions among children and adults to foster friendships and socialization.

VII.

Support children in learning and becoming comfortable with class norms through gentle guidance and modelling.

Guidelines for different blocks during Initiation and Induction Weeks:



Start the day with a warm welcome, hygiene check, and free conversation to create a positive atmosphere. Encourage caregivers to actively participate in anganwadi activities and engage with their children, while also discussing home learning activities.

Set up eye-level play corners with diverse materials to encourage exploration and creativity. Facilitate child-led play, engage with children, and encourage caregivers to play along as well during Free Play

Welcome caregivers to participate in classroom activities, ensuring family engagement. Ensure all children participate, using their home languages and personalizing activities based on interests. Engage with silent/disengaged children individually to build rapport. Encourage children to engage at their own pace, providing praise and support for their efforts and understanding individual needs to plan activities accordingly.

Ensure a safe environment by removing hazards. Encourage child-led play in groups, supporting conflict resolution and emotional management. Introduce new games for learning and enjoyment.

Encourage children to reflect on the day's activities and share their favourite experiences. Establish a goodbye ritual for closure and anticipation. Motivate children to return daily by expressing excitement for future activities.

3.4.2 Introduction to Recap and Reinforcement Plan

Recap and Reinforcement weeks provide an opportunity to revisit and reinforce key concepts and skills introduced to children during the active play-based learning weeks when new skills are introduced. These weeks offer an opportunity for children to practice and expand their learning, and they offer the educators to reinforce difficult concepts based on their classroom, address any gaps, and celebrate achievements, ensuring a strong foundation for ongoing development and growth.

The suggested duration for the recap and reinforcement is 8 weeks, which is divided into 2 parts of 4 weeks each for mid-year and end-of-year revision. Based on the context and the annual academic calendar, these can be adapted.

List of skills being reinforced

Providing opportunities to play where children adopt their learned skills for challenging tasks

Thematic-activities suggested and connected to the play-based activities conducted prior in the class.

Dedicated time for Poshan Maah Activities

Suggestions for caregivers to reinforce key skills at home

RECAP AND REINFORCEMENT WEEK 1

WHAT CHILDREN WOULD STRENGTHEN:

- Understanding about their own body and self.
- Recognizing, naming and using senses to learn/learn information about surroundings.
- Appreciating and recognizing familiar relationships.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
WELCOME & FREE PLAY	Let's get started! Let's play!	Warm Up Provide different play materials for choice	Hygiene check	Attendance	Weather	Free conversation	
LEARNING AND PLAY	Let's have fun! Take up different themes everyday and engage children in multiple, varied, fun, play based activities	MY SENSES • Feel the Difference: Experiment, Explore, Compare • Temperature • Identical Object • Smell: Observe & Compare • Change in Appearance • Guess the sound: Create, Recognise & Differentiate	MY FAMILY • Story Telling: Gratitude Towards Family & Friends • My Family & Me: Introduce, Talk About Self & Family • Create a story about family tree, role play etc.	MY ANGANWADI • Story Telling: Friendship & Cooperation • Making Classroom Rules Poster/Wall	MY SAFETY • Story Telling: Safe Adults • Story Telling: Safe/Unsafe Touch & Body • Let's Discuss Safe & Unsafe Situations Around Us	Revise & Strengthen • Worksheets • Key Activities • Provide Support • One-on-One • Small, rotating group activities • Peer Pairing	Observe & Record Individual Achievements
REFLECT AND WRAP	Let's get active! Let's reflect!	Provide different outdoor play materials for choice based play Free conversation	Recap Favourite Activity	Clean Up Share about next day	Bye-bye		

HOME LEARNING ACTIVITIES

Engage children in creating a visual aid with their parents (caregivers/teachers) forming "Safe Circle." Discuss the importance of Safe Circle.

Look at old family pictures or talk about family members and their role in making happy memories with them. Look at pictures in magazines, newspapers & talk about different types of families.

Blindfold the child and encourage them to taste & smell different items. Discuss the source of smell and categorise as pleasant/unpleasant, good/bad, dangerous smells etc.

Objectives for Reinforcement and Recap Weeks

I.

Strengthen learning by revisiting previous concepts and skills to solidify understanding.

II.

Assess children's progress and achievements to celebrate successes and address any challenges.

III.

Provide extra support to children in areas where they may need more practice or assistance.

IV.

Promote holistic development by incorporating diverse learning experiences tailored to children's interests and needs.

V.

Foster a sense of confidence and competence in children by encouraging active participation and exploration.

VII.

Equip children with strong foundational skills essential for further learning across various domains.

Guidelines for Recap and Reinforcement Weeks:

The guidelines for each block remain consistent throughout the day, as shared in the earlier section. The distinctive feature of these weeks is the 'Learning and Play' block wherein teachers are encouraged to take up different suggested themes every day and engage children in multiple, fun play-based activities.

For each day, a theme is suggested and connected activities to the theme are linked and recommended. These activities are already introduced in the 'Active Play-based Learning Weeks' and are being repeated here for additional practice and reinforcement. Suggestions on how to extend the activities for children of different levels are all provided.



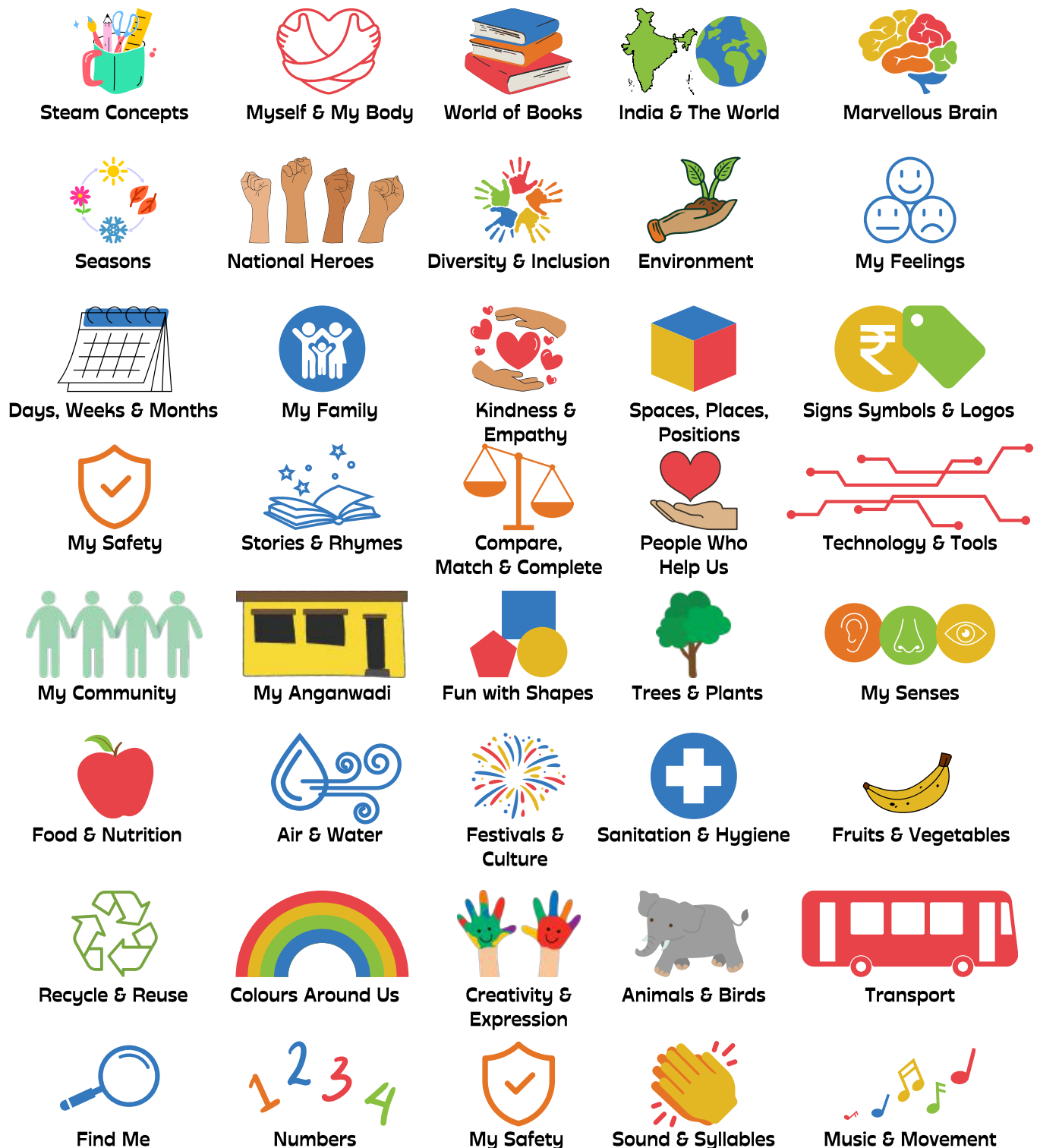
For each day, a theme is suggested and connected activities to the theme are linked and recommended. These activities are already introduced in the 'Active Play-based Learning Weeks' and are being repeated here for additional practice and reinforcement. Suggestions on how to extend the activities for children of different levels are all provided.

Organizing Poshan Maah (Nutrition Month) or Poshan Pakwada (Nutrition Fortnight) activities involves creating awareness and promoting nutrition-related initiatives in communities, schools, and other spaces around the anganwadi. Through various events, workshops, campaigns, and interactive sessions, Poshan Maah/Pakwada activities create awareness on children's better nutrition and overall well-being.

Snapshot of the thematic-suggested activities in a week:

Let's have fun! Take up different themes everyday and engage children in multiple, varied, fun, play based activities LEARNING AND PLAY	MY COMMUNITY - Story Telling: Rules in the classroom/ house/ road/park - Models & Maps: Create, Read, Understand - Let's Construct: Houses, Bridges, Roadways & More 2,12, 30, 31	MY FEELINGS - Identify, Draw & Share Feelings - What am I feeling?: Talk, Label, Understand Emotions - Big Feelings: Express, Release & Manage 80, 109, 116	PEOPLE WHO HELP US - Story Telling: Community Helpers - Our Community Helpers: Name & Identify the Role, Tools Used - Thank You Card: Express Gratitude to All Helpers 1,4, 41, 70	FOOD & NUTRITION - Singing Rhymes: Let's Eat Healthy - Food Chart: Name, Identify, Taste, Distinguish as Healthy/Unhealthy - Exploring Food: Types, tastes, Preferences, Nutrition 2,6, 42, 61	SANITATION & HYGIENE - Singing Rhymes: Handwashing & Personal Hygiene - Health & Hygiene: Discussion on Routines, Body Parts & Tools to Clean - Clean, Clean, Clean: Learn Why, When & How of Washing Hands 2,3, 40, 99	Revisit & Strengthen - Worksheets - Key Activities Provide Support - One-on-One - Small, rotating group activities - Peer Pairing Observe & Record Individual Achievements
--	--	--	---	---	--	--

Themes explored during the Recap and Reinforcement Weeks:



3.5 Thematic Integration along with Competency-based Mapping of Activities: Across All Weeks



Curricular Approach: This curriculum document follows a competency-based curricular approach in its organisation. This approach focuses on tracking a child's progress against specific competencies as defined in NCF-FS 2022. Competencies are expected learning achievements to be attained by the end of each year of pre-school learning. These are focused upon and further broken down into observable and measurable learning outcomes. Based on these learning outcomes, play-based learning activities are suggested for different blocks across the week that support the skill development of many learning outcomes simultaneously. A child's progress in the curriculum is signified by these learning outcomes and competencies. Along with this competency mapping, each activity is mapped to a few suggested themes to ensure that the thematic approach is also included in organising the curriculum.

Thematic Approach to Organising Curriculum: This approach ensures that various themes are incorporated across all developmental domains and activities. Age-appropriate themes such as family, plants, animals, transport, etc., are chosen, and suggestions are provided on how to incorporate them within planned activities.

Suggested Themes and Connected Activities:

- 1. Me and My Family:** Explore and create family trees and understand the role of each member through creating family albums, role-playing family scenarios, and discussing family traditions.
- 2. My Body:** Learn about body parts and functions through interactive activities like 'Simon Says' and singing songs/rhymes about the body.
- 3. My Village/My City:** Discover and discuss local landmarks and culture by making maps, exploring local history, and creating models of nearby or notable buildings or scenes.
- 4. Trees and Plants:** Engage children in educational and explorational nature walks, leaf collection, and hands-on planting activities to foster understanding of diverse trees and plants.
- 5. Fruits and Vegetables:** Explore healthy eating by sorting and classifying different fruits and vegetables, having tasting sessions, and learning about their growth process.
- 6. Animals, Insects, and Birds:** Engage in learning about various animals, insects, and birds through active conversations around their features, colour, walk and sounds.
- 7. Our Community Helpers:** Understand the roles of community helpers and their tools by role-playing and visiting local community helpers.
- 8. Means of Transport:** Discover different transportation methods through creating vehicle models, discussing travel experiences, and sorting activities based on transport types.
- 9. Festivals and Celebrations:** Learn about cultural diversity by exploring different festivals, creating festival-related art and crafts, and sharing stories and traditions.
- 10. Seasons and Clothing:** Understand weather patterns and appropriate clothing through seasonal art projects.

11. Water: Demonstrate the importance of water through water cycle experiments, discussions about water conservation, and exploring the uses of water in daily life.

12. Food: Learn about the different food sources and nutrition by cooking simple recipes and visit a local farm or market to observe the varied types and forms of food.

13. Air: Explore the concept of air and its properties through experiments like making wind chimes and flying kites.

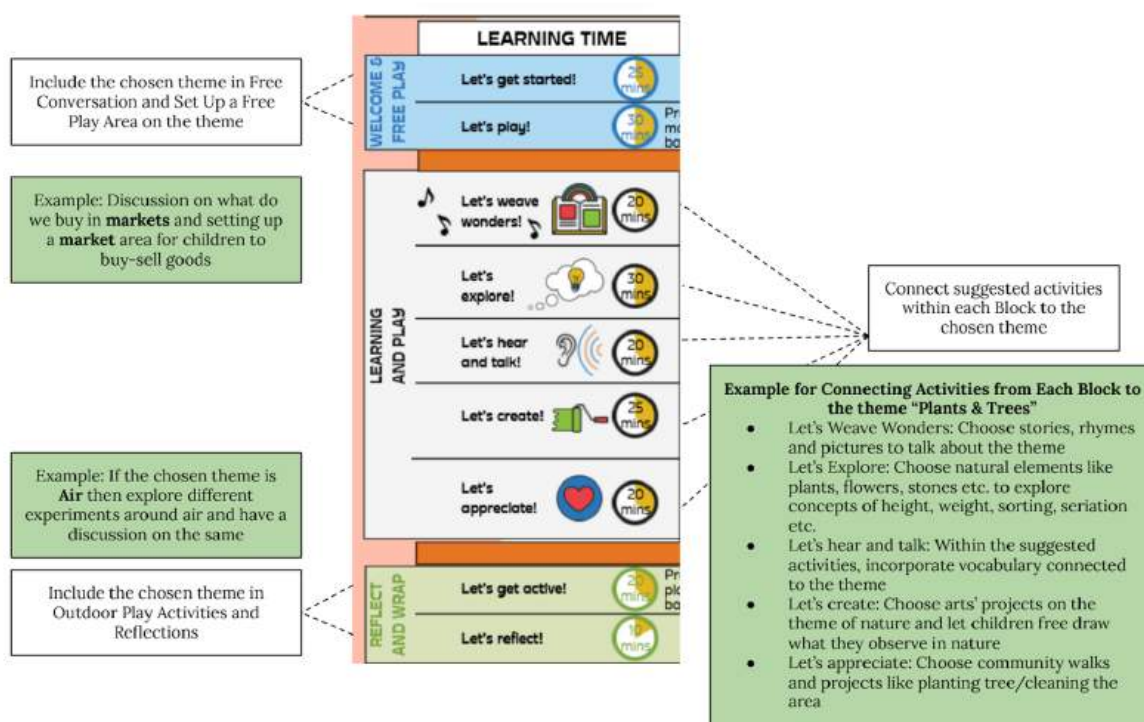
14. Shelter: Understand different types of shelter by building model houses, discussing animal habitats, and exploring housing around the world.

15. Health and Safety: Promote healthy habits and safety through practising hygiene routines, safety drills, and learning about first aid.

16. Markets: Explore the concept of buying and selling by setting up a classroom market, learning about different currencies, and discussing goods and services.

How can the suggested themes be incorporated in State Curriculum Documents?

- Based on the suggested list of themes, States' can flexibly choose the most relevant themes and organise them across months based on their context and annual calendar.
- Based on the weekly plan suggested, the activities can be connected to the chosen theme. A few examples of the same are showcased below for the themes 'Market', 'Plants & Trees' & 'Air':



The background features several broad, wavy bands of color: light blue at the top, followed by a band of light purple, then a wide band of light orange, and finally a light green band at the bottom. There are three stylized flowers: one orange flower in the upper right, and two blue flowers in the lower left.

Chapter 4: Critical Considerations Related to Early Learning and Development

Chapter 4: Critical Considerations Related to Early Learning and Development

4.1 Handling Variations in Learning

In an Anganwadi, children vary significantly in their learning abilities, pace and styles. Embracing learning diversity in the Anganwadi Centre is crucial for Anganwadi educators and is a challenge. Some of the strategies for Managing Multi-Age Classrooms are depicted below:

The National Curriculum is proposed to be flexible keeping in mind that Anganwadi Centres have a multi-grade environment, and enrollment happens throughout the year. This approach benefits both younger and older children, fostering peer learning skills. It was suggested that the first month after mid-year enrolment remain flexible for children to adapt to their new environment. 4 weeks of initiation are provided keeping this structure in mind.

To handle these variations in learning, the activity steps suggested in this curriculum document are divided into three levels based on children's age/level. Based on these instructions, Anganwadi workers can organise children into multi-age or multi-level groups. For example, for the activity titled "Stamping & Printing Things Around Me" shown below, the activity may be conducted for ages 3-4, 4-5 and 5-6 with complexity being added as the age group increases.

ACTIVITY NAME		Singing Rhymes	
What materials will you need? 		Local Poems or Poems from Children's Book Collections, Poem Posters or Poems written on charts with larged sized text.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1.Select a short and repetitive rhyme of 3-4 lines, recite it slowly and clearly through a poem poster or any visual aid, emphasizing the rhythm (L1). 2. Recite with actions, voice modulation and expressions related to the words in the rhyme. 3. Encourage children to repeat each line after the facilitator. 4. Try to point at visuals or text while recitation and discuss words that come in rhyme.		1.Select a rhyme of 6-8 lines (L1). 2. Discuss the poem's meaning, encourage children to share their interpretations, and introduce rhyming words. 3. Focus on correct pronunciation and expression. 4. Encourage children to identify beginning sounds of words. 5. Ask the children to repeat the rhyme on their own.	1.Select a poem of 10 or more lines (L1 and L2). 2. Discuss the poem's meaning, encourage children to share their interpretations, and identify rhyming words. 3. Focus on correct pronunciation and expression. 4. Encourage children to identify beginning and ending sounds of words. 5. Ask the children to repeat the rhyme on their own.
Activity Variation 		• Various types of rhymes can be used like folk songs and rhymes, lullaby and theme specific rhymes. • Ask a child to create a puppet, mask or draw a picture on the basis of a poem. • Organize a poem recitation event and provide an opportunity to the children to recite a poem in front of the class with actions and expressions.	

Addressing Behavioural Issues in the Classroom

As Anganwadi educators, you play a pivotal role in nurturing the development of each child in your classroom. You may encounter a range of behavioural challenges, from minor habits like nail-biting or nose-picking to more pronounced issues such as withdrawal, hyperactivity, or even aggressive behaviour. It's beneficial to observe these behaviours attentively and consider addressing them with empathetic and interactive strategies. For example, you might gently guide a child away from disruptive behaviour by redirecting their focus and energy to a more positive activity, or calmly discuss why certain behaviours are not appropriate, offering them alternatives.

It can be helpful to engage with children in a way that highlights positive behaviours. This could involve praising a child for sharing toys, thereby reinforcing cooperative behaviour, or recognizing when a child patiently waits their turn. Each child is unique, and acknowledging their individuality without making them feel isolated or singled out is crucial.

Collaboration is also essential as encouraging other children in the classroom to support their peers can create a more inclusive and empathetic environment. For instance, setting up buddy systems or group activities where children can learn from and help each other can be very effective. Similarly, maintaining an open line of communication with parents can ensure a consistent approach to behaviour management both at home and in the classroom. For children who are more introverted or withdrawn, you might invite them to participate in activities that align with their interests and comfort levels, gradually encouraging more engagement while respecting their personal space. In cases where specialized intervention is needed, seeking advice or assistance from child development specialists or educators can be a valuable step.

Remember, your approach as a educator can have a profound impact on each child's development. By observing, understanding, and thoughtfully responding to various behaviours, you can guide your children towards a holistic positive growth and learning in a nurturing environment.

4.2 Safety and Security

The National Curriculum Framework for Foundational Stage, 2020 accentuates the pivotal role of physical spaces and infrastructure in creating conducive learning environments. With the NEP 2020 prioritizing Early Childhood Care and Education (ECCE), the document advocates the importance of appropriate infrastructure and learning resources for optimal learning, including well-ventilated classrooms, safe outdoor spaces, and nutritious meals. A favourable Pupil-Teacher Ratio (PTR) is highlighted as crucial for student engagement and achievement, with an emphasis on maintaining teacher quality and infrastructure standards.

1. In terms of safety, for both physical and emotional well-being teachers should be tasked with constant supervision, adherence to safety standards, and ensuring the availability of safety equipment.
2. Buildings and materials with potential hazards must be securely stored away from the children reach.
3. First aid kit should be accessible, with teachers trained in basic first aid .
4. The importance of nutritious meals served under hygienic conditions has been raised as a critical point in NEP 2020 and NCF-FS 2022.
5. With respect to emotional safety-physical violence or corporal punishment should be prohibited, emphasizing positive language and equal opportunities for all children.

Other overall safety measures involve regularly updating contact information, obtaining details about medical conditions, and ensuring the availability of necessary medicines. Awareness of specific health conditions like asthma or epilepsy is crucial, and information about emotional upheavals or trauma should be shared among concerned teachers. Emergency contact numbers and details of medical facilities should be easily accessible.

In essence, we should prioritize an inclusive and safe learning environment for children, with creative design, appropriate and safe infrastructure, and safety measures at the forefront. The emphasis on a favorable PTR, age-appropriate admission, and alignment with national policies reflects a commitment to providing quality education during the critical foundational years. The comprehensive approach addresses both the physical and emotional aspects of safety, aligning with the overarching goals of NEP 2020 and emphasizing proactive measures to address potential risks.

4.3 Gender Equality

Ensuring gender equality from an early age is crucial, because gender initiation and internalization start early, influencing children's self-concept, aspirations, and behaviour. The Anganwadi educators can play a pivotal role here in shaping children's perspectives towards gender equality by introducing concepts of fairness, respect, and equal opportunities. They can also help in mitigating gender biases and foster an environment of equality.

To ensure gender equality in the Anganwadi, teachers and teacher educators can:

- Ensure that both boys and girls are treated equally, with the same level of attention, respect, and opportunities.
- Ensure that boys are not provided food before girls. Alternating or random order may be followed.
- Choose books, plays, and activities that do not perpetuate gender stereotypes.
- Use language that does not favour one gender over the other, that is, opting for gender-neutral terms.
- Incorporate stories, songs, and activities that portray both genders in various roles, including as leaders and problem-solvers in various professions.
- Actively engage in sensitizing parents about the importance of these practices and encourage them to continue this support at home, emphasizing the elimination of discriminatory behaviours.
- Encourage equal participation in all classroom activities by avoiding the segregation of tasks based on gender.
- Provide a mix of toys and play areas that do not reinforce gender stereotypes, allowing children to explore interests freely, and also encourage them to play with all kinds of toys. Eg: boys can play with dolls or the kitchen set, and girls can play with cars.
- Praise and reinforce behaviours that demonstrate gender equality and challenge stereotypes.
- Stay aware and step in if there is teasing or bullying related to gender. Use these situations as chances to raise awareness.
- Undergo regular training and sensitization to stay informed about the integration of gender equality into teaching methods and activities.

Things to remember while dealing with children from 3-6 years

- ✔ **Promote Gender-Neutral Language:** Use language that is inclusive and avoids reinforcing gender stereotypes. Eg: Rather than “boys and girls,” or “guys”, refer to pupils as “students,” “children,” or another non-gendered term for the group.
- ✔ **Language that challenges:** Use language that challenges binary messages about gender and “de-genders” objects. Eg: Colors are just colors. They don’t have a gender. You can like any color you want.
- ✔ **Pronoun Preference:** Provide an opportunity for every child to identify the preferred name of pronoun at the beginning of the year. Invite students and parents to let you know if they have a preferred name or pronoun by which they wish to be referred.
- ✔ **Address and question limited Gender portrayals of gender:** Eg: Who decided what things are for boys and what things are for girls?
- ✔ **Teach empathy and respect:** Eg: How do you think you would feel if people were always asking you about your own gender? or Have you ever been teased? How does it feel when you are teased or treated as an outsider?
- ✔ **Provide Equal Opportunities and celebrate diversity:** Provide equal opportunities for all the children to learn and explore different activities.
- ✔ **Seek Support:** Seek support from parents, community members, and organizations to promote gender equality in the classroom.

4.4 Divyang Inclusion

The Anganwadi Protocol for Divyang Children was released by the Ministry of Women and Child Development in 2023, providing for screening, inclusion and referrals of children with disabilities.

4.4.1 Screening

The Disability Screening Schedule (DSS) in the Annexure 2 is a broad-based tool for screening disabilities in early childhood. Community workers can use the DSS to conduct a preliminary screening to identify 'warning signs' or 'red flags' of having a disability or being at risk of developing a disability through interactions with children from three to six years and their immediate caregivers, whether at home, at the Anganwadi centre, or in the creche. **The DSS is not a diagnostic test** and cannot be used to diagnose disability. If a child shows one or more of the warning signs detailed in it, then the steps for referral as per the Divyang Protocol must be followed.

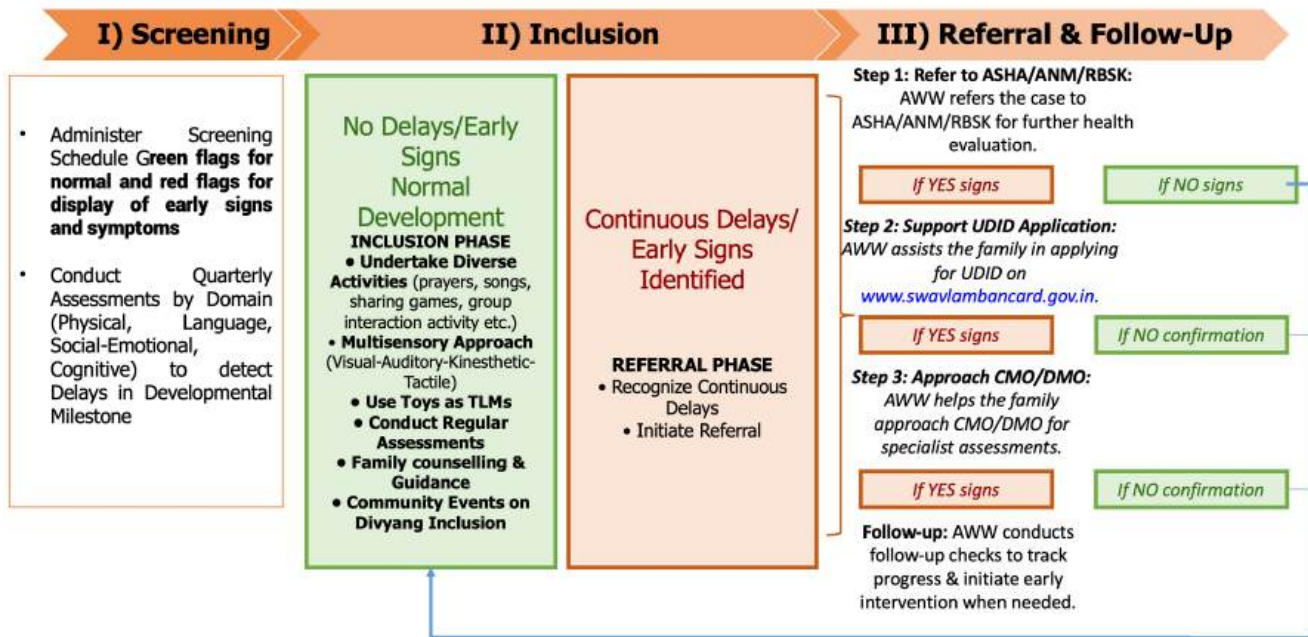
Every three months, all children should be screened using the Schedule provided in Annexure 2. In case of any warning signs (developmental delays or early signs of disabilities), referrals may be undertaken. Flow chart of responsibilities is given below.

4.4.2 Referral of children showing developmental delays as per the Screening Test

As per the Divyang Protocol, if children are consistently not meeting their milestones, or there are visible signs and symptoms of disabilities, the community worker should support the parents and families in accessing support through referrals. Three Steps for Referral:

- Refer to ASHA/ANM to determine and assist in escalation to Primary Health Centre.
- Support family to apply on www.swavlambancard.gov.in for UDID and Disability Certificate. It can be issued by home district hospitals as well as the hospital where the PWD is taking medical treatment, as per RPWD Act 2016.
- Support family in approaching Chief Medical Officer (CMO) or District Medical Officer (DMO) for verification and assignment of specialists for assessment. After the Medical Board decision, the card is dispatched to the family via Speed Post.

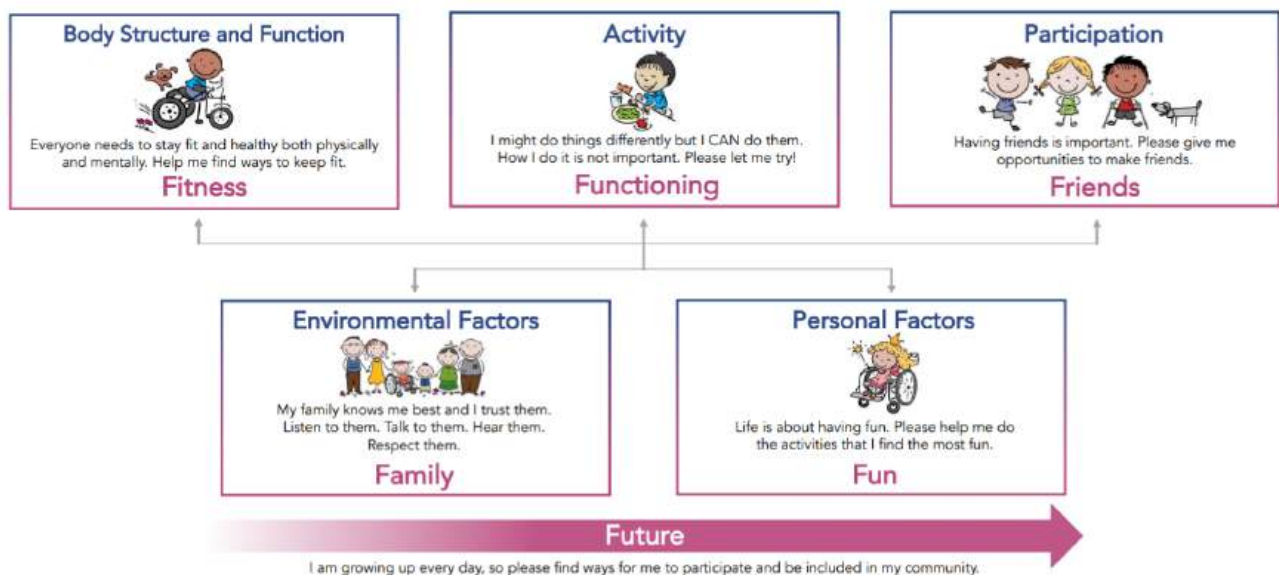
Screening, Inclusion and Referrals of Children with Delays and Disabilities



4.4.3 Creating Inclusive Environments

In the context of the early years, inclusion implies ensuring that each child has an equitable opportunity to participate in all learning processes - physical, cognitive, language, social, emotional, and creative, irrespective of their skills and abilities. In this section we will learn about a few key steps to be taken to ensure that children with disabilities feel seen and supported in their path to independence.

The 6 F's of Inclusion in Early Childhood:



Inclusion at Home and in the Centre

For a child showing delays and disabilities, particularly below the age of six care and inclusion must begin at home. Therefore, AWWs and ASHAs must immediately take up the task of sensitising the child's primary caregivers by making them aware that despite the child's specific disability, they can learn and grow with patience, care, and respect. The community worker should also support the caregiver in adopting specific measures to enable their child to gain independence and self-respect. Often, family members continue to perform all the tasks for the child with disabilities, limiting their opportunity to learn essential life skills.

Inclusion in Anganwadi Centres is not just a crucial goal, but a necessity to ensure that all children get their rightful opportunity to education from their early years. This note outlines key points for Anganwadi teachers and caregivers, aiming to foster an environment where all children, regardless of their abilities, feel valued and are given equal opportunities to learn and grow.

Understanding Disabilities

Young children can experience a wide range of disabilities, which fall into two primary categories: physical and mental. These disabilities, each different in how they impact the child's development and interaction with their surroundings, require early identification for effective inclusion in educational and social home-community settings.

Physical Disabilities

- **Mobility Impairments:** Conditions that affect a child's ability to move freely, including cerebral palsy and muscular dystrophy.
- **Visual Impairments:** These range from partial vision loss to complete blindness, necessitating adaptations in learning materials and environments.
- **Hearing Impairments:** Includes partial to total hearing loss, impacting a child's language development and communication skills.
- **Speech and Language Impairments:** Speech and language impairments are difficulties in communication, affecting speaking, understanding, or both. They include issues like stuttering, trouble articulating sounds, voice problems, and language disorders.

Mental Disabilities

- **Autism Spectrum Disorder (ASD):** Affects communication and behaviour, with a wide range of symptoms and levels of disability.
- **Attention-Deficit/Hyperactivity Disorder (ADHD):** Characterized by patterns of inattention, hyperactivity, and impulsivity that impact learning and social interactions.

Learning Disabilities

Specific challenges in processing information, including dyslexia (difficulties with reading), dyscalculia (difficulties with maths), and dysgraphia (difficulties with writing).

Emotional and Behavioural Disabilities

These refer to a range of psychological conditions that affect a child's ability to manage their emotions and behaviours in a socially acceptable way. Children with EBDs may experience difficulties with emotional regulation, display aggressive or withdrawn behaviours, struggle with forming relationships, and have challenges with academic performance.

Early recognition and understanding of these disabilities are pivotal for crafting inclusive educational strategies that accommodate each child's unique needs, promoting an environment where all children can thrive.

Classroom Practices for an Inclusive Environment

Build and Maintain Foundational Inclusive Practices

- **Treat Every Child as Valuable:** Every child, including those with disabilities, is a crucial part of the class.
- **Avoid Name Calling:** Show equality and respect by using first names for all children.
- **Emphasize the Child Over the Disability:** Focus on the child first, e.g., "Sheila is a child who happens to have a visual disability."

Cultivate Awareness and Understanding

- **Introduce Different Forms of Disabilities:** Let the class know how they can help, such as speaking clearly to Raman who has difficulty hearing and ensuring that he can see their faces when they talk.
- **Explain Concessions and Adaptations:** Share with the class in a straightforward manner about any disabilities, explaining that everyone has strengths and might need help with different things.

Design and Implement Inclusive Activities

- **Plan Inclusive Activities:** Ensure activities allow participation for all, with necessary adaptations.
- **Incorporate Characters with Disabilities:** Use stories, poems, and games to reflect diversity.
- **Ensure Opportunities to Play for All:** Adapt games to include everyone, emphasizing participation over competition.

Enhance Communication and Address Behaviour

- **Promote Communication:** Encourage expressing needs through various means like words, signs, or gestures.
- **Understand Misbehavior:** Investigate the causes behind misbehaviors to address them effectively.

Adapt the Physical and Learning Environment

- **Adapted Learning Materials:** Use specialized materials to cater to different disabilities.
- **Physical Accessibility:** Ensure the environment is accessible to all children.

Encourage Support, Collaboration, and Parental Involvement

- **Inclusive Activities Note:** All suggested activities come with adaptations for inclusive participation.
- **Peer Support and Interaction:** Foster mutual respect through buddy systems.
- **Specialized Support:** Work with specialists to support children with specific needs.
- **Parental Involvement:** Engage parents in the educational process for a collaborative approach.

Foster Social Skills and Emotional Support

- **Zero Tolerance for Bullying:** Implement strict policies against bullying, teaching children to seek help or stand up for themselves.
- **Foster Social Skills:** Create opportunities for interaction, friendship, and collective problem-solving.
- **Encourage Inclusivity:** Recognize efforts towards inclusivity and kindness with a "star of the week" board.

By simplifying these strategies and incorporating practical examples, educators can create a welcoming and inclusive environment for all children in their preschool classrooms.

An example of how all activities in this curriculum document provide suggestions for activity adaptations:

ACTIVITY NAME	Exploring my Anganwadi Centre													
What materials will you need?	Picture cards or story cards of the different corners of an Anganwadi center, paper and crayons.													
HOW TO CONDUCT THIS ACTIVITY														
<table border="1"> <thead> <tr> <th>Ages 3-4</th><th>Ages 4-5</th><th>Ages 5-6</th></tr> </thead> <tbody> <tr> <td>1. Create a storybook that follows a child's journey through an Anganwadi center, highlighting different areas and activities. You can add different actions on each page like 'Morning Prayer', 'Playing with Friends', 'Dressing' etc.</td><td>1. Create a list of items commonly found in an Anganwadi center, such as a bowl, spoon, toy, book, etc. Divide the children into teams and give each team a list. Let them explore the Anganwadi center to find and check off each item on their list.</td><td>1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.</td></tr> <tr> <td>2. Lead the children on a "story walk", stopping at each page to read the story and discuss the corresponding area or activity.</td><td>2. Set up different corners representing areas of an Anganwadi center, such as a kitchen, play area, and learning corner. Provide items, images or props for children to role-play as Anganwadi workers, children attending the center, and community members. Encourage them to act out scenarios that depict daily activities and interactions at an Anganwadi center.</td><td>2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.</td></tr> <tr> <td></td><td>3. Provide children with paper and crayons. Ask the children to draw a map of their Anganwadi center, including buildings, outdoor areas, and important features. Encourage them to label the different areas and describe what happens in each one.</td><td>3. Initiate conversation with the children regarding the missing picture pieces and the whole picture.</td></tr> </tbody> </table>			Ages 3-4	Ages 4-5	Ages 5-6	1. Create a storybook that follows a child's journey through an Anganwadi center, highlighting different areas and activities. You can add different actions on each page like 'Morning Prayer', 'Playing with Friends', 'Dressing' etc.	1. Create a list of items commonly found in an Anganwadi center, such as a bowl, spoon, toy, book, etc. Divide the children into teams and give each team a list. Let them explore the Anganwadi center to find and check off each item on their list.	1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.	2. Lead the children on a "story walk", stopping at each page to read the story and discuss the corresponding area or activity.	2. Set up different corners representing areas of an Anganwadi center, such as a kitchen, play area, and learning corner. Provide items, images or props for children to role-play as Anganwadi workers, children attending the center, and community members. Encourage them to act out scenarios that depict daily activities and interactions at an Anganwadi center.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.		3. Provide children with paper and crayons. Ask the children to draw a map of their Anganwadi center, including buildings, outdoor areas, and important features. Encourage them to label the different areas and describe what happens in each one.	3. Initiate conversation with the children regarding the missing picture pieces and the whole picture.
Ages 3-4	Ages 4-5	Ages 5-6												
1. Create a storybook that follows a child's journey through an Anganwadi center, highlighting different areas and activities. You can add different actions on each page like 'Morning Prayer', 'Playing with Friends', 'Dressing' etc.	1. Create a list of items commonly found in an Anganwadi center, such as a bowl, spoon, toy, book, etc. Divide the children into teams and give each team a list. Let them explore the Anganwadi center to find and check off each item on their list.	1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.												
2. Lead the children on a "story walk", stopping at each page to read the story and discuss the corresponding area or activity.	2. Set up different corners representing areas of an Anganwadi center, such as a kitchen, play area, and learning corner. Provide items, images or props for children to role-play as Anganwadi workers, children attending the center, and community members. Encourage them to act out scenarios that depict daily activities and interactions at an Anganwadi center.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.												
	3. Provide children with paper and crayons. Ask the children to draw a map of their Anganwadi center, including buildings, outdoor areas, and important features. Encourage them to label the different areas and describe what happens in each one.	3. Initiate conversation with the children regarding the missing picture pieces and the whole picture.												
Activity Variation	Take children on a short nature walk around the Anganwadi center. Encourage them to observe plants, insects, and animals, and talk about how nature is important for our health and well-being.													
Theme Connect (Example)	If you are conducting this activity where the theme of the month is 'Community Helpers', have a conversation with the children on the different community helpers, including Anganwadi workers and sahayikas. Use pictures to represent these roles and let children match the roles with their responsibilities.													
Teacher Notes	• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel, using audio visuals to support different learning modes. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.													
Targeted Curricular Goal and Competency	• CG-12: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom. • C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions													
Other competencies addressed	Language and communication skills, social skills of interaction and creativity and imagination.													
What can be observed?	• Active Exploration: All children participate and explore the environment using their senses. • Creativity and Imagination: Noting the originality & creativity displayed in the role play or map creation • Language Development: Observing how they speak and express their thoughts & engage in discussions with peers while role-playing.													

Suggestions for activity adaptations for inclusion of all children in each activity are provided

What different materials can be used?

How to change the steps of an activity to adapt it to different needs?

How to organise the classroom?

ACTIVITY NAME	Playing with jigsaw puzzles: Concepts: Identifying Missing Parts										
What materials will you need?	Picture cards of familiar objects like bus, car, fruit, table, chair, human body, comb etc. Use scissors to cut the pictures into pieces and make easy jigsaw puzzles.										
HOW TO CONDUCT THIS ACTIVITY											
<table border="1"> <thead> <tr> <th>Ages 3-4</th><th>Ages 4-5</th><th>Ages 5-6</th></tr> </thead> <tbody> <tr> <td>1. Provide simple picture puzzles of two to three large parts to children. Encourage children to put these together to form a meaningful whole.</td><td>1. Show pictures/drawing with one part missing/hidden. Motivate the children to guess and place the missing piece/part.</td><td>1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.</td></tr> <tr> <td>2. Initiate conversation with the children regarding the picture pieces and the whole picture.</td><td>2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.</td><td>2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.</td></tr> </tbody> </table>			Ages 3-4	Ages 4-5	Ages 5-6	1. Provide simple picture puzzles of two to three large parts to children. Encourage children to put these together to form a meaningful whole.	1. Show pictures/drawing with one part missing/hidden. Motivate the children to guess and place the missing piece/part.	1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.	2. Initiate conversation with the children regarding the picture pieces and the whole picture.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.
Ages 3-4	Ages 4-5	Ages 5-6									
1. Provide simple picture puzzles of two to three large parts to children. Encourage children to put these together to form a meaningful whole.	1. Show pictures/drawing with one part missing/hidden. Motivate the children to guess and place the missing piece/part.	1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.									
2. Initiate conversation with the children regarding the picture pieces and the whole picture.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.	2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.									
Activity Variation	Children can engage in similar activities with more than three parts missing from flashcards/pictures/drawing. Pictures with finer details can be used once children are easily able to do the activity.										
Theme Connect (Example)	If you are conducting this activity where the theme of the month is 'Animals, Insects and Birds', show jigsaw puzzles of various animals, birds or insects amongst the children and encourage a discussion around the pictures. For example: Which part of the animal is missing? What does the part help the animal to do?										
Teacher Notes	• Progression of the concept: The activity should start with pictures of simple and everyday objects and move to complex everyday objects and scenarios for 4-5 age groups. • Inclusion of all children: To support children with special needs, use tactile picture cards of familiar pictures or objects with a few missing characteristics that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.										
Targeted Curricular Goal and Competency	• CG-7: Children make sense of world around through observation and logical • C-7.1: Observes and understands different categories of objects and relationships between them										
Other competencies addressed	Language skills such as understanding the names of animals/birds/insects and memory skill such as recalling the visual of the animal/insect/birds in order to identify the missing part.										
What can be observed?	• Emotional Responses: Expressing their likes and dislikes towards animals/birds/insects • Language and Creativity: Observe the vocabulary used of animals, insects, birds drawn from their own immediate experiences • Relationship of whole and part: Observe children engaging in the identification of the missing parts of the pictures										

Examples of Inclusive Practices in the Classroom

Inclusion in the Aanganwadi centers is about recognizing the unique value of each child and providing them with the opportunities to achieve their full potential. By implementing inclusive practices and fostering an environment of acceptance and respect, we not only support the development of children with disabilities but also enrich the learning experience for all children. Some of the ways in which you can include inclusive practices in your classroom are:

Mental Disabilities - Developmental Disorders
Autism Spectrum Disorder (ASD)
• Designate quiet zones or areas for children who need a break from loud noises or too much activity. • Use visual schedules and social stories to help children understand routines and expectations. • Offer a range of sensory toys and independent activities to cater to individual sensory and social needs of children. • Practice and repetition are important. When giving instructions for some work, say slowly. Give time to the child to absorb what you have said, and then give her time to respond.
Attention-Deficit/Hyperactivity Disorder (ADHD)
• Incorporate short, varied activities to match attention spans and provide regular breaks. • Use clear, concise instructions and visual cues to guide activities and transitions. • Create a structured environment that minimizes distractions and promotes focus. • Incorporating variety into activities is crucial to maintain their interest, as they may quickly become bored with repetitive tasks. It's essential to explore and identify strategies that effectively engage these children, ensuring a stimulating and supportive learning environment tailored to their needs.
Physical Disability
Visual Impairments
• Utilize braille labels and tactile learning materials for classroom objects and teaching aids. • Incorporate audiobooks (or videos) and songs to facilitate learning and participation. • Ensure classroom layouts are consistent and obstacle-free to aid in navigation.
Hearing Impairments
• Use visual aids and flashcards to support communication and learning. • Offer support and awareness for parents to procure hearing aids that can support the child in their learning and communication needs. • Learn to use basic Indian Sign Language (ISL) with all children to foster an inclusive communication environment.
Mobility Impairments
• Modify classroom and playground equipment to be accessible for wheelchair users. Ensure planks are in place wherever stairs are used commonly. • Provide adjustable furniture to accommodate children with various physical needs. • Adapt physical education activities to include children with physical disabilities, such as using softer balls for catch and throw games or creating obstacle courses that are accessible to children using mobility aids like wheelchairs or crutches.
Speech and Language Impairments
• Implement small group or one-on-one speech therapy sessions within the classroom setting. • Encourage interactive games and activities that promote language development and social skills. • Provide daily opportunities to communicate with adults and peers in a patient, paced and suitable manner for the child. • When talking to the child, have patience and allow the child to respond.

Learning Disabilities
● Implement multisensory teaching methods to cater to different learning styles. ● Offer personalized learning plans and materials tailored to each child's strengths and challenges. ● Provide feedback and reinforcement to encourage progress and build self-esteem. ● Simplify instructions and use concrete examples to aid understanding. ● Foster practical life skills through daily routines and activities.
Emotional and Behavioural Disorders
● Establish clear, consistent rules and routines to provide a sense of security. ● Use positive behaviour support strategies to reinforce desirable behaviours. ● Provide safe spaces where children can express and manage their emotions with support.

Community Approach towards Children with Developmental Delays

The community members around a child must also play their part in creating a healthy and stigma-free environment for their growth. In order to do so, they can create support groups and networks for parents and caregivers of Divyang children. These groups can provide emotional support, share resources, and exchange information on best practices. The members should also participate actively in community-based events, like VHSNDs, ECCE Days, etc., to support Divyang children and their families—and encourage all children to play together with kindness.

More importantly, every member of the community should encourage acceptance and support for Divyang children within the community and not resort to the usage of any labels or hurtful slurs. In their interactions with the elderly and the young, they must promote the understanding that diversity is a strength, that every child has unique abilities and potential, and the right to a fulfilling life.

4.5 Role of Anganwadi Sahayikas (Helpers) in Early Childhood Care and Education

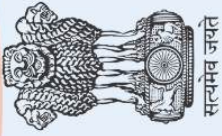
By embracing their multifaceted role and actively participating in ECCE activities throughout the week, Anganwadi Sahayikas contribute significantly to the holistic development and well-being of children in Anganwadi Centers. Their collaborative efforts with AWWs can create a nurturing and stimulating learning environment, ensuring that every child receives optimum support and guidance they need to thrive.

Role of Anganwadi Sahayikas (Helpers) in Early Childhood Care & Education	
Setting Up Learning Spaces: Activity Example: Organising a storytelling session. AWW's Role: Narrate stories to children during storytelling sessions. AW Helper's Support: Assist in arranging rugs or mats, organising storybooks and creating a cozy environment conducive to storytelling.	Assisting During Mealtime Activity Example: Supervise children during mealtime. AWW's Role: Serve meals and monitor children's eating habits. AW Helper's Support: Assist in serving food, helping children with utensils, and ensuring they eat safely and hygienically.
Maintaining Hygiene and Cleanliness Activity Example: Conduct handwashing activities before meals. AWW's Role: Teach children proper handwashing techniques. AW Helper's Support: Assist in setting up handwashing stations, demonstrating handwashing steps, and ensuring children follow hygiene practices.	Preparing Teaching Learning Materials Activity Example: Teaching letters and numbers through flashcards. AWW's Role: Use flashcards to introduce new concepts during lessons. AW Helper's Support: Assist in cutting out shapes, organising flashcards, and preparing visual aids for instructional purposes.
Organising Outdoor Play Activity Example: Arrange a group game in the outdoor play area. AWW's Role: Facilitate the game and ensure children play safely. AW Helper's Support: Assist in organising play equipment, supervising children, and promoting fair play among participants.	Supporting Circle Time Activities Activity Example: Conduct a morning circle time session. AWW's Role: Lead activities like attendance and greetings. AW Helper's Support: Assist in gathering children, maintaining order, and participating in circle time routines, such as singing songs or reciting rhymes.
Engaging with Smaller Groups Activity Example: Conduct a painting activity with a group of children. AWW's Role: Provide guidance and support to children during the painting session. AW Helper's Support: Assist in distributing art supplies, helping children with paintbrushes, and ensuring a clean and orderly workspace. Provide individualised attention and support, ensuring each child's needs are addressed and they are actively engaged in learning.	Promoting Socialisation Activity Example: Arrange a group activity to encourage teamwork. AWW's Role: Facilitate cooperative games and group discussions. AW Helper's Support: Participate in group activities, encourage interaction among children, and foster positive social relationships.
Assisting AWW on a continuous basis - Collaborate in conducting age-appropriate activities, adapting approaches to suit the developmental stages of younger children and ensuring inclusion and support of children with disability in the learning process. - Provide individualised attention and support, ensuring each child's needs are addressed and they are actively engaged in learning. - Maintain vigilance over children's safety and well-being, both indoors and outdoors, at all times. Supervise children during playtime, community visits, and outdoor activities, ensuring a secure and nurturing environment for their growth and development.	

By actively supporting the AWW in these everyday tasks & activities, the AW Helper plays a crucial role in creating a nurturing & enriching learning environment for children in the Anganwadi Center.



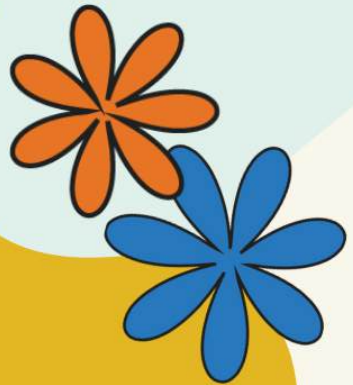
Chapter 5: Weekly Play Based Calendar



AAADHARSHILA

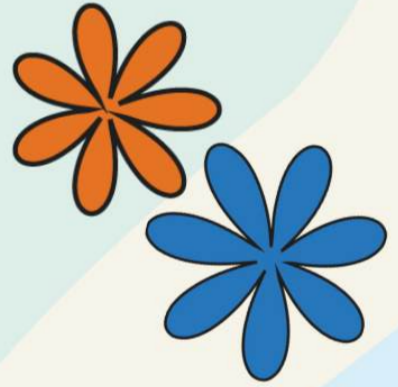
National Curriculum for Early Childhood Care & Education 2024

For children from 3-6 years
(Weekly Play Based Calendar)



Initiation & Induction Plan

Use the first 4 weeks of every academic cycle to conduct activities that can help children transition from home to the Anganwadi Centre comfortably by engaging them in fun, free play and child led activities, giving ample opportunities for caregivers from home to be present with the child in the Anganwadi Centre. This plan can also be used for children joining at any other point in the academic cycle.



INITIATION & INDUCTION WEEKS



WHAT CHILDREN WOULD LEARN:

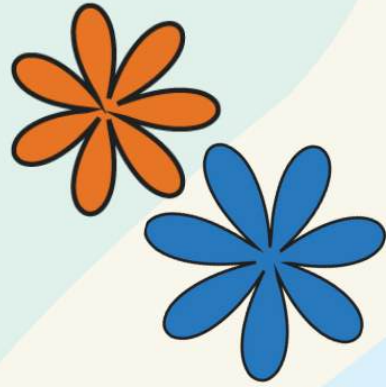
- Begins to interact comfortably with less familiar adults.
- Demonstrates comfort in staying in the classroom without parents or familiar adults.
- Separates willingly from adults to play with peers, most of the time.
- Begins to participate, take initiative & enjoy with other children in play-based activities.

- Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary.
- Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play).

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY				
WELCOME & FREE PLAY	Let's get started! 	Welcome Include Parents/Home-caregivers to sit with child & participate actively	Warm up Set up eye-level learning corners, toy/book/learning material display & let child explore	Hygiene check Parents/Home-caregivers introduce child to AWW & facilitate one-on-one conversations	Attendance Parents/Home-caregivers to interact with & introduce other children to child	Weather Parents/Home-caregivers & AWWs to encourage sharing toys & taking turns/joining other children in play	Free conversation				
	Let's play! Provide different play materials for choice based play 										
Snack (10mins)											
LEARNING AND PLAY	Let's weave wonders! 	• Parents/Home-caregivers share stories/rhymes & engage all to listen/sing together		• Focus on familiar/popular folklore/stories/rhymes to grab their interest		• When AWW narrates/shares/sings rhymes/stories, Parents/Home-caregivers can repeat & explain to child					
	Let's explore! 	• AWW picks a learning outcome & provides toys/TLM for engaging children & observes their play • Parents/Home-caregivers use provided TLM to engage in learning outcome specific play/conversations • AWW joins small/large groups & records observations on child's current learning level • Joint efforts to ensure child plays with other children & shares/exchanges toys/conversations				AWC	COLOURS	SHAPES	NUMBERS	USE OF SENSES	BOOKS
	Let's hear and talk! 	• AWW & Parents/Home-caregivers engage children in active conversations on different topics • Encourage free/semi-structured conversations one-on-one & in small groups to give attention to all • AWW joins one-on-one & small group conversations & records observations on child's current language & communication skills • Include, give mindful attention & praise all children, welcome all talks without dismissing children.				MY BODY & ME	FAMILY & FRIENDS	NEIGHBOURHOOD	LISTEN & RESPOND TO INSTRUCTIONS	IMITATE/RECOGNISE SOUNDS	THEMES LIKE SEASONS, FESTIVALS, FOOD ETC.
	Let's create! 	• AWW & Parents/Home-caregivers provide opportunities to express via art/craft • AWW records observations on child's current fine-gross motor/creative/cognitive skills • Together they create routines, rules, plan activities to help child feel welcomed & secure • Include, give mindful attention & praise all children for their efforts - put their creations for display in centre				MODEL OF CENTER	ROUTINE	RULES	INDIVIDUALISED PORTFOLIO BOX	FREE ART/CRAFT	BODY MOVEMENT/MUSIC PATTERNS
Lunch and Rest (30min)											
REFLECT AND WRAP	Let's get active! Provide different play materials for choice based play 										
	Let's reflect! 	Free conversation Revisit the day & experiences, talk about who child made friends with, experiences/activities enjoyed	Recap	Favourite Activity Parents/Home-caregivers & AWW to set up a good bye ritual for each child	Clean Up	Share about next day	Bye-bye Parents/Home-caregivers to gradually reduce participation & presence in AWC				
Child plays with parents in centre		AWW plays with child, parents & introduces to other children		Child plays with other children & AWW, with parent close-by		Child plays comfortably at centre with AWW & other children, in absence of parents					

Active Play Based Learning Plan

The following 18 week plan is a core part of the learning cycle of the children in the Anganwadi Centre. Take up all the activities mentioned for each day to ensure children achieve all the learning outcomes and get sufficient opportunity to reinforce their previous learnings as well.





WHAT CHILDREN WOULD LEARN:

- Understands need for a clean, organized classroom and maintaining personal hygiene
- Recognises and explores different shapes and colours
- Identifies common animals, birds, fruits & vegetables & learns about their characteristics

- Identifies, describes one's role with different people & describes common objects and pictures
- Explores and uses different materials to make visual art work
- Develops listening skills: recognises common sounds, distinguishes between high & low pitch, identifies beginning sounds of words

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
WELCOME & FREE PLAY	Let's get started!	25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
	Let's play!	30 mins	Provide different play materials for choice based play 					
Snack (10mins)								
LEARNING AND PLAY	Let's weave wonders!	20 mins	Story telling: Gratitude Towards Family & Friends 1.1	Singing Rhymes: Vegetables 2.1	Story telling: Environment 1.2	Story Telling: Friendship & Co-operation 1.3	Singing Rhymes: Body Parts 2.2	Free Picture Book/Story Book Reading Time 4
	Let's explore!	30 mins	Animals Around Us: Identify & describe common animals 6	Colours around us: Identify, Find & Sort 7	Shapes around us: Identify, Find, Create & Sort 8	Exploring My Anganwadi Centre 9	Animals Around Us: Identify & describe common animals 6	Weekly Worksheet: • 3-4: Colouring (Pg. 1) • 4-5: Shapes (Pg. 17), Picture Sound Matching (Pg. 45) • 5-6: Domestic & Wild Animals (Pg. 4)
	Let's hear and talk!	20 mins	My Family & Me: Introduce, Talk About Self & Family 35	Guess the sound: Create, recognise & Differentiate 36	Who am I?: Guess, Identify & Describe objects 37	Playing with Sounds: Identify & Differentiate beginning/ending sounds 38	Guess the sound: Create, recognise & Differentiate 36	
	Let's create!	25 mins	Stamp & Print: Fruits & Vegetables Create & Guess impressions 63	Artistic Adventure: Free Painting & Drawing 64	Sandy Discoveries: Free Sand Play 65	My Storage Box: Decorate & Create Personal Storage Box 66	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings 67	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate!	20 mins	Keep Me Where I Belong: Sort & Store Objects Appropriately 95	Grow a Plant: Nurture, Understand Parts & Function 96	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	My Family & Me: Introduce-Talk about self & family 35	Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds 98	Prepare for Following Week 62
Lunch and Rest (30min)								
REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play 					
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Walk around the house & talk about belongings- who possesses what, where are things stored, why is it important to keep things in their place etc.

Look at old family pictures or talk about family members- name, relationship with child, favourite memory with them. Look at pictures in magazines, newspapers & talk about different types of families.

Under adult supervision, sit with child in kitchen or walk to a vegetable vendor and identify different fruits and vegetables-talk about their colour, taste etc.





WHAT CHILDREN WOULD LEARN:

- Ensures a clean organised classroom and maintain personal hygiene
- Differentiates between shapes, colours and their shades
- Develops vocabulary for understanding concepts, uses theme-specific terms in conversations and develops phonological awareness

- Identifies and describes one's role with different people & displays affection towards others
- Explores and uses different materials to make visual art work and creates imprints
- Distinguishes between high and low pitches in sound

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY				
WELCOME & FREE PLAY	Let's get started!	 Welcome 	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation				
	Let's play!	 Provide different play materials for choice based play									
Snack (10mins)											
LEARNING AND PLAY	Let's weave wonders!	  Singing Rhymes: Vegetables 2.1	Singing Rhymes: Body Parts 2.2	Story Telling: Gratitude Towards Family & Friends 1.1	Story Telling: Environment 1.2	Story Telling: Friendship & Cooperation 1.3	Free Picture Book/Story Book Reading Time 4				
	Let's explore!	  Exploring My Anganwadi Centre 9	Colours around us: Identify, Find & Sort 7	Shapes around us: Identify, Find, Create & Sort 8	Playing with jigsaw puzzles: Complete & Identify Missing Parts 27	Colours around us: Identify, Find & Sort 7	Weekly Worksheet: • 3-4: Trace & Colour (Pg.5), Free Drawing (Pg.28) • 4-5: Classification - Flying/Non flying Animals (Pg. 23), Concept of Colour: Orange (Pg. 21) • 5-6: Shapes (Pg. 3) & free drawing(Pg. 5)				
	Let's hear and talk!	  Guess the sound: Create, recognise & Differentiate 36	Playing with Sounds: Identify & Differentiate beginning/ending sounds 38	Animals Around Us- Identify & Describe Common Animals 6	Who am I?: Guess, Identify & Describe Objects 37	Understanding Myself: My Choices/ Preferences /Likes/ Dislikes etc. 57	Observation Based Reinforcement Activities				
	Let's create!	  Fun with Shapes: Draw, Colour, Trace & Paint Shapes 85	Stamp & Print: Fruits & Vegetables Create & Guess impressions 63	Origami Fun: Paper Folding 68	Sandy Discoveries: Free Sand Play 65	Artistic Adventure: Free Painting & Drawing 64	Choice based free indoor/outdoor play OR Community Visit				
	Let's appreciate!	  My Family & Me: Introduce, Talk About Self & Family 35	Clean, Clean, Clean: Learn Why, When & How About Washing Hands 99	Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds 98	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	Grow a Plant: Nurture, Understand Parts & Function 96	Prepare for Following Week 62				
Lunch and Rest (30min)											
REFLECT AND WRAP	Let's get active!	 Provide different outdoor play materials for choice based play									
	Let's reflect!	 Free conversation 	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye				

HOME LEARNING ACTIVITIES

Collect common household items that make distinctive sounds (e.g., keys, spoon, bell). Blindfold child, make a sound & have them guess it.

Collect household items like bottle caps, sponges, or cut vegetables. Encourage child to dip in paint, stamp on paper to create art/patterns. Help to identify colours.

Take child around neighborhood, help identify animals & talk about them- colour, what they eat, where they stay, sound they produce etc.



WHAT CHILDREN WOULD LEARN:

- Identifies and describes common objects, people, pictures, places, tools and learns to express gratitude towards people who help.
- Begins to use personal care objects and maintains personal hygiene.
- Identifies missing parts of pictures and arranges objects in order up to three levels.
- Explores and uses different materials to make visual art work and creates imprints

- Differentiates between shapes, colours, and their shades
- Develops vocabulary for understanding concepts, uses theme-specific terms in conversations and develops phonological awareness.
- Distinguishes between smells and sounds; Identifies and categorizes them basis similarity and differences.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
WELCOME & FREE PLAY	Let's get started!	25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
	Let's play!	30 mins	Provide different play materials for choice based play					
Snack (10mins)								
LEARNING AND PLAY	Let's weave wonders!	20 mins	Singing Rhymes: Handwashing & Personal Hygiene 2.3	Singing Rhymes: Fruits 2.4	Story Telling: Community Helpers 1.4	Singing Rhymes: Body Parts 2.2	Story Telling: Community Helpers 1.4	Free Picture Book/Story Book Reading Time 4
	Let's explore!	30 mins	Vegetables Around Us: Identify and name vegetables 10	Colours around us: Identify, Find & Sort 7	Exploring My Anganwadi Centre 9	Shapes around us: Identify, Find, Create & Sort 8	Colours around us: Identify, Find & Sort 7	Weekly Worksheet: 3-4: Tracing the dots (Pg. 14) & Concept of shape- circle (Pg. 33) 4-5: Fruits & vegetable (Pg. 11), Collage work: Maize (Pg. 1) 5-6: Collage work (Pg. 1)
	Let's hear and talk!	20 mins	Smell & Tell: Identify, Distinguish as Pleasant/Unpleasant 39	Playing with Sounds: Identify & Differentiate beginning/ending sounds 38	Health & Hygiene: Discussion on Routine, Body Parts, Tools to Clean 40	Our community helpers: Name, Identify Role, Tools Used 41	Understanding Myself: My Choices/ Preferences /Likes/ Dislikes etc. 57	Observation Based Reinforcement Activities
	Let's create!	25 mins	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings 67	Animal Face Mask: Create & Role Play 69	Thank You Card: Express Gratitude to All Helpers 70	Stamp & Print: Fruits & Vegetables Create & Guess impressions 63	Thank You Card: Express Gratitude to All Helpers 70	Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate!	20 mins	Nature Exploration: Categorize pictures/objects in groups 100	Clean, Clean, Clean: Learn Why, When & How About Washing Hands 99	My Family & Me: Introduce, Talk About Self & Family 35	All We Use: Match Objects with their Uses 101	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	Prepare for Following Week 62
Lunch and Rest (30min)								
REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play					
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Go on a nature walk with child and collect different things like twigs, stones, leaves, flowers etc. Encourage child to identify these, dip in paint, stamp on paper to create art/patterns. Help to identify colours.

Take child around neighbourhood and encourage conversation with different community helpers. Help in understanding their profession, tools they use, how they help others and express gratitude.

Blindfold the child and encourage them to taste and smell different things. Help them identify the source of smell and categorise as pleasant/unpleasant, good/bad, dangerous smells etc.

WHAT CHILDREN WOULD LEARN:

- Identifies and describes one's role in various interactions, expresses affection, and describes common objects, people, and pictures.
- Begins using personal care items and practices personal hygiene.
- Distinguishes shapes, colours, and their shades.
- Makes relative comparisons between objects basis number, length, size, volume, and weight.

- Identifies & distinguishes between smell and taste of objects; Shares and categorizes basis different their characteristics.
- Follows simple instructions and arranges objects in order up to three levels.
- Develops vocabulary for understanding concepts, uses theme-specific terms in conversations and develops phonological awareness.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY		
WELCOME & FREE PLAY	Let's get started!	25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation	
	Let's play!	30 mins	Provide different play materials for choice based play						
Snack (10mins)									
LEARNING AND PLAY	Let's weave wonders!	20 mins	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc. 2.5	Singing Rhymes: Vegetables 2.1	Story Telling: Community Helpers 1.4	Singing Rhymes: Body Parts 2.2	Story Telling: Environment 1.2	Creating Picture/Word Wall 115	
	Let's explore!	30 mins	Colours around us: Identify, Find & Sort 7	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume 11	Animals Around Us: Identify & Describe Common Animals 6	Shapes around us: Identify, Find, Create & Sort 8	Fruits Around Us: Identify and name fruits 12	Monthly ECCE Day	
	Let's hear and talk!	20 mins	Smell & Tell: Identify, Distinguish as Pleasant/Unpleasant 39	Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy 42	Playing with Sounds: Identify & Differentiate beginning/ ending sounds 38	Smell & Tell: Identify, Distinguish as Pleasant/Unpleasant 39	Our Community Helpers: Name, Identify Role, Tools Used 41	Discuss with Caregivers-	
	Let's create!	25 mins	Stamp & Print: Fruits & Vegetables Create & Guess impressions 63	Animal Face Mask: Create & Role Play 69	Artistic Adventure: Free Painting & Drawing 64	Let's Cook: Make Fruit and Vegetable Chaat 71	Fun with Clay: Compare Creations using Relational Vocabulary 72	- Importance of ECCE - Domains of Development - Oath to spend 30 minutes daily in play based learning activities with child	
	Let's appreciate!	20 mins	Follow the instructions: Body Movements 47	All We Use: Match Objects with their Uses 101	Our Community Helpers: Name, Identify Role, Tools Used 41	My Family & Me: Introduce, Talk About Self & Family 35	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97		
Lunch and Rest (30min)									
REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play						
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye	

HOME LEARNING ACTIVITIES

Encourage children to find objects of different shapes around the house, trace their boundary with finger, name and describe the characteristics of each shape. Encourage them to draw shapes in air, water, sand.

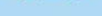
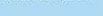
Put coloured powder on the child's hands, representing germs. Have them shake hands, touch surfaces, & interact with others. Discuss how the "germs" spread & importance of handwashing. Role-play how to wash hands properly.

Play a guessing game on tools/objects with children- give cues on use, look, characteristics- include objects like remote, phone, stethoscope, computer, hammer, weighing scale, helmet etc.

WHAT CHILDREN WOULD LEARN:

- Differentiates between shapes, colours, and their shades and compares objects based on quantities, shapes, measurements length, volume & weight.
- Uses different materials to make visual artwork and exhibits motor control.
- Eats a variety of food from different food groups, explores different tastes and textures, and follows picture recipes to prepare simple snacks.

- Identifies and describes common objects, people, pictures; shows kindness towards animals and plants.
- Begins to use personal care objects, maintains personal hygiene and ensures classroom cleanliness.
- Answers simple questions about events and phenomenon and makes causal connections.
- Differentiates fragrance of flowers, perfumes, food items and sorts objects into groups based on size, length, height, and weight

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
WELCOME & FREE PLAY	Let's get started!	 25 mins	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation					
	Let's play!	 30 mins	Provide different play materials for choice based play										

Snack (10mins)

LEARNING AND PLAY	Let's weave wonders!	20 mins	Singing Rhymes: Handwashing & Personal Hygiene 2.3	Story Telling: Conflict Resolution 1.5	Story Telling: Family & Relationships 1.6	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc. 2.5	Story Telling: Road Safety 1.7	Free Picture book/Story Book Reading Time 4
	Let's explore!	30 mins	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume 11	Colours Around Us: Identify, Find & Sort 7	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc. 13	Colours & Shades: Identify, Create, Compare & Match 14	Shapes around us: Identify, Find, Create & Sort 8	Weekly Worksheet: • 3-4: Collage work (Pg. 18), Concept of length (Pg. 19) • 4-5: Concept of Colour: Green (Pg. 8), Shapes (Pg. 39) • 5-6: Collage work (Pg. 11)
	Let's hear and talk!	20 mins	Family: Talk about relationships, draw family tree, role-play 43	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities 44	Road Safety: Understand & Role Play Rules 45	Understanding Myself: My Choices/ Preferences /Likes/ Dislikes etc. 57	Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy 42	Observation Based Reinforcement Activities
	Let's create!	25 mins	Food Magic: Recognise Smell, Taste, Texture & Cook 73	Artistic Adventure: Tearing and Pasting 74	Fun with Clay: Compare Creations using Relational Vocabulary 72	Artistic Adventure: Free Painting & Drawing 64	Shelter: Talk About Need & Create Using Different Materials 75	Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate!	20 mins	Experiment with Air: Observe what blows in wind and what does not 102	Clean, Clean, Clean: Learn Why, When & How About Washing Hands 99	Sorting Activity: Sort basis colour, shape, size & other criteria 103	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	Road Safety: Understand & Role Play Rules 45	Prepare for Following Week 62

Lunch and Rest (30min)

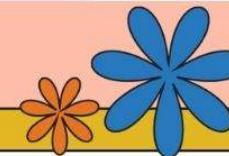
REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play					
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

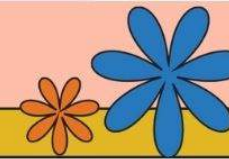
HOME LEARNING ACTIVITIES

Talk to children about routine & its importance. Help them identify and create one for themselves- they can draw and paste this in eye-sight. Example: Morning routine, Hygiene routine, night routine, meal-time routine etc.

Engage children in sorting tasks at home basis different criteria. They can sort fruits-vegetables, pulses, utensils, clothes according to type/colour/taste/size/use/who they belong to etc.

Under careful supervision, take children to a red light crossing and guide to observe traffic movement, safety rules being followed, safe use of helmet/seat belt/footpath/zebra-crossing etc.

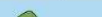
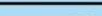
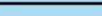
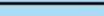




WHAT CHILDREN WOULD LEARN:

- Compares objects based on length and weight, arranging up to three levels based on size.
- Initiates play with other children and demonstrates a preference for playing with familiar children
- Predicts outcomes, including colours when mixing, and makes predictions based on causal relationships to answer questions related to natural phenomena.

- Explores large and small sizes in creating visual artworks, including three-dimensional forms and imprints, using various materials.
- Identifies self as a member of a family, talks about close family members, matches objects to their relationships/use and engages in imaginative play using objects.
- Eats a variety of food from different food groups and identifies healthy and unhealthy food items

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
WELCOME & FREE PLAY	Let's get started!	 25 mins	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation					
	Let's play!	 30 mins	Provide different play materials for choice based play										

Snack (10mins)

LEARNING AND PLAY	Let's weave wonders!	20 mins	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc. 2.5	Story Telling: Animals- Domestic & Wild 1.8	Story Telling: Conflict Resolution 1.5	Singing Rhymes: Let's Eat Healthy! 2.6	Let's Describe Pictures: Talk and discuss what one can see 3	Free Picture book/Story Book Reading Time 4
	Let's explore!	30 mins	Colours around us: Identify, Find & Sort 7	Playing with jigsaw puzzles: Complete & Identify Missing Parts 27	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc. 13	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume 11	Shapes around us: Identify, Find, Create & Sort 8	Weekly Worksheet: 3-4: Concept of numbers (Pg. 37) & Concept of colour - Yellow (Pg. 32) 4-5: Concept of length (Pg. 6), Functional Association (Pg. 14) 5-6: Picture sound matching (Pg. 26)
	Let's hear and talk!	20 mins	Things Around Us: Identify & Describe fruits, vegetables, animals & birds 46	Family: Talk about relationships, draw family tree, role-play 43	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities 44	Playing with Sounds: Identify & Differentiate beginning/ending sounds 38	Health & Hygiene: Discussion of body parts and tools 40	Observation Based Reinforcement Activities
	Let's create!	25 mins	Stamp & Print: Create & Guess impressions 63	Fun with Clay: Compare Creations using Relational Vocabulary 72	Origami Fun: Paper Folding 68	Stamping & Painting: Things Around Me 79	How my family looks!: Draw, Paint, Create Using Clay 105	Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate!	20 mins	All We Use: Match Objects with their Uses 101	Experiment with Air: Observe what blows in wind and what does not 102	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	Colours & Shades: Identify, Create, Compare & Match 14	Our Community Helpers: Name, Identify Role, Tools Used 41	Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play					
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Provide primary colours of paint (red, blue, yellow) and bowls. Let children experiment with mixing colours to create secondary colours. Encourage them to use white and black paints to change the shade of colours.

Take the children on a nature walk to collect leaves, flowers, or interesting textures. Roll out a piece of clay and ask them to press the collected items onto the clay to create imprints. They can also sort their collections basis different criteria.

Under guided supervision, give children a tub of water and encourage them to experiment by putting different things in it and checking what sinks and what floats.



WHAT CHILDREN WOULD LEARN:

- Shares information about self & family, uses vocabulary acquired from specific themes, and identifies and describes common objects.
- Compares objects lengths & weights, distinguishing longer/shorter & heavier/lighter and sorts them into three groups based on size, length, height, and weight..
- Identifies self as a member of a family, neighbourhood, school and city.

- Explores art instruments while creating marks, lines and other imagery in visual arts.
- Distinguishes fast and slow tempo while exploring rhythm and produces a variety of sounds and body movements according to beats.
- Follows simple instructions and identifies modes of shapes, colours, modes of transport, celestial bodies, digital & non-digital tools

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Different Types of Transport and Sounds	Singing Rhymes: Different Types of Transport and Sounds	Story Telling: Our Universe (Sun, stars, moon, planets etc.)	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc.	Let's Describe Pictures: Talk and discuss what one can see	Free Picture book/Story Book Reading Time
Let's explore!	Colours & Shades: Identify, Create, Compare & Match	Colours & Shades: Identify, Create, Compare & Match	Explore Technology: Identify Tools & Understand Uses	Fun with Colours: Sort, Match, Mix & Create Colours	Explore Technology: Identify Tools & Understand Uses	Weekly Worksheet:
Let's hear and talk!	Follow the instructions: Body Movements	Follow the instructions: Body Movements	Health & Hygiene: Discussion of body parts and tools	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities	Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy	• 3-4: Concept of colour-blue (Pg. 29), Concept of size (Pg. 11) • 4-5: Concept of distance (Pg. 4), Sequence of events(Pg. 35) • 5-6: Concept of weight (Pg. 2)
Let's create!	Artistic Adventure: Free Painting & Drawing	Artistic Adventure: Free Painting & Drawing	Fun with Clay: Compare Creations using Relational Vocabulary	Create with Clay: Make Different Tools, Discuss & Use for Role-play	Lets Dance!: Create body movement patterns & perform to fast/slow beats	Observation Based Reinforcement Activities
Let's appreciate!	Sorting Activity: Sort basis colour, shape, size & other criteria	Sorting Activity: Sort basis colour, shape, size & other criteria	Our Community Helpers: Name, Identify Role, Tools Used	Means of Transport: Identify, Describe & Compare	How my family looks!: Draw, Paint, Create Using Clay	Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play
Let's reflect!	Free conversation	Free conversation	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Provide old magazines or newspapers and encourage the children to cut or tear different modes of transport they spot and create a collage- talk about each & compare/contrast with others.

Take the child out on different days & times to observe the morning & night sky. Talk about what they see & how the sky changes. Talk about sunrise-sunset, different shapes of moon, star arrangement/patterns etc.

Play different types of music and encourage children to dance to beats. Excite them to make their own dance moves and perform suiting the beats you make using easily available materials.

WHAT CHILDREN WOULD LEARN:

- Practices hygiene independently by washing hands, using personal care items and adopts safety outdoors.
- Matches, sorts and classifies shapes of various sizes and colours; recognises and repeats patterns.

- Builds and uses vocabulary and understands themes like seasons, transport, sky, routine etc.
- Identifies and describes common objects on their own & narrates daily experiences.
- Creates three-dimensional forms by rolling and patting materials like clay or dough and produces imprints using blocks, stencils, found objects, and natural materials.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

LEARNING AND PLAY	Let's weave wonders!	Story Telling: Family & Relationships	Story Telling: Conflict Resolution	Singing Rhymes: Handwashing & Personal Hygiene	Story Telling: Our Universe (Sun, stars, moon, planets etc.)	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc.	Creating Picture/Word Wall
	Let's explore!	Find the Odd Picture/Object Out	Shapes Around Us: Identify, Find, Create & Sort	Pattern Making: Recognise, Repeat, Extend & Create Patterns	Find the Odd Picture/Object Out	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume	Monthly ECCE Day
	Let's hear and talk!	Who am I?: Touch, Feel & Guess	Explore Seasons: Name & Understand Characteristics	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities	Family: Talk about relationships, draw family tree, role-play	Spatial Concepts: Understand in/out, over/under, top/bottom, front/back etc.	Discuss with Caregivers- Learning corners: Children demonstrate progress
	Let's create!	Artistic Adventure: Tearing and Pasting	Fun with Patterns: Create Art/Craft/ Beading/Body-Movement Patterns	Role Play: Understanding family, relationships & professions	Fun with Clay: Compare Creations using Relational Vocabulary	Stamping & Painting: Things around me	Child Portfolio
	Let's appreciate!	Nature Walk: Sort & classify different objects	Road Safety: Understand & Role Play Rules	Animals, insects & birds around me: Identify, Name & Describe	Explore Seasons: Name & Understand Characteristics	Means of Transport: Identify, Describe & Compare	Needs & Learning Curve of each child

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	Provide different outdoor play materials for choice based play	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye
	Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Collect and display various textured items from around the house (soft fabrics, rough surfaces, smooth objects). Blindfold the child and let them feel each item, guessing the object & identifying the texture.

Using objects of daily use- make small groups and encourage children to identify the odd one out & share the reason for selection. Like a set of 2 spoons & 1 bowl, 2 red vegetables & 1 green, 3 red colour things & 1 black etc

Provide paper and crayons. Ask children to draw a family picture, including themselves and each family member and their pets.

WHAT CHILDREN WOULD LEARN:

- Shares experiences using learnt vocabulary in class & identifies rhyming words
- Predicts, experiments and explores mixing colours, rolling-sliding object
- Compares the lengths and weights of two objects, and sort objects into three groups based on their sizes.

- Identifies feelings, explores smell/tastes/textures/patterns/spatial & positional concepts
- Creates marks, lines, scribbles, and other two-three dimensional imagery in visual artworks.
- Gets introduced to age-appropriate number vocabulary, understanding & counting in the correct sequence.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	25 mins Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	30 mins Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	20 mins Story Telling: Road Safety	1.7 Singing Rhymes: Spatial & Positional Concepts	2.8 Singing Rhymes: Spatial & Positional Concepts	1.5 Story Telling: Conflict Resolution	2.8 Singing Rhymes: Spatial & Positional Concepts	3 Let's Describe Pictures: Talk and discuss what one can see
Let's explore!	30 mins Find the Odd Picture/Object Out	17 Fun with Colours: Sort, Match, Mix & Create Colours	16 Fun with Colours: Sort, Match, Mix & Create Colours	19 Introduction to Numbers: Match & Count	18 Pattern Making: Recognise, Repeat, Extend & Create Patterns	19 Introduction to Numbers: Match & Count
Let's hear and talk!	20 mins Spatial Concepts: Understand in/out, over/under, top/ bottom, front/back etc.	20 Finding Rhyming Words: Recognise, Identify, Create Strings	50 Finding Rhyming Words: Recognise, Identify, Create Strings	42 Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy	50 Finding Rhyming Words: Recognise, Identify, Create Strings	20 Spatial Concepts: Understand in/out, over/under, top/bottom, front/back etc.
Let's create!	25 mins Origami Fun: Paper Folding	68 Fun with Patterns: Create Art /Craft / Beading/Body-Movement Patterns	78 Fun with Patterns: Create Art /Craft / Beading/Body-Movement Patterns	76 Create with Clay: Make Different Tools, Discuss & Use for Role-play	52 Role Play: Understanding family, relationships & professions	74 Artistic Adventure: Tearing and Pasting
Let's appreciate!	20 mins Roll & Slide: Predict, Experiment, Find out	108 What am I feeling?: Talk, Label, Understand Emotions	109 What am I feeling?: Talk, Label, Understand Emotions	106 Nature Walk: Sort & classify different objects	105 How my family looks!: Draw, Paint, Create Using Clay	109 What am I feeling?: Talk, Label, Understand Emotions
						62 Prepare for Following Week

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	20 mins Provide different outdoor play materials for choice based play	20 mins Recap	20 mins Recap	20 mins Recap	20 mins Recap	20 mins Recap
Let's reflect!	10 mins Free conversation	10 mins Favourite Activity	10 mins Favourite Activity	10 mins Favourite Activity	10 mins Favourite Activity	10 mins Favourite Activity

HOME LEARNING ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Encourage family role-playing: have each member take on roles, discuss relationships, and explore professions for a fun, interactive learning experience at home.						
Facilitate discussion on feelings and have open conversations with children, encouraging them to name, identify and share their feelings, understand yours and associate feelings with situations.						
Utilize everyday objects to create simple and complex patterns. Encourage children to first identify and copy patterns, then extend and create by themselves.						

- Gets introduced to age-appropriate number vocabulary; understanding & counting in the correct sequence.
- Identifies rhyming words & common alphabets of L-One language, associating them with sound.
- Converses with peers and teachers and applies known information in a new context.

- recognises repeating patterns & extends simple patterns of objects/ pictures/ shapes etc.
- Associates emotions with words & facial expressions, expressing emotions through verbal and non-verbal modes such as gestures and drawings.
- Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	Provide different play materials for choice based play					
25 mins						
30 mins						

LEARNING AND PLAY		Unit 1: The World of Music						
	Let's weave wonders!		Singing Rhymes: Numbers & Counting	Singing Rhymes: Different Types of Transport and Sounds	Singing Rhymes: Numbers & Counting	Story Telling: Our Universe (Sun, stars, moon, planets etc.)	Let's Describe Pictures: Talk and discuss what one can see	Free Picture book/Story Book Reading Time
	2.9	2.7	2.9	1.9	3	4		
	Colours around us: Identify, Find & Sort	Pattern Making: Recognise, Repeat, Extend & Create Patterns	Colours around us: Identify, Find & Sort	Introduction to Numbers: Match & Count	Find the Odd Picture/Object Out	Weekly Worksheet: 3-4: Concept of shape (Pg. 43) 4-5: Spot the difference matching (Pg. 14) 5-6: Letter shape identification (Pg. 12), Pattern completion (Pg. 15)		
	7	18	7	19	17			
	Spatial Concepts: Understand in/out, over/under, top /bottom, front/back	Finding Rhyming Words: Recognise, Identify, Create Strings	Who am I?: Guess, Identify & Describe objects	Colours around us: Identify, Find & Sort	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound			
20	50	48	7	51				
Let's create!	Identify, Draw & Share Feelings	Origami Fun: Paper Folding	Lets Dance!: Create body movement patterns & perform to fast/slow beats	Food Magic: Recognise Smell, Taste, Texture & Cook	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings	Observation Based Reinforcement Activities		
25 mins	80	68	77	73	67	Choice based free indoor/outdoor play OR Community Visit		
Let's appreciate!	Keep Me Where I Belong: Sort & Store Objects Appropriately	Can you find me?: Find objects basis shared criteria	Sorting Activity: Sort basis colour, shape, size & other criteria	Nature Walk: Sort & classify different objects	Means of Transport: Identify, Describe & Compare	Prepare for Following Week		
20 mins	95	110	103	106	104	62		

REFLECT AND WRAP	
Let's get active!	Provide different outdoor play materials for choice based play 20 mins
Let's reflect!	Free conversation 10 mins Recap Favourite Activity Clean Up Share about next day Bye-bye

Encourage children to draw/paint a set of Emojis/
Faces depicting different feelings like- happiness,
sadness, anger, fear, surprise, nervousness etc. Use
these to talk about and share feelings.

Sing different rhymes/songs/folklore with children &
encourage them to identify the different rhyming
words & clap when they hear them. Have fun creating
rhyming strings of sensual/non-sensual words.

Play food guessing games with children daily.
Encourage them to guess the food cooked or available
basis smell, taste & other cues given by you.

WHAT CHILDREN WOULD LEARN:

- Begins to visually recognise and connect commonly occurring letters to corresponding sounds.
- recognises & extends/creates patterns, understands use of common tools & follows instructions.
- Gets introduced to age-appropriate number vocabulary; understanding & counting in the correct sequence.

- Exhibits motor control for tasks that require fine-motor, eye-hand coordination with moderate precision.
- Compares two objects based on hard and soft, hot and cold, rough and smooth.
- Keeps and retrieves personal belongings and follows hygiene practices.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Spatial & Positional Concepts 2.8	Singing Rhymes: Numbers & Counting 2.9	Storytelling: Road Safety 1.7	Singing Rhymes: Different Types of Transport and Sounds 2.7	Let's Describe Pictures: Talk and discuss what one can see 3	Free Picture Book/ Story Book Reading Time 4
Let's explore!	Find the Odd Picture/Object Out 17	Spatial Concepts: Understand in/out, over/under, top/bottom, front/back etc. 20	Introduction to Numbers: Match & Count 19	Pattern Making: Recognise, Repeat, Extend & Create Patterns 18	Find the Odd Picture/Object Out 17	Weekly Worksheet: • 3-4: Concept of space (Pg. 23), (free drawing (Pg. 3)) • 4-5: Count & draw (Pg. 30)
Let's hear and talk!	Role Play: Understanding family, relationships & professions 52	Who am I?: Guess, Identify & Describe Objects 37	Finding Rhyming Words: Recognise, Identify, Create Strings 50	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities 44	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	5-6: Letter shape identification (Pg. 18), Pattern completion (Pg. 15)
Let's create!	Shelter: Talk About Need & Create Using Different Materials 75	Wonders in our Bin: Reuse & Recycle Safe Waste Creatively 81	Create with Clay: Make Different Tools, Discuss & Use for Role-play 76	Artistic Adventure: Tearing and Pasting 74	Fun with Pictures: Cut/Tear Along the Outline 82	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week 62
Let's appreciate!	Sorting Activity: Sort basis colour, shape, size & other criteria 103	Identify, Draw & Share Feelings 80	Keep Me Where I Belong: Sort & Store Objects Appropriately 95	Roll & Slide: Predict, Experiment, Find out 108	Keep Me Where I Belong: Sort & Store Objects Appropriately 95	

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play 20 mins	Soccer	Soccer	Soccer	Soccer	Soccer
Let's reflect!	Free conversation 10 mins	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Have fun with children exploring & sorting easily available objects according to colour, shape, texture, utility, possession, sound etc.

Engage children in craft activities using common household (safe) waste like cardboard boxes, old newspaper, bottles, paper plates, cloth scraps etc. Praise their creative efforts to make something new!

Engage children in counting games. Count different objects around the house, like- windows, pots, glasses, spoons etc. Help them identify numbers wherever you spot them in print & show equivalent number using fingers.

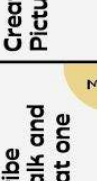
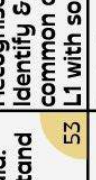
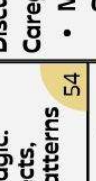
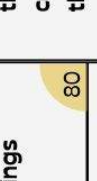
WHAT CHILDREN WOULD LEARN:

- Develops early self-care habits, including washing hands and road safety awareness.
- Expresses wants and feelings, participates in group activities, waits for their turn and shows affection, appreciation for diversity.
- Identifies and describes objects, establishes connections between them and demonstrates dexterity in using them..

- Recognises patterns, demonstrates early numerical proficiency, counting & understanding cardinality, creates & extends patterns.
- Understands and uses words for common experiences and explores artworks with creativity.
- Engages in rhythm, responds to artworks, practices memory recall & enjoys outdoor exploration.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Singing Rhymes: Numbers & Counting	 Story telling: Friendship	 Singing Rhymes: Handwashing & Personal Hygiene	 Singing Rhymes: Numbers & Counting	 Let's Describe Pictures: Talk and discuss what one can see	 Creating Picture/Word Wall
Let's explore!	 Explore Technology: Identify Tools & Understand Uses	 Introduction to Numbers: Match & Count	 Pattern Making: Recognise, Repeat, Extend & Create Patterns	 Feel the difference: Experiment, Explore, Compare Temperature Differences	 Introduction to Numbers: Match & Count	 Monthly ECCE Day
Let's hear and talk!	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	 Explore Seasons: Name & Understand Characteristics	 My Colourful India: Explore, Understand & Appreciate Diversity	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	 Memory Magic: Recall Objects, Words & Patterns	 Discuss with Caregivers- Major Domains, Skills & Activities that will be covered through the year for children of each age group
Let's create!	 Fun with Patterns: Create Art/ Craft/ Beading/Body-Movement Patterns	 Origami Fun: Paper Folding	 Music Patterns: Create, Compare-High/Low Pitch, Loud/Soft Sounds	 Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities	 Identify, Draw & Share Feelings	 Animals, insects & birds around me: Identify, Name & Describe
Let's appreciate!	 Means of Transport: Identify, Describe & Compare	 Touch, Feel, Recognise: Understand & Compare Textures	 Road Safety: Understand & Role Play Rules	 Touch, Feel, Recognise: Understand & Compare Textures	 Animals, insects & birds around me: Identify, Name & Describe	 Animals, insects & birds around me: Identify, Name & Describe

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play
Let's reflect!	 Free conversation	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye

HOME LEARNING ACTIVITIES

Explore local park/ field with children. Have them tell you about 4-5 things they enjoy there. Encourage drawing or talking about it. Collect small things from the park and share them at home.

Make music together at home using steel bowls filled with varying water levels. Encourage turn-taking as you play with spoons. It's a fun way to explore sounds and rhythm!

Show 3-4 objects to your child, let them examine their details. Hide these objects, state some identifying features (colour, shape, texture etc.) & ask them to guess the object.

WHAT CHILDREN WOULD LEARN:

- Develops dressing independence and identifies differences basis enhanced sensory awareness.
- Expresses preferences, recognises emotions & practices pro-social behaviour.
- Observes, describes, and creatively applies knowledge & vocabulary.

- Compares & sorts objects based on physical attributes & demonstrates early numeracy skills.
- Follows multi-step instructions, engages in rhyming activities, understands letter-sound associations, recognises commonly occurring letters.
- Explores visual arts, engages in rhythm activities & practices memory recall.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 25 mins Provide different play materials for choice based play	 30 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play	 30 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play	 30 mins Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Story Telling: Disability & Inclusion 1.11	 Singing Rhymes: Different Types of Transport and Sounds 2.7	 Story Telling: Friendship 1.10	 Singing Rhymes: Numbers & Counting 2.9	 Story telling: Disability and Inclusion 1.11	 Free Picture book/Story Book Reading Time 4
Let's explore!	 Introduction to Numbers: Match & Count 19	 Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance 22	 Introduction to Numbers: Match & Count 19	 Explore Technology: Identify Tools & Understand Uses 15	 Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance 22	 Weekly Worksheet: • 3-4: Thumb printing (Pg. 24) • 4-5: Count & Trace (Pg. 33) • 5-6: Count & Match (Pg. 21)
Let's hear and talk!	 Follow the instructions: Body movements 47	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	 Finding Rhyming Words: Recognise, Identify, Create Strings 50	 Memory Magic: Recall Objects, Words & Patterns 54	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	 Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week 62
Let's create!	 Artistic Adventure: Free Painting & Drawing 64	 Fun with Lines: Identify & Create- Curved, Zig-zag, Straight Lines 84	 Artistic Adventure: Free Tearing & Pasting 74	 Lets Dance!: Create body movement patterns & perform to fast/slow beats 77	 Stamping & Painting: Things around me 79	 What am I feeling?: Talk, Label, Understand Emotions 109
Let's appreciate!	 Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	 Nature Walk: Sort & classify different objects 106	 Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	 Touch, Feel, Recognise: Understand & Compare Textures 111	 What am I feeling?: Talk, Label, Understand Emotions 109	 Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play
Let's reflect!	 10 mins Free conversation	 10 mins Recap	 10 mins Favourite Activity	 10 mins Clean Up	 10 mins Share about next day	 10 mins Bye-bye

HOME LEARNING ACTIVITIES

Spend sometime everyday to talk with your children. Share about your daily experiences/feelings & ask about theirs. Simple questions: like 'Tell me about something you really enjoyed', 'What made you feel happy/sad/angry today?' etc.

Divide dough into 2 equal parts, shape them into different figures. Prompt children to guess if one has more dough, encourage creativity & reasoning skills.

Provide ribbons, rope, chalk, crayons etc, to children & encourage them to draw, trace, or arrange these to create different types of lines – straight, zig-zag and curved.

WHAT CHILDREN WOULD LEARN:

- Develops awareness of safety- recognises safe adults/safe spaces & respect for diversity.
- Masters fine and gross motor skills, adeptly distinguishing and comparing objects, and demonstrates increased hygiene awareness through consistent use of a dustbin.
- Observes, describes, counts, and classifies objects, while also stacking them.

- Recognises patterns, shapes, spatial & positional concepts.
- Develops vocabulary & understanding on care for environment, seasons & clothing, enhanced awareness of letter-sound connections and recognises common letters & their sounds.
- Explores art, rhythm, sound; creates diverse body movement/object patterns.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	25 mins Welcome	25 mins Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	30 mins Provide different play materials for choice based play	30 mins Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	20 mins Story Telling: Safe Adults	2.9 Singing Rhymes: Numbers & Counting	2.8 Singing Rhymes: Spatial & Positional Concepts	1.12 Story Telling: Safe Adults	3 Let's Describe Pictures: Talk and discuss what one can see	4 Free Picture book/Story Book Reading Time
Let's explore!	30 mins Introduction to Numbers: Match & Count	17 Find the Odd Picture/Object Out	23 Playing with shape tangrams & making different figures	18 Pattern Making: Recognise, Repeat, Extend & Create Patterns	19 Introduction to Numbers: Match & Count	Weekly Worksheet: • 3-4: Collage work (Pg. 30), Concept of Space (Pg. 31) • 4-5: Pattern Completion (Pg. 36) • 5-6: Number Concept (Pg. 31)
Let's hear and talk!	20 mins Who am I?: Guess, Identify & Describe Objects	37 Spatial Concepts: Understand in/out, over/under, top/bottom, front/back etc.	55 Weeks & Months: Name, Discuss & Associate Events	51 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	49 Explore Seasons: Name & Understand Characteristics	Observation Based Reinforcement Activities
Let's create!	25 mins Music Patterns: Create, Compare- High/Low Pitch, Loud/Soft Sounds	83 Artistic Adventure: Tearing and Pasting	80 Identify, Draw & Share Feelings	78 Fun with Patterns: Create Art/ Craft/ Beading/Body-Movement Patterns	81 Wonders in our Bin: Reuse & Recycle Safe Waste Creatively	Choice based free indoor/outdoor play OR Community Visit
Let's appreciate!	20 mins Roll & Slide: Predict, Experiment, Find out	108 Disability & Inclusion: Recognise, Include, Understand & Respect	112 Dressing up: Understanding Need, Diversity & Practicing Autonomy	113 Disability & Inclusion: Recognise, Include, Understand & Respect	104 Means of Transport: Identify, Describe & Compare	Prepare for Following Week

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	20 mins Provide different outdoor play materials for choice based play	20 mins Recap	20 mins Favourite Activity	20 mins Clean Up	20 mins Share about next day	20 mins Bye-bye
Let's reflect!	10 mins Free conversation	10 mins Recap	10 mins Favourite Activity	10 mins Clean Up	10 mins Share about next day	10 mins Bye-bye

HOME LEARNING ACTIVITIES

Help your child learn the days of the week by talking about what activities they do each day while packing their bags or sending them to the AWC. Put a calendar on the wall and help children colour mark each day.

Ask your child, "What feels nice and safe, like a hug from mom?" and then say, "if something doesn't feel good, like a touch that makes you uncomfortable, what should you do?"

Reuse old magazines, newspapers by drawing lines on them. Have children cut along the lines and use the pieces to create something new like animal masks.

WHAT CHILDREN WOULD LEARN:

- Strengthens self-expression, engages in social interactions & shows affection to peers.
- Develops the ability to differentiate and compare objects based on sensory attributes. (hard/soft, hot/cold, and rough/smooth) & serializes them using appropriate vocabulary.
- Listens attentively, initiates conversations & narrates experiences in simple sentences.

- Practices road safety while crossing & consumes a diverse range of foods.
- Understands & applies numerical concepts, counting up to ten & recognising quantities; handles small collections, counting objects in different contexts (money transactions).
- Begins to visually connect letters to corresponding sounds.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 25 mins Provide different play materials for choice based play	 30 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play	 25 mins Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 20 mins Singing Rhymes: Let's Eat Healthy!	 2.6 Story Telling: Safe Adults	 1.12 Singing Rhymes: Numbers & Counting	 1.7 Storytelling: Road Safety	 2.8 Singing Rhymes: Spatial & Positional Concepts	 4 Free Picture book/Story Book Reading Time
Let's explore!	 30 mins Money Matters: Understand & Transact	 24 Introduction to Numbers: Match & Count	 17 Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance	 17 Introduction to Numbers: Match & Count	 21 Feel the difference: Experiment, Explore, Compare Temperature Differences	 26 Weekly Worksheet: 3-4: Colouring (Pg. 26) 4-5: Count & Match (Pg. 40) 5-6: Count and match (Pg. 24), Letter shape identification (Pg. 32)
Let's hear and talk!	 20 mins Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	 51 My Colourful India: Explore, Understand & Appreciate Diversity	 55 Weeks & Months: Name, Discuss & Associate Events	 51 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	 20 Spatial Concepts: Understand in/out, over/under, top/bottom, front/back etc.	 20 Fun with Lines: Identify & Create-Curved, Zig-zag, Straight Lines
Let's create!	 25 mins Fun with Shapes: Draw, Colour, Trace & Paint Shapes	 85 Floor Art: Rangoli (Shapes, Pattern & more)	 86 Role Play: Understanding family, relationships & professions	 68 Origami Fun: Paper Folding	 84 Fun with Lines: Identify & Create-Curved, Zig-zag, Straight Lines	 62 Observation Based Reinforcement Activities
Let's appreciate!	 20 mins What am I feeling?: Talk, Label, Understand Emotions	 109 Road Safety: Understand & Role Play Rules	 111 Touch, Feel, Recognise: Understand & Compare Textures	 113 Disability & Inclusion: Recognise, Include, Understand & Respect	 107 Animals, insects & birds around me: Identify, Name & Describe	 62 Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play
Let's reflect!	 10 mins Free conversation	 10 mins Recap	 10 mins Favourite Activity	 10 mins Clean Up	 10 mins Share about next day	 10 mins Bye-bye

HOME LEARNING ACTIVITIES

Set up a market at home with household objects, assign a value to each item. Create play money and encourage children to buy and sell different things.

Share or show stories related to festivals from different parts of India. Ask questions like "What do you find interesting about this festival?"

Using newspaper & paper folding technique, create paper planes & other objects. Encourage children to colour/ design & talk about their creations.

WHAT CHILDREN WOULD LEARN:

- Recites numbers upto ten , uses number & shape names, creates tangram figures & extends patterns.
- Recognises high/low pitches, varying tempos & creates diverse sounds in peer collaboration.
- Recognises & connects commonly occurring letters to sounds, groups & sorts objects.

- Fosters spontaneous play & friendships, adept use of tools, & focused interaction with digital media.
- Seeks help, enjoys peer play, waits for turn, follows instructions, plays memory games, practices safety & inclusion & completes two-step tasks effectively.
- Expresses belonging in communities, communicates discomfort to trusted adults, and avoids gifts from strangers.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Story telling: Friendship	Singing Rhymes: Seasons	Story telling: Disability and Inclusion	Story Telling: Safe Adults	Singing Rhymes: Different Types of Transport and Sounds	Creating Picture/Word Wall
Let's explore!	Explore Technology: Identify Tools & Understand Uses	Introduction to Numbers: Match & Count	Playing with shape tangrams & making different figures	Pattern Making: Recognise, Repeat, Extend & Create Patterns	Introduction to Numbers: Match & Count	Monthly ECCE Day
Let's hear and talk!	Guess the sound: Create, recognise & Differentiate	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	Memory Magic: Recall Objects, Words & Patterns	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	Explore Seasons: Name & Understand Characteristics	Discuss with Caregivers- how to conduct language activities with children: Rhymes, Stories, Poems etc. Talent Show
Let's create!	Let's Create: Common spaces in neighbourhood	Artistic Adventure: Free Painting & Drawing	Fun with Pictures: Cut/Tear Along the Outline	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings	Lets Dancel: Create body movement patterns & perform to fast/slow beats	Nature Walk: Sort & classify different objects
Let's appreciate!	Sorting Activity: Sort basis colour, shape, size & other criteria	Let's discuss: Safe & unsafe situations around us	Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds	Roll & Slide: Predict, Experiment, Find out	Nature Walk: Sort & classify different objects	Nature Walk: Sort & classify different objects

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Engage children in creating a visual aid with pictures or drawings of trusted adults (family, teachers) forming a "Safe Circle." Discuss the importance of Safe Circle.

Number Hunt- Hide number cards around the house. Ask children to find each number, name it, and place it in order of counting.

Seasons Art- Provide paper and crayons. Ask the child to draw things they wear or eat in different seasons. Example: ice-cream in summer or sweater in winter.



WHAT CHILDREN WOULD LEARN:

- Answers simple questions about events & phenomenon and makes causal connections.
- Recites numbers upto ten, follows instructions, uses number/shape names, differentiates between shapes, colours & their shades and identifies Indian currency coins. Practices inclusion & appreciates-respects diversity.
- Recognises and connect commonly occurring letters to sounds.

- Distinguishes between high & low pitches and compares two objects based on hard & soft, hot & cold, rough & smooth.
- Develops vocabulary for understanding concepts and using theme-specific terms in conversations and identifies rhyming words and alliterations.
- Follows instructions, wears clothes & footwear independently.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	25 mins Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	30 mins Provide different play materials for choice based play					

WELCOME & FREE PLAY

Snack (10mins)

Let's weave wonders!	20 mins Story telling: Disability and Inclusion	1.11 Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc.	2.11 Singing Rhymes: Colours	2.6 Singing Rhymes: Let's Eat Healthy	2.10 Singing Rhymes: Seasons	1.10 Story telling: Friendship	4 Free Picture book/Story Book Reading Time
Let's explore!	30 mins Finding Rhyming Words: Recognise, Identify, Create Strings	13 Thank You Card: Gratitude to Our Helpers	17 Introduction to Numbers: Match & Count	24 Money Matters: Understand & Transact	21 Feel the difference: Experiment, Explore, Compare Temperature Differences	17 Introduction to Numbers: Match & Count	Weekly Worksheet: • 3-4: Concept of Numbers (Pg. 47) • 4-5: Problem Solving (Pg. 42) • 5-6: Picture letter matching (Pg. 35), Number concept (Pg. 34)
Let's hear and talk!	20 mins Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds	70 Disability & Inclusion: Recognise, Include, Understand & Respect	84 Fun with Lines: Identify & Create- Curved, Zig-zag, Straight Lines	36 Guess the sound: Create, recognise & Differentiate	51 Fun with Shapes: Draw, Colour, Trace & Paint Shapes	48 Who am I?: Touch, Feel & Guess	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week
Let's create!	25 mins Let's appreciate!	98 Recap	84 Disability & Inclusion: Recognise, Include, Understand & Respect	102 Experiment with Air: Observe what blows in wind and what does not	85 Dressing up: Understanding Need, Diversity & Practicing Autonomy	76 Touch, Feel, Recognise: Understand & Compare Textures	62

LEARNING AND PLAY

Lunch and Rest (30min)

Let's get active!	20 mins Provide different outdoor play materials for choice based play						
Let's reflect!	10 mins Free conversation						

REFLECT AND WRAP

HOME LEARNING ACTIVITIES

Counting with Everyday Objects- Use everyday items like toys, fruits, clothes or blocks and encourage children to count a specific number of items loudly.

Number Hunt- Hide number cards around the house. Ask the child to find each number, name it, and place it in order of counting.

Engage children in creating simple body movement patterns like clap-hop-bend-clap-hop-bend etc. & encourage children to repeat & extend the pattern.



WHAT CHILDREN WOULD LEARN:

- Recites numbers upto ten, follows instructions, uses number/shape names, differentiates between shapes, colours & their shades and identifies Indian currency coins. Practices inclusion & appreciates-respects diversity.
- Identifies & follows norms for common places, Understands & practices safety.

- Shows affection, expresses preferences and curiosity, & demonstrates wonder in the natural environment.
- Listens to and comprehends instructions, develops vocabulary & scientific temperament.
- Identifies common logos & signs. Identifies & communicates feelings.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 20 mins Provide different play materials for choice based play	 30 mins Provide different play materials for choice based play	 20 mins Provide different play materials for choice based play	 20 mins Provide different play materials for choice based play	 20 mins Provide different play materials for choice based play	 20 mins Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 20 mins Story Telling: Safe/Unsafe Touch and Body Safety 1.13	 20 mins Storytelling: Conflict Resolution 1.5	 20 mins Singing Rhymes: Colours 2.11	 20 mins Story Telling: Safe/Unsafe Touch and Body Safety 1.13	 20 mins Story telling: Disability and Inclusion 1.11	 20 mins Free Picture book/Story Book Reading Time 4
Let's explore!	 30 mins Number Vocabulary: Understanding & Counting in Correct Sequence 25	 30 mins Playing with shape tangrams & making different figures 23	 30 mins Number Vocabulary: Understanding & Counting in Correct Sequence 25	 30 mins Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc. 13	 30 mins Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance 22	 30 mins Weekly Worksheet: 3-4: Similar colour matching (Pg. 46) 4-5: Pattern Completion (Pg. 44) 5-6: Draw the image (Pg. 27) 123
Let's hear and talk!	 20 mins Recognise Alphabets: Associate common alphabets of L1 with sound & Identify 51	 20 mins Weeks & Months: Name, Discuss & Associate Events 55	 20 mins My Colourful India: Explore, Understand & Appreciate Diversity 53	 20 mins Recognise Alphabets: Associate common alphabets of L1 with sound & Identify 51	 20 mins Explore Seasons: Name & Understand Characteristics 49	 20 mins Observation Based Reinforcement Activities
Let's create!	 25 mins Music Patterns: Create, Compare-High/Low Pitch, Loud/Soft Sounds 83	 25 mins Wonders in our Bin: Reuse & Recycle Safe Waste Creatively 81	 25 mins Origami Fun: Paper Folding 68	 25 mins Role Play: Understanding family, relationships & professions 52	 25 mins Shelter: Talk About Need & Create Using Different Materials 75	 25 mins Choice based free indoor/outdoor play OR Community Visit
Let's appreciate!	 20 mins Sorting Activity: Sort basis colour, shape, size & other criteria 103	 20 mins Identify Common Symbols/Logos: Road Safety, Washroom, Food, Danger etc. 32	 20 mins Let's discuss: Safe & unsafe situations around us 114	 20 mins Identify, Draw & Share Feelings 80	 20 mins Means of Transport: Identify, Describe & Compare 104	 20 mins Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play	 20 mins Provide different outdoor play materials for choice based play
Let's reflect!	 10 mins Free conversation	 10 mins Recap	 10 mins Favourite Activity	 10 mins Clean Up	 10 mins Share about next day	 10 mins Bye-bye

HOME LEARNING ACTIVITIES

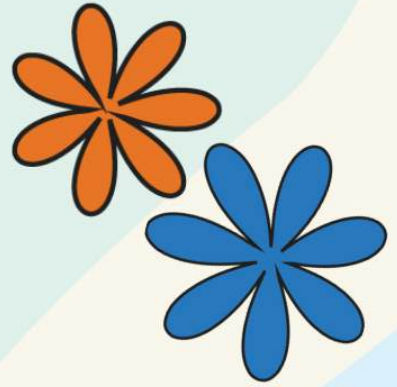
Discuss the importance of shelter with your children & use household materials like straws, twigs, spoons, bowls, plates to create small structures together for living, sparking imaginative play.

Engage children in simple non-fire cooking activities for the family. Encourage them to identify & mix ingredients in different quantities, taste & make variations as needed.

Explore music patterns with your children, creating and comparing high/low pitch and loud/soft sounds using everyday household objects.

Recap & Reinforcement Plan

This 4 week plan can be used to recap and reinforce the learnings of the previous weeks and strengthen learning. During these weeks, basis ongoing observation, the Anganwadi Worker can curate specific activities for children to focus on skills that need further strengthening. These plans can be used during specific events like the Poshan Maah/Poshan Pakwadhha etc. to reduce duration of learning activities at centre and engage in alternate activities and celebrations.



RECAP AND REINFORCEMENT WEEK 1



WHAT CHILDREN WOULD STRENGTHEN:

- Understanding about their own body and self.
- Recognizing, naming and using senses to learn/gain information about surroundings.
- Appreciating and recognizing familial relationships.

- Understanding how to take care of oneself in various situations & with different people.
- Feeling comfortable and confident of being at the centre in presence of AWW & other children.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started! 25 mins	Welcome 	Warm up 	Hygiene check 	Attendance 	Weather 	Free conversation
Let's play! 25 mins	Provide different play materials for choice based play 					

Snack (10mins)

Let's have fun! 60 mins	MYSELF & MY BODY • Singing Rhymes: Body Parts • Dressing Up: Understanding Need, Diversity & Practicing Autonomy • Understanding Myself: My Choices/Preferences /Likes/ Dislikes etc.	MY SENSES • Feel the Difference: Experiment, Explore, Compare Temperature • Identical Object Challenge: Observe & Compare Basis • Change in Appearance • Guess the sound: Create, Recognise & Differentiate	MY FAMILY • Story Telling: Gratitude Towards Family & Friends • My family & Me: Introduce, Talk About Self & Family • Family: Talk about relationships, draw family tree, role play etc.	MY ANGANWADHI • Story Telling: Friendship & Cooperation • Exploring My Anganwadi Centre • Making Classroom Rules Poster/Wall	MY SAFETY • Story Telling: Safe Adults • Story Telling: Safe/unsafe Touch & Body Safety • Let's Discuss Safe & Unsafe Situations Around Us	Revisit & Strengthen • Worksheets • Key Activities Provide Support • One-on-One • Small, rotating group activities • Peer Pairing Observe & Record Individual Achievements
	2.2, 57, 112	21, 22, 36	1.1, 35, 43	1.3, 9, 89	1.12, 1.13, 114	

Let's celebrate! 60 mins	Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations					
-----------------------------	---	--	--	--	--	--

Lunch and Rest (30min)

Let's get active! 20 mins	Provide different outdoor play materials for choice based play 	Recap 	Favourite Activity 	Clean Up 	Share about next day 	Bye-bye
Let's reflect! 10 mins	Free conversation 					

Engage children in creating a visual aid with pictures or drawings of trusted adults (family, teachers) forming a "Safe Circle." Discuss the importance of Safe Circle.	HOME LEARNING ACTIVITIES					
	Look at old family pictures or talk about family members- name, relationship with child, favourite memory with them. Look at pictures in magazines, newspapers & talk about different types of families.					
	Blindfold the child and encourage them to taste & smell different things. Help them identify the source of smell and categorise as pleasant/unpleasant, good/bad, dangerous smells etc.					

RECAP AND REINFORCEMENT WEEK 2

WHAT CHILDREN WOULD STRENGTHEN:

- Understanding of the community, different spaces, their need/use and mapping.
- Appreciate and understand different professions, their role in supporting others & expressing gratitude towards others.

- Understanding, labelling, sharing and managing one's own feelings. Recognising different people can feel different in similar situations.
- Practicing habits that promote health, hygiene and nutrition.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started! 25 mins	Welcome 	Warm up 	Hygiene check 	Attendance 	Weather 	Free conversation
Let's play! 25 mins	Provide different play materials for choice based play 					

Snack (10mins)

LEARNING AND PLAY	60 mins	MY COMMUNITY	MY FEELINGS	PEOPLE WHO HELP US	FOOD & NUTRITION	SANITATION & HYGIENE	Revisit & Strengthen
Let's have fun! Take up different themes everyday and engage children in multiple, varied, fun, play based activities 	2.12, 30, 31	80, 109, 116	1.4, 41, 70	2.6, 42, 61	2.3, 40, 99	2.3, 40, 99	• Worksheets • Key Activities
Let's celebrate! 	60 mins	60 mins	60 mins	60 mins	60 mins	60 mins	• Provide Support • One-on-One • Small, rotating group activities • Peer Pairing • Observe & Record Individual Achievements

Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwada and/or other festivals and celebrations

Lunch and Rest (30min)

REFLECT AND WRAP	20 mins	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye
Let's get active!	Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye	

HOME LEARNING ACTIVITIES

Take child around neighbourhood and encourage conversation with different community helpers. Help in understanding their profession, tools they use, how they help others and express gratitude.

Encourage children to practice feeling management strategies like counting till 5, hugging oneself, taking deep breaths etc. whenever they experience different feelings. Make a pictorial reminder poster with them.

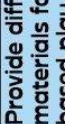
Engage children in simple non-fire cooking activities for the family. Encourage them to identify & mix ingredients in different quantities, taste & make variations as needed.

RECAP AND REINFORCEMENT WEEK 3

WHAT CHILDREN WOULD STRENGTHEN:

- Recognizing different animals, birds, insects and their characteristics- sound, movement, habitat, food etc.
- Recognizing & identifying parts of plants, trees, life-cycle & appreciating biodiversity.

- Exploring & appreciating nature, identifying different things, classifying & categorizing them.
- Understanding concept of air, water & exploring them.
- Identifying different fruits & vegetables- taste, nutritive value, colour, look etc.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's have fun!	 ANIMALS & BIRDS • Story Telling: Animals-Domestic & Wild • Animals Around Us: Identify, Describe Common Animals • Animals, Insects, Birds Around Me: Identify, Name & Describe	 TREES & PLANTS • Grow A Plant: Nurture, Understand Parts & Functions • Lifecycle: Discuss & Understand Different Life Forms • Stamping & Printing: Things Around Me	 ENVIRONMENT • Story Telling: Environment • Nature Exploration: Categorise Pictures/Objects in Groups • Nature Walk: Sort & Classify Different Objects	 AIR & WATER • Experiment with Air: Observe what blows in wind & what does not • Experiment with Water: See what sinks, floats, dissolves, settles	 FRUITS & VEGETABLES • Singing Rhymes: Fruits • Singing Rhymes: Vegetables • Stamp & Print: Fruits & Vegetables, Create & Guess Impressions	 Revisit & Strengthen • Worksheets • Key Activities
Let's celebrate!	1.8, 6, 107	96, 118, 79	1.2, 100, 106	102, 13	2.4, 2.1, 63	
Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations						

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play
Let's reflect!	 Free conversation	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye

HOME LEARNING ACTIVITIES

Take child around neighborhood, help identify animals & talk about them- colour, what they eat, where they stay, sound they produce etc.

Under adult supervision, sit with child in kitchen or walk to a vegetable vendor and identify different fruits and vegetables-talk about their colour, taste etc.

Take the children on a nature walk to collect leaves, flowers, or interesting textures. Roll out a piece of clay & ask them to press the collected items onto the clay to create imprints.

RECAP AND REINFORCEMENT WEEK 4

WHAT CHILDREN WOULD STRENGTHEN:

- Exploring and understanding the use of various types of digital/non-digital tools.
- Understanding, practicing ideas on waste reduction, conservation & reuse.
- Recognizing different modes of transport & associated characteristics.

- Understanding about seasons & associated characteristics- temperature, weather, time of the year, associated food & clothing etc.
- Understanding on sequencing of events and concept of a day, a week, months, year.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started! 25 mins	Welcome 	Warm up 	Hygiene check 	Attendance 	Weather 	Free conversation
Let's play! 25 mins	Provide different play materials for choice based play 					

Snack (10mins)

Let's have fun! 60 mins	TECHNOLOGY & TOOLS • Explore Technology: Identify Tools & Understand Uses • Create with clay: Make Different Tools, Discuss & Use for Role Play	RECYCLE & REUSE • Singing Rhymes: Using & Conserving Resources • Wonders in Our Bin: Reuse& Recycle Safe Waste Creatively • Origami Fun: Paper Folding	SEASONS • Singing Rhymes: Seasons • Explore Seasons: Name & Understand Characteristics	DAYS, WEEKS & MONTHS • First, Then & After: Sequencing Events • Clock Quest: Understand & Explore Concept of Time, Types of Clock/ Watch • Weeks & Months: Name, Discuss & Associate Events	TRANSPORT • Singing Rhymes: Different Types of Transport & Sounds • Means of Transport: Identify, Describe & Compare • Road Safety: Understand & Role Play Rules	Revisit & Strengthen • Worksheets • Key Activities Provide Support • One-on-One • Small, rotating group activities • Peer Pairing Observe & Record Individual Achievements
	15, 76	2.15, 81, 68	2.10, 49	29, 33, 55	2.7, 104, 45	

Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations

Lunch and Rest (30min)

Let's get active! 20 mins	Provide different outdoor play materials for choice based play 	Recap 	Favourite Activity 	Clean Up 	Share about next day 	Bye-bye
Let's reflect! 10 mins	Free conversation 					

REFLECT AND WRAP

HOME LEARNING ACTIVITIES

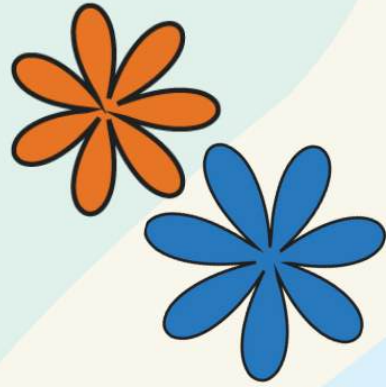
Play a guessing game on tools/objects with children- give cues on use, look, characteristics- include objects like remote, phone, stethoscope, computer, hammer, weighing scale, helmet etc.

Provide old magazines or newspapers and encourage the children to cut or tear different modes of transport they spot and create a collage- talk about each & compare/contrast with others.

Under careful supervision, take children to a red light crossing and guide to observe traffic movement, safety rules being followed, safe use of helmet/seat belt/footpath/zebra-crossing etc.

Active Play Based Learning Plan

The following 18 week plan is a core part of the learning cycle of the children in the Anganwadi Centre. Take up all the activities mentioned for each day to ensure children achieve all the learning outcomes and get sufficient opportunity to reinforce their previous learnings as well.



WHAT CHILDREN WOULD LEARN:

- Recites numbers upto ten, follows instructions, uses number/shape names, differentiates between shapes, colours & their shades and identifies Indian currency coins. Practices inclusion & appreciates-respects diversity.
- Identifies & follows norms for common places, Understands & practices safety.

- Understands concept of measurement and uses different non-standard measurement techniques.
- Describes common objects, people, pictures, animals, birds, & events on their own.
- Builds vocabulary and engages in fun language games of breaking/replacing syllables etc.
- Explores a variety of grasps and grips while using art materials, tools, and instruments.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park	Story Telling: Safe/Unsafe Touch and Body Safety	Storytelling: Conflict Resolution	Singing Rhymes: Colours	Singing Rhymes: Seasons	Free Picture book/Story Book Reading Time
Let's explore!	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc.	Number Vocabulary: Understanding & Counting in Correct Sequence	Money Matters: Understand & Transact	Measure and Compare: Length, Weight and Height	Number Vocabulary: Understanding & Counting in Correct Sequence	Weekly Worksheet: 3-4: Complete the picture (Pg. 40) 4-5: Count & write (Pg. 50) 5-6: Count & Match (Pg. 24)
Let's hear and talk!	Game of Sounds: Break, Join & Replace Syllables	Recognise Alphabets: Associate common alphabets of L1 with sound & Identify	Game of Sounds: Break, Join & Replace Syllables	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	Memory Magic: Recall Objects, Words & Patterns	
Let's create!	Festivals: Celebrate & Learn/ Appreciate Diversity	Stamping & Painting: Things Around Me	Floor Art: Rangoli (Shapes, Pattern & more)	Lets Dance: Create body movement patterns & perform to fast/slow beats	Fun with Lines: Identify & Create- Curved, Zig-zag, Straight Lines	Observation Based Reinforcement Activities
Let's appreciate!	Follow the instructions: Body Movements	Explore Technology: Identify Tools & Understand Uses	Experiment with Air: Observe what blows in wind and what does not	Lets Discuss: Safe & Unsafe Situations Around Us	Disability & Inclusion: Recognise, Include, Understand & Respect	Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Engage children in real world monetary transactions. Take them out to market with you to purchase different things and let them use money to pay under your guidance.

Encourage children to match and count everyday household items like utensils or toys with numbers from 1 to 9.

Engage children in fun measurement activities. Guide them to use hand-span, foot-step length, stick/ bottle length, paper length/width etc. to measure different objects and structures in the house & outside.

WHAT CHILDREN WOULD LEARN:

- Recites numbers upto ten, follows instructions, uses number/shape names, differentiates between shapes, colours & their shades and identifies Indian currency coins. Practices inclusion & appreciates-respects diversity.
- Identifies & follows norms for common places, Understands & practices safety.

- Creates three-dimensional forms by rolling and patting materials like clay or dough.
- Identifies and describes common objects, people, pictures, animals, birds, and events independently.
- Explores different tastes, smells & textures. Enjoys cold cooking.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park	Story Telling: Our Universe (Sun, stars, moon, planets etc.)	Story Telling: Safe/Unsafe Touch and Body Safety	Singing Rhymes: Spatial & Positional Concepts	Let's Describe Pictures: Talk and discuss what one can see	Creating Picture/Word Wall
Let's explore!	Money Matters: Understand & Transact	Number Vocabulary: Understanding & Counting in Correct Sequence	Feel the difference: Experiment, Explore, Compare Temperature Differences	Number Vocabulary: Understanding & Counting in Correct Sequence	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc.	Monthly ECCE Day
Let's hear and talk!	Weeks & Months: Name, Discuss & Associate Events	Recognise Alphabets: Associate common alphabets of L1 with sound & Identify	Game of Sounds: Break, Join & Replace Syllables	Who am I?: Touch, Feel & Guess	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	Discuss with Caregivers- Major domains & stimulating activities for age groups- 0-6, 6-12, 12-18, 18-24, 24-36 months
Let's create!	Fun with Patterns: Create Art/Craft/ Beading/Body-Movement Patterns	Making Classroom Rules Poster/Wall	Food Magic: Recognise Smell, Taste, Texture & Cook	Let's Create: Common spaces in neighbourhood	Identify, Draw & Share Feelings	
Let's appreciate!	All We Use: Match Objects with their Uses	Lets discuss: Safe & unsafe situations around us	Touch, Feel, Recognise Understand & Compare Textures	Roll & Slide: Predict, Experiment, Find out	Animals, insects & birds around me: Identify, Name & Describe	

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Increase understanding of time and routine by discussing, identifying, and relating daily routines to specific times of the day. You can also make a routine chart at home with your children.

Play with children to build their understanding of positions & spaces by asking them to keep different objects in different places- using words like in/out, over/under, top/bottom, front/back etc.

Explore common spaces in your neighborhood with children, discussing & identifying places such as park, market, school, places of worship etc. to foster a sense of community and familiarity.

- Progresses on numeracy skills in counting, classifying, and exploring length and weight, while enhancing language through creative expression.
- Demonstrates independence, adept social skills, initiates group play, & responsibly follows instructions and school rules, fostering positive relationships.
- Excels sorting skills, & advanced pattern recognition & creation

- Engages outdoors with curiosity, expressing joy through drawing, painting, singing & dancing.
Expresses through rhymes & explores books actively, showcasing early literacy skills with independent recognition of signs, logos, and letters.
Achieves mastery in self-care tasks and road safety, identifying common signs and logos while communicating discomfort to trusted adults.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 25 mins  Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 30 mins Provide different play materials for choice based play					

Snack (10mins)

LEARNING AND PLAY		Learning Objectives					Resources	
	Let's weave wonders! 	 	Story Telling: Gender Inclusion 1.14	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park 2.12	Singing Rhymes: Colours 2.11	Story telling: Friendship 1.10	Story Telling: Safe/Unsafe Touch and Body Safety 1.13	Free Picture book/Story Book Reading Time 4
	Let's explore! 	 	Pattern Making - Recognise, repeat, extend patterns 18	Measure & Compare: Length, Weight and Height 26	Number Vocabulary: Understanding & Counting in Correct Sequence 25	Measure & Compare: Length, Weight and Height 26	Number Vocabulary: Understanding & Counting in Correct Sequence 25	Weekly Worksheet: 3-4: Spatial Concepts (Pg. 41) 4-5: Concept of Weight (Pg. 9) 5-6: Collage Work (Pg. 17)
	Let's hear and talk! 	 	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	Spatial Concepts: Understand in/out, over/ under, top/ bottom, front/back etc. 20	My Colourful India: Explore, Understand & Appreciate Diversity 53	Finding Rhyming Words: Recognise, Identify, Create Strings 50	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	
	Let's create! 	 	Fun with Pictures: Cut/Tear Along the Outline 82	Festivals: Celebrate & Learn/ Appreciate Diversity 88	Wonders in our Bin: Reuse & Recycle Safe Waste Creatively 81	Making Classroom Rules Poster/Wall 89	Artistic Adventure: Tearing and Pasting 74	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate! 	 	What am I feeling?: Talk, Label, Understand Emotions 109	Identifying Common Symbols Around Us (Road Safety, Washroom, Food, Danger etc.) 32	Road Safety: Understand & Role Play Rules 45	Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	Nature Walk: Sort & classify different objects 106	Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	
Let's get active!	Provide different outdoor play materials for choice based play 20 mins
Let's reflect!	Free conversation 10 mins Recap Favourite Activity Clean Up Share about next day Bye-bye

HOME LEARNING ACTIVITIES

Explore the neighbourhood with your children and point out familiar logos or signs, like those from the grocery store or stop signs. You can also help in drawing these.

Share stories or videos featuring boys and girls in diverse activities to highlight equality. Discuss how boys & girls are equal- can play, do, become anything they want.

Play dress-up games with different types of clothes & footwear available in the house. Encourage children to try wearing these and fastening them independently.

WHAT CHILDREN WOULD LEARN:

- Follows short to complex instructions, mimics and reproduces syllabic sounds, identifies syllables in words & combines them to form simple & familiar words.
- Understands that words are made of letters, visually recognises commonly occurring letters of home language & identifies words beginning with them.
- Advances in maths skills through counting, comparing & ordering and improves spatial skills.

- Advances in fine motor skills, eye-hand coordination & muscle strength, transitioning from simple activities to more precise tasks with some assistance.
- Promotes safety awareness by recognizing personal roles within family, neighbourhood & school & seeks help for injuries and identifies emergency helpers.
- Manages feelings through guided talks, role-play and coping strategies.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Story telling: Gratitude Towards Family & Friends	 Singing Rhymes: Spatial & Positional Concepts	 Story Telling: Gender Inclusion	 Story Telling: Friendship & Cooperation	 Singing Rhymes: Rules in the Classroom/ House/ Road/ Park	 Free Picture book/Story Book Reading Time
Let's explore!	 Measure & Compare: Length, Weight and Height	 Number Vocabulary: Understanding & Counting in Correct Sequence	 Playing with shape tangrams & making different figures	 Number Vocabulary: Understanding & Counting in Correct Sequence	 Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance	 Weekly Worksheet
Let's hear and talk!	 Game of Sounds: Break, Join & Replace Syllables	 Who am I?: Guess, Identify & Describe objects	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	 Health & Hygiene: Discussion on Routine, Body Parts, Tools to Clean	 Game of Sounds: Break, Join & Replace Syllables	 Weekly Worksheet
Let's create!	 Sandy Discoveries: Free Sand Play	 Wrap It Up: Shapes, Boxes, and Decorations	 Festivals: Celebrate & Learn/ Appreciate Diversity	 Fun with Lines: Identify & Create- Curved, Zig-zag, Straight Lines	 Wrap It Up: Shapes, Boxes, and Decorations	 Observation Based Reinforcement Activities
Let's appreciate!	 Grow a Plant: Nurture, Understand Parts & Function	 Big Feelings: Express, Release & Manage	 Follow the instructions: Body movements	 Lets discuss: Safe & unsafe situations around us	 All We Use: Match Objects with their Uses	 Choice based free indoor/outdoor play OR Community Visit

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play
Let's reflect!	 Free conversation	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye

HOME LEARNING ACTIVITIES

Encourage children to practice feeling management strategies like counting till 5, hugging oneself, taking deep breaths etc. whenever they experience different feelings. Make a pictorial reminder poster with them.

Take a nature walk with children to explore plants. Discuss different parts of plants, like leaves, flowers, and stems. Encourage gratitude by asking, "What do you appreciate about each plant part?"

Use old newspapers or magazines to cut out various pieces/ shapes. Let children arrange them into unique collages. Discuss different types of lines and patterns formed.

WHAT CHILDREN WOULD LEARN:

- Explores taste & texture variations, & differentiates tactile qualities in objects through comparisons & seriation.
- Shows curiosity in observing nature & avoiding unnecessary harm to plants, animals.
- Shows technological aptitude by choosing & interacting with appropriate tools with assistance.
- Actively practices inclusion- gender and disability.

- Blends syllabic sounds, forming familiar words with improved phonetic accuracy.
- Develops collaborative skills by producing a variety of sounds & visual artworks in groups, attempting coordination of speech, movement & sound.
- Explores multi-sensory activities, creating forms, shapes & experimenting with rhythmic expressions.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started! 25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play! 30 mins	Provide different play materials for choice based play					

Snack (10mins)

Let's weave wonders! 20 mins	Singing Rhymes: Handwashing & Personal Hygiene 2.3	Story Telling: Gender Inclusion 1.14	Story Telling: Friendship & Cooperation 1.3	Story Telling: Disability & Inclusion 1.11	Story Telling: Environment 1.2	Free Picture book/Story Book Reading Time 4
Let's explore! 30 mins	Measure & Compare: Length, Weight and Height 26	Explore Technology: Identify Tools & Understand Uses 15	Number Vocabulary: Understanding & Counting in Correct Sequence 25	Money Matters: Understand & Transact 24	Feel the difference: Experiment, Explore, Compare Temperature Differences 21	Weekly Worksheet: • 3-4: Sense of Taste (Pg. 15) • 4-5: Concept of Weight (Pg. 27) & Picture-Sound Matching - π (Pg. 52) • 5-6: Picture-Sound Matching (Pg. 41)
Let's hear and talk! 20 mins	Who am I?: Guess, Identify & Describe objects 37	Game of Sounds: Break, Join & Replace Syllables 56	Who am I?: Touch, Feel & Guess 57	Weeks & Months: Name, Discuss & Associate Events 55	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week 62
Let's create! 25 mins	Lets Dance!: Create body movement patterns & perform to fast/slow beats 77	Food Magic: Recognise Smell, Taste, Texture & Cook 73	Shelter: Talk About Need & Create Using Different Materials 75	Music Patterns: Create, Compare- High/Low Pitch, Loud/Soft Sounds 83	Stamping & Painting: Things around me 79	
Let's appreciate! 20 mins	Disability & Inclusion: Recognise, Include, Understand & Respect 113	Road Safety: Understand & Role Play Rules 45	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc. 13	Big Feelings: Express, Release & Manage 116	Grow a Plant: Nurture, Understand Parts & Function 96	

Lunch and Rest (30min)

Let's get active! 20 mins	Provide different outdoor play materials for choice based play					
Let's reflect! 10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

REFLECT AND WRAP

Discuss different types of shelters (nests, burrows, dens). Encourage your child to build miniature shelters using paper, twigs, or small boxes. Ask questions like, "What kind of home do birds live in?"	Plan language games with children. Pick a sound and take turns to share as many names of different objects starting from that sound as you can.	Plant gram seeds in a small pot, water them & watch as tiny sprouts emerge. Discuss the different parts of plants and their growth. Engage in a daily sprout check to witness the journey.
--	---	--

HOME LEARNING ACTIVITIES

WHAT CHILDREN WOULD LEARN:

- Imagines & narrates personalized endings of the story.
- Explores a variety of grasps and grips while using art materials, tools, and instruments.
- Applies known information in a new context & makes choices and expresses preferences.
- Blends syllabic sounds, forming familiar words with improved phonetic accuracy.

- Understands the concept of shadow creation and plays making & guessing shadows.
- Identifies missing parts of a picture, rhyming words and alliterations.
- Actively practices safety and inclusion, recognises safe & unsafe situations.
- Enjoys everyday activities & follows short simple instructions.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	25 mins Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	30 mins Provide different play materials for choice based play	Books	Snack (10mins)	Drums	Weather	Free conversation

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	20 mins Story Telling: Gender Inclusion	1.14 Singing Rhymes: Let's Eat Healthy	2.6 Singing Rhymes: Seasons	2.10 Number Vocabulary: Understanding & Counting in Correct Sequence	1.12 Story Telling: Safe Adults	1.5 Creating Picture/Word Wall
Let's explore!	30 mins Smell & Tell: Identify, Distinguish as Pleasant/Unpleasant	25 Complete the Puzzle: Identify, Extend & Make	27 Game of Sounds: Break, Join & Replace Syllables	26 Measure & Compare: Length, Weight and Height	22 Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance	Monthly ECCE Day
Let's hear and talk!	20 mins Make your own rhyme/song	39 My Colourful India: Explore, Understand & Appreciate Diversity	53 Artistic Adventure: Tearing and Pasting	50 Finding Rhyming Words: Recognise, Identify, Create Strings	51 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound	Discuss with Caregivers- Workshop on making simple toys and learning materials using easily available low-cost/no-cost materials
Let's create!	25 mins Shadow Game: Understand, Create & Guess	91 Nature Walk: Sort & classify different objects	86 Lets Discuss: Safe & Unsafe Situations Around Us	91 Roll & Slide: Predict, Experiment, Find out	76 Dressing up: Understanding Need, Diversity & Practicing Autonomy	
Let's appreciate!	20 mins	117	106	114	108	112

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	20 mins Provide different outdoor play materials for choice based play	Soccer	Drum	Balance beam	Weather	Free conversation
Let's reflect!	10 mins Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Make nature rangoli by collecting leaves, flowers, or small pebbles. Encourage children to arrange them in a rangoli pattern, exploring textures and natural elements.

Pick up pictures from old books & newspaper & tear them into 3-4 parts to make puzzles. Encourage children to place the pieces together and complete the image. You can also hide a piece & tell child to guess!

Fill small bottles or bowl with items like garlic, flower, etc. Have the child close their eyes, smell each, define the smell & guess the objects.

WHAT CHILDREN WOULD LEARN:

- Seeks help, enjoys peer play, waits for turns & uses different materials to make visual art.
- Listens to and comprehends simple instructions using number words and shape names & identifies the beginning & last syllables in words.
- Independently identifies & describes common objects.
- Understands ideas of reducing waste, reusing & recycling things.

- Associates emotions with words, facial expressions & learns to manage them.
- Makes small groups of objects, counts the total number of objects & combines two groups up to five objects. Identifies Indian currency and play with dummy money.
- Enjoys everyday activities & follows short simple instructions & exhibits motor control

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Add & Reduce Objects 2.13 mins	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park 2.12 mins	Story Telling: Our Universe (Sun, stars, moon, planets etc.) 1.9 mins	Singing Rhymes: Colours 2.11 mins	Story Telling: Disability and Inclusion 1.11 mins	Free Picture book/Story Book Reading Time 4 mins
Let's explore!	Complete the Puzzle: Identify, Extend & Make 27 mins	How Many Do I Have?: Give, Take, Divide & Count Objects 28 mins	Measure & Compare: Length, Weight and Height 26 mins	How Many Do I Have?: Give, Take, Divide & Count Objects 28 mins	Money Matters: Understand & Transact 24 mins	Weekly Worksheet: • 3-4: Sense of Taste (Pg. 15) • 4-5: Concept of Width (Pg. 19) & 5-6: Number Comparison (Pg. 40) & Picture-Word Matching (Pg. 51)
Let's hear and talk!	Follow the instructions: Find objects as per instruction 58 mins	Game of Sounds: Break, Join & Replace Syllables 56 mins	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51 mins	Smell & Tell: Identify, Distinguish as Pleasant/Unpleasant 39 mins	Memory Magic: Recall Objects, Words & Patterns 54 mins	Observation Based Reinforcement Activities 62 mins
Let's create!	Sandy Discoveries: Free Sand Play 65 mins	Fun with Lines: Identify & Create- Curved, Zig-zag, Straight Lines 84 mins	Food Magic: Smell, Taste & Guess the Ingredients 73 mins	Wrap It Up: Shapes, Boxes, and Decorations 90 mins	Wonders in our Bin: Reuse & Recycle Safe Waste Creatively 81 mins	Choice based free indoor/outdoor play OR Community Visit 107 mins
Let's appreciate!	Big Feelings: Express, Release & Manage 116 mins	Lets Discuss: Safe & Unsafe Situations Around Us 114 mins	Disability & Inclusion: Recognise, Include, Understand & Respect 113 mins	Shadow Game: Understand, Create & Guess 117 mins	Animals, insects & birds around me: Identify, Name & Describe 107 mins	Prepare for Following Week 62 mins

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins
Let's reflect!	Free conversation 10 mins	Recap 10 mins	Favourite Activity 10 mins	Clean Up 10 mins	Share about next day 10 mins	Bye-bye 10 mins

HOME LEARNING ACTIVITIES

Place coins under a sheet of paper and encourage children to use crayons to create shadings, revealing the impressions of the coins. Play simple monetary transaction games with children.

Talk about rules and discipline for different spaces with children, like- home, road, class, religious place, park etc. Encourage them to understand, remember & practice these.

Create a puzzle with shapes cut from coloured paper or newspaper. Encourage child to identify/sort/count them & make different objects using them in combination.

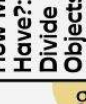
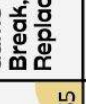
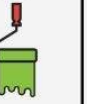
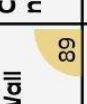
WHAT CHILDREN WOULD LEARN:

- Makes small groups of objects, counts the total number of objects, groups & distributes objects equally.
- Enjoys everyday activities & follows short simple instructions, arranges objects in order up to three levels & identifies missing parts of a picture.
- Identifies the beginning & end syllables in words.

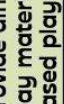
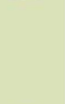
- Eats a variety of food from different food groups & identifies healthy and unhealthy food.
- Associates emotions with words/facial expressions/body reactions, recognises-practices strategies to manage feelings & follows classroom norms.
- Expresses views on needs of plants, birds & animals & displays affection towards others.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Story Telling: Gratitude Towards Family & Friends	 Story Telling: Environment	 Singing Rhymes: Add & Reduce Objects	 Story Telling: Gender Inclusion	 Let's Describe Pictures: Talk and discuss what one can see	 Free Picture book/Story Book Reading Time
Let's explore!	 First, Then & After: Sequencing Events	 How Many Do I Have?: Give, Take, Divide & Count Objects	 Complete the Puzzle: Identify, Extend & Make	 How Many Do I Have?: Give, Take, Divide & Count Objects	 Measure & Compare: Length, Weight and Height	 Weekly Worksheet:
Let's hear and talk!	 Weeks & Months: Name, Discuss & Associate Events	 Game of Sounds: Break, Join & Replace Syllables	 Who am I?: Guess, Identify & Describe objects	 Let's Discuss: Safe Adults Around Us	 Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy	 3-4: Problem Solving (Pg. 35)
Let's create!	 Make your own rhyme/song	 Let's Cook: Make Fruit and Vegetable Chaat	 Making Classroom Rules Poster/Wall	 Let's Create: Common spaces in neighbourhood	 Festivals: Celebrate & Learn/ Appreciate Diversity	 Observation Based Reinforcement Activities
Let's appreciate!	 Grow a Plant: Nurture, Understand Parts & Function	 Dressing up: Understanding Need, Diversity & Practicing Autonomy	 Big Feelings: Express, Release & Manage	 Who am I?: Touch, Feel & Guess	 Shadow Game: Understand, Create & Guess	 Choice based free indoor/outdoor play OR Community Visit

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play	 Provide different outdoor play materials for choice based play
Let's reflect!	 Free conversation	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye

HOME LEARNING ACTIVITIES

Use catchy song tunes to introduce days of the week & month to help memorise them. Sing together every day to help recall & discuss what date/day/month it is daily.

Help children develop ability to sequence & share events by asking them daily about their day and experiences- what did they do first? After that? In the End? etc. Similarly tell them share stories & talk about steps of different tasks..

Engage children in art & craft activities of making "Thank You" cards & small items of clay or others as gift gestures to express gratitude. Talk about who children would like to thank & why.

WHAT CHILDREN WOULD LEARN:

- Creates classroom job charts/posters/models along with other children & with the support of teachers.
- Recognises and connects commonly occurring letters to sounds, words.
- Combines two groups up to five objects and recounts & arranges objects in order up to three levels.

- Plays simple memory and matching games & recognises the effect of one object on another
- Shares their own ideas, tools, methods of working & responses in peer group.
- Notifies and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Singing Rhymes: Direction and Position 2.14	 Singing Rhymes: Rules in the Classroom/ House/ Road/ Park 2.12	 Singing Rhymes: Add & Reduce Objects 2.13	 Singing Rhymes: Seasons 2.10	 Story Telling: Safe Adults 1.12	 Creating Picture/Word Wall 1.15
Let's explore!	 First, Then & After: Sequencing of events 2.9	 How Many Do I Have?: Give, Take, Divide & Count Objects 2.8	 Models & Maps: Create, Read, Understand 3.0	 How Many Do I Have?: Give, Take, Divide & Count Objects 2.8	 Complete the Puzzle: Identify, Extend & Make 2.7	 Monthly ECCE Day 2.7
Let's hear and talk!	 Lets Discuss: Safe Adults Around Us 5.9	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 5.1	 What will happen if?: Think & Apply Reasoning to Situations 6.0	 Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 5.1	 Memory Magic: Recall Objects, Words & Patterns 5.4	 Discuss with Caregivers 5.4
Let's create!	 Stamping & Painting: Things around me 7.9	 Craft & Creativity: Create Paper-Mache Art & Objects 9.2	 Floor Art: Rangoli (Shapes, Pattern & more) 8.6	 Make your own rhyme/song 9.1	 Artistic Adventure: Free Painting and Drawing 6.4	 Domain wise learning mela to understand current skill level 6.4
Let's appreciate!	 Can you find me?: Find objects basis shared criteria 11.0	 Let's Construct: Houses, Bridges, Roadways & More 3.1	 Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds 9.8	 Lifecycle: Discuss & Understand for Different Life Forms 11.8	 Shadow Game: Understand, Create & Guess 11.7	 Show & discuss child portfolio 11.7

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play 2.0 mins	 Provide different outdoor play materials for choice based play 2.0 mins	 Provide different outdoor play materials for choice based play 2.0 mins	 Provide different outdoor play materials for choice based play 2.0 mins	 Provide different outdoor play materials for choice based play 2.0 mins	 Provide different outdoor play materials for choice based play 2.0 mins
Let's reflect!	 Free conversation 1.0 mins	 Recap 1.0 mins	 Favourite Activity 1.0 mins	 Clean Up 1.0 mins	 Share about next day 1.0 mins	 Bye-bye 1.0 mins

HOME LEARNING ACTIVITIES

Walk around the home/neighbourhood with your children & observe shadows casted by different objects. Talk about these, trace them using chalk on ground & compare how they change at different points in the day.

Encourage children to play with clay/dough- let them create whatever they want. Talk, discuss & appreciate their creations. You can also tell them to make shapes, different types of lines, animals etc.

Create a map of your house/neighbourhood with your children. Encourage them to take a tour, observe & draw things out, putting in landmarks /reference points/ objects. Discuss these.

WHAT CHILDREN WOULD LEARN:

- Sings rhymes with correct sequence, rhythm & melody, expressing emotions through facial expressions & gestures.
- Develops spatial, problem-solving & logical reasoning skills.
- Identifies & matches puzzle pieces correctly, extending patterns & sequences within the puzzle.

- Discusses safe adults in various contexts, identifying & naming them.
- Creates rhythmic beats using household items, exploring diverse sounds & patterns.
- Participates in festivals, learning about diverse practices & develops cultural appreciation.
- Enhances predictive skills by guessing the impact of events or actions.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started! 25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play! 30 mins	Provide different play materials for choice based play					

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders! 20 mins	Singing Rhymes: Add & Reduce Objects 2.13	Singing Rhymes: Direction and Position 2.14	Story Telling: Safe/Unsafe Touch & Body Safety 1.13	Singing Rhymes: Seasons 2.10	Singing Rhymes: Colours 2.11	Free Picture book/Story Book Reading Time 4
Let's explore! 30 mins	Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance 22	Models & Maps: Create, Read, Understand 30	How Many Do I Have?: Give, Take, Divide & Count Objects 28	Complete the Puzzle: Identify, Extend & Make 27	Money Matters: Understand & Transact 24	Weekly Worksheet: • 3-4: Problem Solving (Pg. 42) • 4-5: Number Comparison (Pg. 55) • 5-6: Maze - Problem Solving (Pg. 8)
Let's hear and talk! 20 mins	What will happen if?: Think & Apply Reasoning to Situations 60	Game of Sounds: Break, Join & Replace Syllables 56	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	Lets Discuss: Safe Adults Around Us 59	My Colourful India: Explore, Understand & Appreciate Diversity 53	
Let's create! 25 mins	Make your own rhyme/song 91	Lets Dance: Create body movement patterns & perform to fast/slow beats 77	Festivals: Celebrate & Learn/ Appreciate Diversity 88	Music Patterns: Create, Compare- High/Low Pitch, Loud/Soft Sounds 83	Shelter: Talk About Need & Create Using Different Materials 75	Choice based free indoor/outdoor play OR Community Visit
Let's appreciate! 20 mins	Shadow Game: Understand, Create & Guess 117	Let's Construct: Houses, Bridges, Roadways & More 31	Big Feelings: Express, Release & Manage 116	Lifecycle: Discuss & Understand for Different Life Forms 118	Identifying Common Symbols Around Us (Road Safety, Washroom, Food, Danger etc.) 32	Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active! 20 mins	Provide different outdoor play materials for choice based play					
Let's reflect! 10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Enjoy dancing with your children, making up moves to fast and slow music beats by playing or singing different rhymes and songs in multiple languages.

Encourage your children understand about money by showing and using real coins/notes for simple transactions. During your market visits, let the child handover and take money back from shopkeepers.

Play guess & tell games with children. Take turns to give cues related to different objects- colour, shape, use, position, texture, smell etc. & guess them.

WHAT CHILDREN WOULD LEARN:

- Explores various types of food to understand importance of nutrition & diversity in diet.
- Collaborates with others, takes up responsibility & understands importance of following rules.
- recognises common alphabets & engages actively in story telling and picture book/story book reading sessions.

- Applies creative thinking to reuse & recycle safe waste & keeps surroundings clean.
- Enhances fine motor skills and creativity by cutting or tearing along outlines of common pictures.
- Observes & compares objects based on changes in appearance, experiments & applies logical reasoning.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Story Telling: Taking Responsibility, Working With & Helping Others 1.15	Singing Rhymes: Add & Reduce Objects 2.13	Story Telling: Taking Responsibility, Working With & Helping Others 1.15	Singing Rhymes: Direction and Position 2.14	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park 2.12	Free Picture book/Story Book Reading Time 4
Let's explore!	Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance 22	Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc. 13	First, Then & After: Sequencing of events 29	How Many Do I Have?: Give, Take, Divide & Count Objects 28	Models & Maps: Create, Read, Understand 30	Weekly Worksheet: 3-4: Collage Work (Pg. 30) 4-5: Number Comparison (Pg. 51) & Collage Work (Pg. 34) 5-6: Trace & Colour (Pg. 20) & Free Drawing (Pg. 56)
Let's hear and talk!	Exploring Food: Types, Tastes, Preferences, Nutrition 61	What will happen if?: Think & Apply Reasoning to Situations 60	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 59	Game of Sounds: Break, Join & Replace Syllables 56	Lets Discuss: Safe Adults Around Us 59	Observation Based Reinforcement Activities
Let's create!	Making Classroom Rules Poster/Wall 89	Artistic Adventure: Tearing and Pasting 74	Craft & Creativity: Create Paper-Mache Art & Objects 92	Fun with Pictures: Cut/Tear Along the Outline 82	Wonders in our Bin: Reuse & Recycle Safe Waste Creatively 81	Choice based free indoor/outdoor play OR Community Visit
Let's appreciate!	Experiment with Air: Observe what blows in wind and what does not 102	Let's Construct: Houses, Bridges, Roadways & More 31	Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	Touch, Feel, Recognise: Understand & Compare Textures 111	Lifecycle: Discuss & Understand for Different Life Forms 118	Prepare for Following Week 62

Lunch and Rest (30min)

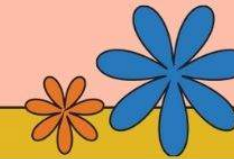
REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play	Provide different outdoor play materials for choice based play
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Engage in story telling sessions with children. Encourage them to share their favourite stories. Together you can create fun stories and rhymes on different topics, as well.

Engage children in taking up responsibility of simple tasks like laying the table, help clean-up toys, water the plants etc. in the house. Make a pictorial chart of daily responsibilities as a reminder with them.

Encourage children to practice independence by dressing up, helping them understand why we wear different clothes and celebrate personal choices in attire.



WHAT CHILDREN WOULD LEARN:

- Compares objects based on texture, shape, temperature, colour, size, weight etc. Puts objects & events in logical sequence.
- Actively understands & practices safety, common rules, management of feelings & inclusion.
- Engages in narrating events, stories in sequence of occurrence, syllable & sound games.

- Explores, experiments and applies previous knowledge & logical reasoning to arrive at solutions.
- Demonstrates proficiency in number & counting, dividing objects equally in different ways, practicing give-take-count with concrete objects.
- Understands life-cycle of different living forms and places picture cards in sequence.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
WELCOME & FREE PLAY	Let's get started!	 25 mins	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation					
	Let's play!	 30 mins	Provide different play materials for choice based play										

Snack (10mins)

LEARNING AND PLAY	Let's weave wonders!	20 mins	Story Telling: Safe/Unsafe Touch & Body Safety 1.13	Singing Rhymes: Rules in the Classroom/ House/ Road/ Park 2.12	Singing Rhymes: Direction and Position 2.14	Singing Rhymes: Add & Reduce Objects 2.13	Story Telling: Taking Responsibility, Working With & Helping Others 1.15	Free Picture book/Story Book Reading Time 4
	Let's explore!	30 mins	Let's Construct: Houses, Bridges, Roadways & More 31	How Many Do I Have?: Give, Take, Divide & Count Objects 28	First, Then & After: Sequencing of events 29	Playing with shape tangrams & making different figures 23	Feel the difference: Experiment, Explore, Compare Temperature Differences 21	Weekly Worksheet: • 3-4: Concept of Numbers (Pg. 47) • 4-5: Matching Same Colour Objects (Pg. 49) • 5-6: Number Comparison (Pg. 44)
	Let's hear and talk!	20 mins	Game of Sounds: Break, Join & Replace Syllables 56	Exploring Food: Types, Tastes, Preferences, Nutrition 61	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	What will happen if?: Think & Apply Reasoning to Situations 60	My Colourful India: Explore, Understand & Appreciate Diversity 53	
	Let's create!	25 mins	Draw What You See: Perspective Based Drawing 93	Floor Art: Rangoli (Shapes, Pattern & more) 86	Craft & Creativity: Create Paper-Mache Art & Objects 92	Let's Create: Common spaces in neighbourhood 87	Food Magic: Smell, Taste & Guess the Ingredients 73	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate!	20 mins	Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	Big Feelings: Express, Release & Manage 116	Countries & Culture: Know & Understand About the World 119	Disability & Inclusion: Recognise, Include, Understand & Respect 113	Lifecycle: Discuss & Understand for Different Life Forms 117	Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play															
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye										

HOME LEARNING ACTIVITIES

Engage children in creating their own picture/scrap book. Encourage them to tear & paste pictures they like from old newspapers/books etc. & of other natural materials like different leaves/flowers- Talk & Discuss.

Engage children in simple non-fire cooking activities for the family. Encourage them to identify & mix ingredients in different quantities, taste, smell, guess & make variations as needed.

Challenge children in construction exercises. For example- tell them to make the tallest tower they can using steel/plastic kitchen utensils, or a long bridge using bricks/stones etc.



WHAT CHILDREN WOULD LEARN:

- Waits for turn, follows short instructions, shows affection, & plays inclusively with diverse peers.
- Assists the teacher, takes up active responsibility, organizes the classroom & shares objects equally.
- Expresses his/her own preferences, interests & makes choices. Engages in stamping & painting and other creative activities.

- Demonstrates understanding of the purpose and function of common items/tools/gadgets.
- Identifies rhyming words from familiar poems & creates new rhyming words.
- Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 25 mins	 30 mins	 Provide different play materials for choice based play	 Snack (10mins)	 Weather	 Free conversation

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 20 mins	 1.12	 1.15	 1.8	 2.14	 115
Let's explore!	 30 mins	 24	 28	 17	 31	 119
Let's hear and talk!	 20 mins	 61	 51	 60	 56	 88
Let's create!	 25 mins	 79	 90	 89	 88	 119
Let's appreciate!	 20 mins	 96	 101	 118	 119	 119

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 20 mins	 20 mins	 20 mins	 20 mins	 20 mins	 20 mins
Let's reflect!	 10 mins	 10 mins	 10 mins	 10 mins	 10 mins	 10 mins

HOME LEARNING ACTIVITIES

Encourage children to identify common symbols like road signs, restroom signs, food symbols & danger signs in their surroundings for awareness & understanding. Find & talk about these wherever you see them.

Engage children in hands-on learning by asking them to give, take, divide equally and count everyday objects at home to different family members, like serving equal number of rotis to everyone, distributing plates etc.

Play a matching game with children where they connect & match everyday objects basis key properties like their use. For example- bucket-mug, brush-toothpaste, & lock-key.

WHAT CHILDREN WOULD LEARN:

- Understands the concept of time- types and characteristics of different watches & clocks.
- Shows self-regulation skills by calmly accepting changes when feeling upset or angry.
- Identifies, names & distinguishes between healthy & unhealthy foods. Eats independently. Actively engages in literature, participating in stories, poems & read aloud.

- Expresses artistic creativity through drawing & colouring, evolving to create more precise artworks.
- Integrates simple words & inventive spellings into drawings, enhancing expressive abilities.
- Prioritises personal safety, identifies & expresses simple emotions through words & facial expressions, seeking support from familiar adults.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

FREE PLAY

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Singing Rhymes: Using & Conserving Resources 2.15	Story Telling: Taking Responsibility, Working With & Helping Others 1.15	Singing Rhymes: Using & Conserving Resources 2.15	Story Telling: Craft Your Own Creative Stories 5	Story Telling: Safe Adults 1.12	Free Picture book/Story Book Reading Time 4
Let's explore!	Playing with jigsaw puzzles: Complete & Identify Missing Parts 27	Clock Quest: Understand & Explore Concept of Time, Types of Time, Types of Clock/Watch 33	How Many Do I Have?: Give, Take, Divide & Count Objects 28	Clock Quest: Understand & Explore Concept of Time, Types of Time, Types of Clock/Watch 33	Models & Maps: Create, Read, Understand 30	Weekly Worksheet: • 3-4: Draw a Book (Pg. 44) • 4-5: Concept of colour (Pg. 32) • 5-6: Complete the Picture (Pg. 14) & Free Writing (Pg. 38)
Let's hear and talk!	Exploring Food: Types, Tastes, Preferences, Nutrition 61	My Colourful India: Explore, Understand & Appreciate Diversity 53	What will happen if?: Think & Apply Reasoning to Situations 60	Guess the Sound: Create, Recognise & Differentiate 36	Lets Discuss: Safe Adults Around Us 59	
Let's create!	Little Authors: Design your own picture book 94	Let's Cook: Make Fruit and Vegetable Chaat 71	Creativity: Create Paper-Mache Art & Objects 92	Floor Art: Rangoli (Shapes, Pattern & more) 86	Lets Dancel: Create body movement patterns & perform to fast/slow beats 77	Observation Based Reinforcement Activities Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week 62
Let's appreciate!	Big Feelings: Express, Release & Manage 116	Sorting Activity: Sort basis colour, shape, size & other criteria 103	Let's Construct: Houses, Bridges, Roadways & More 31	Road Safety: Understand & Role Play Rules 45	Let's discuss: Safe & unsafe situations around us 114	

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins	Provide different outdoor play materials for choice based play 20 mins
Let's reflect!	Free conversation 10 mins	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Make a colourful fruit & vegetable chaat together.
Gather ingredients like apples, cucumbers, tomatoes, and sprinkle chaat masala for added flavour.

Create rangoli art using materials like coloured powders or even flower petals. Explore different shapes & patterns to make your rangoli vibrant and unique.

Using a clock or watch, explore the numbers, talk about the hour & minute hands & discuss daily activities associated with different times of the day.

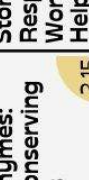
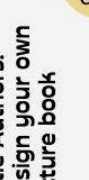
WHAT CHILDREN WOULD LEARN:

- Develops time-telling skills, recognising basic clock features, understanding simple time intervals, & associating the concept of time with their daily routines.
- Shows keen observation, attentive listening & adeptly follows instructions, matching descriptions with pictures effectively.
- Engages with environment, local/global culture & existing art while using resources mindfully.

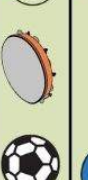
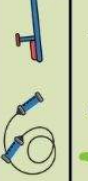
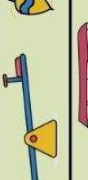
- Engages in literature through stories & poems, expressing artistic creativity through precise drawings & colouring.
- Explores & appreciates world diversity through interactive experiences, learning about various cultures, traditions, & perspectives.
- Explores stories of national significance, fostering pride and understanding inspiring figures.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation
Let's play!	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play	 Provide different play materials for choice based play

Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	 Singing Rhymes: Different Types of Transport & Sounds 2.7	 Story Telling: Craft Your Own Creative Stories 5	 Singing Rhymes: Using & Conserving Resources 2.15	 Story Telling: Taking Responsibility, Working With & Helping Others 1.15	 Story Telling: Craft Your Own Creative Stories 5	 Free Picture book/Story Book Reading Time 4
Let's explore!	 Clock Quest: Understand & Explore Concept of Time, Types of Clock/Watch 33	 Playing with shape tangrams & making different figures 23	 Money Matters: Understand & Transact 24	 Clock Quest: Understand & Explore Concept of Time, Types of Clock/Watch 33	 How Many Do I Have?: Give, Take, Divide & Count Objects 28	 Weekly Worksheet: 3-4: Similar Object Matching (Pg. 17) 4-5: Count & Write Numbers (Pg. 38) 5-6: Free Drawing (Pg. 48) & Addition (Pg. 53) 61
Let's hear and talk!	 Weeks & Months: Name, Discuss & Associate Events 55	 Follow the instructions: Find objects as per instruction 58	 Picture Hunt: Observe & Match Basis Criteria 34	 What will happen if?: Think & Apply Reasoning to Situations 60	 Exploring Food: Types, Tastes, Preferences, Nutrition 61	 Music Patterns: Create, Compare-High/Low Pitch, Loud/Soft Sounds 83
Let's create!	 Fun with Pictures: Cut/Tear Along the Outline 82	 Little Authors: Design your own picture book 94	 Draw What You See: Perspective Based Drawing 93	 Food Magic: Smell, Taste & Guess the Ingredients 73	 Countries & Culture: Know & Understand About the World 119	 Observation Based Reinforcement Activities: Choice based free indoor/outdoor play OR Community Visit Prepare for Following Week 62
Let's appreciate!	 Countries & Culture: Know & Understand About the World 119	 Celebrating Heroes: Stories of National Pride 120	 Dressing up: Understanding Need, Diversity & Practicing Autonomy 112	 Countries & Culture: Know & Understand About the World 119	 Celebrating Heroes: Stories of National Pride 120	 Prepare for Following Week 62

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	 Provide different outdoor play materials for choice based play 20 mins	 Provide different outdoor play materials for choice based play 20 mins	 Provide different outdoor play materials for choice based play 20 mins	 Provide different outdoor play materials for choice based play 20 mins	 Provide different outdoor play materials for choice based play 20 mins	 Provide different outdoor play materials for choice based play 20 mins
Let's reflect!	 Free conversation 10 mins	 Recap 10 mins	 Favourite Activity 10 mins	 Clean Up 10 mins	 Share about next day 10 mins	 Bye-bye 10 mins

HOME LEARNING ACTIVITIES

Go on a scavenger hunt with your children! Find things around the house based on simple instructions, like "find something round" or "find something soft."

Turn your kitchen into a music studio and explore how different sounds are made. Make beats with your children using pots, pans & spoons as your instruments.

Explore weeks & months together. Use a calendar to talk about the days & months. Discuss special events, festivals & birthdays, associating them with different months.

WHAT CHILDREN WOULD LEARN:

- Actively engages in literature & explores stories of national significance & inspiring figures.
- Develops adequate vocabulary & expresses spatial understanding through primitive maps.
- Observes, compares, describes, & creatively applies knowledge to identify common letters & their sounds, signs, logos & labels.

- Explores & appreciates diversity through creation & interaction, & eats diverse types of food.
- Identifies basic clock features, understands simple time intervals, & associates the concept of time with their daily routines.
- Expresses wants & feelings, waits for their turn & manages feelings by calmly accepting changes in activities.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play	Provide different play materials for choice based play

Snack (10mins)

Let's weave wonders!	Story Telling: India's Freedom Journey & National Heroes	Picture Hunt: Observe & Match Basis Criteria	Things Around Us: Identify & Describe Fruits, Vegetables, Animals, Birds etc.	Artistic Adventure: Tearing and Pasting	Countries & Culture: Know & Understand About the World	Let's appreciate!
Let's explore!	Story Telling: Craft Your Own Creative Stories	Models & Maps: Create, Read, Understand	Road Safety: Understand & Role Play Rules	Draw What You See: Perspective Based Drawing	Celebrating Heroes: Stories of National Pride	Let's create!
Let's hear and talk!	Singing Rhymes: Using & Conserving Resources	Clock Quest: Understand & Explore Concept of Time, Types of Clock/Watch	Exploring Food: Types, Tastes, Preferences, Nutrition	Identify, Draw & Share Feelings	Countries & Culture: Know & Understand About the World	Let's create!
Let's create!	Story Telling: India's Freedom Journey & National Heroes	Playing with jigsaw puzzles: Complete & Identify Missing Parts	Weeks & Months: Name, Discuss & Associate Events	Wrap It Up: Shapes, Boxes, and Decorations	Identifying Common Symbols Around Us (Road Safety, Washroom, Food, Danger etc.)	Let's create!
Let's appreciate!	Story Telling: Craft Your Own Creative Stories	Money Matters: Understand & Transact	Memory Magic: Recall Objects, Words & Patterns	Wonders in our Bin: Reuse & Recycle Safe Waste Creatively	Celebrating Heroes: Stories of National Pride	Let's create!
Let's appreciate!	Free Picture book/Story Book Reading Time	Weekly Worksheet: 3-4: Complete the Picture (Pg. 40) 4-5: Concept of Numbers (Pg. 12) 5-6: Free Drawing (Pg. 52) & Pattern Completion (Pg. 58)	Observation Based Reinforcement Activities	Choice based free indoor/outdoor play OR Community Visit	Prepare for Following Week	Let's appreciate!

Lunch and Rest (30min)

Let's get active!	Provide different outdoor play materials for choice based play	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

Get creative with your children by reusing safe waste materials. Use items like old cardboard/plastic boxes/bottles & old newspapers to make something new & useful.	Complete puzzles together & identify missing parts. Use large pictures cut from old books & newspapers, tear them into 4-5 pieces at max.	Craft creative narratives with your child using story prompts. Use paper & crayons you have at home to draw the stories you come up with together. You can even create different types of puppets.
--	---	--

WHAT CHILDREN WOULD LEARN:

- Attentively listens & recalls events & characters in correct sequences while retelling them.
- Expresses creativity in drawings, crafts personal narratives & picture books.
- Develops communication skills while interacting with others in a safe environment.

- Makes choices & expresses preferences while showing sensitivity to diversity, disability & nature.
- Creatively applies known information while using shared resources (paper, power) mindfully.
- Shows keen observation, attentive listening, follows instructions & matches descriptions with pictures effectively.

LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get started!	Welcome	Warm up	Hygiene check	Attendance	Weather	Free conversation
Let's play!	Provide different play materials for choice based play	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)	Snack (10mins)

LEARNING AND PLAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's weave wonders!	Story Telling: India's Freedom Journey & National Heroes 1.16	Story Telling: Craft Your Own Creative Stories 5	Singing Rhymes: Using & Conserving Resources 2.15	Story Telling: India's Freedom Journey & National Heroes 1.16	Story Telling: Craft Your Own Creative Stories 5	Creating Picture/Word Wall 115
Let's explore!	Picture Hunt: Observe & Match Basis Criteria 34	Playing with shape tangrams & making different figures 23	Roll & Slide: Predict, Experiment, Find out 108	Picture Hunt: Observe & Match Basis Criteria 34	Clock Quest: Understand & Explore Concept of Time, Types of Clock/Watch 33	Monthly ECCE Day 115
Let's hear and talk!	Follow the instructions: Find objects as per instruction 58	Recognise Alphabets: Identify & Associate common alphabets of L1 with sound 51	Family: Talk about relationships, draw family tree, role-play 43	Exploring Food: Types, Tastes, Preferences, Nutrition 61	Health & Hygiene: Discussion on Routines, Body Parts, tools to Clean 40	Discuss with Caregivers- how to conduct physical development activities with children: 115
Let's create!	Little Authors: Design your own picture book 94	Festivals: Celebrate & Learn/ Appreciate Diversity 88	Little Authors: Design your own picture book 94	Craft & Creativity: Create Paper-Mache Art & Objects 92	Draw What You See: Perspective Based Drawing 93	• Demonstrate how to conduct physical development activities with children: 115
Let's appreciate!	Countries & Culture: Know & Understand About the World 119	Celebrating Heroes: Stories of National Pride 120	Road Safety: Understand & Role Play Rules 45	Countries & Culture: Know & Understand About the World 119	Celebrating Heroes: Stories of National Pride 120	• Talent Show 120

Lunch and Rest (30min)

REFLECT AND WRAP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Let's get active!	Provide different outdoor play materials for choice based play	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye
Let's reflect!	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye

HOME LEARNING ACTIVITIES

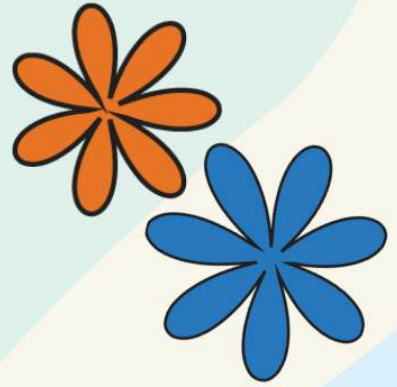
Discuss traffic rules with your children, emphasising safety. Using tapes on the floor of the house, create a mini road for role-playing. Use toy cars, draw road signs on paper & demonstrate role-play road scenario.

Draw a family tree together on a large paper, adding names & relationships. Role-play different family scenarios to make it fun & interactive.

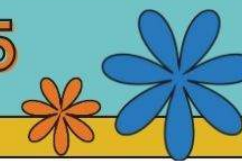
Share stories about India's freedom struggle using simple language. Encourage your child to ask questions & discuss the importance of independence.

Recap & Reinforcement Plan

This 4 week plan can be used to recap and reinforce the learnings of the previous weeks and strengthen learning. During these weeks, basis ongoing observation, the Anganwadi Worker can curate specific activities for children to focus on skills that need further strengthening. These plans can be used during specific events like the Poshan Maah/Poshan Pakwadhha etc. to reduce duration of learning activities at centre and engage in alternate activities and celebrations.



RECAP AND REINFORCEMENT WEEK 5



WHAT CHILDREN WOULD STRENGTHEN:

- Understanding and using vocabulary on spatial concepts. Demonstrating understanding by creating maps and giving verbal directions.
- Enhanced creativity and expression.

- Understanding & appreciating diversity-inclusion of all irrespective of ability, sex etc.
- Expressing kindness and empathy towards all living forms.
- Appreciation & curiosity to explore different books, print motivation.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY				
WELCOME & FREE PLAY	Let's get started!	  Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation				
	Let's play!	 Provide different play materials for choice based play									

Snack (10mins)

LEARNING AND PLAY	Let's have fun!	60 mins	Take up different themes everyday and engage children in multiple, varied, fun, play based activities	SPACES, PLACES, POSITIONS • Singing Rhymes: Spatial & Positional Concepts • Spatial Concepts: Understand In/Out, over/under, top/bottom, front/back etc. • Let's Create Common Spaces in Neighbourhood	CREATIVITY & EXPRESSION • Artistic Adventure: Free Painting & Drawing • Fun with Patterns: Create Art/Craft/Beading, Body Movement Patterns • Craft & Creativity: Create Paper Mache Art & objects	DIVERSITY & INCLUSION • Story Telling: Disability & inclusion • My Colourful India: Explore, Understand & Appreciate Diversity • Disability & Inclusion: Recognise, Include, Understand & Respect	KINDNESS & EMPATHY • Story Telling: Conflict Resolution • Story Telling: Taking Responsibility, Working With & Helping Others	WORLD OF BOOKS • Let's Describe Pictures: Talk & Discuss what one can see • Little Authors: Design your own Picture Book	Revisit & Strengthen • Worksheets • Key Activities Provide Support • One-on-One • Small, rotating group activities • Peer Pairing Observe & Record Individual Achievements
	Let's celebrate!	60 mins	Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations						

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play	
	Let's reflect!	10 mins	Free conversation	

HOME LEARNING ACTIVITIES

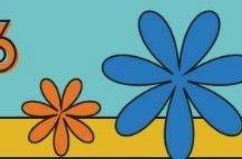
Share stories or videos featuring boys and girls in diverse activities to highlight equality. Discuss how boys & girls are equal- can play, do, become anything they want.

Help children develop ability to sequence & share events by asking them daily about their day & experiences- what did they do first? After that? In the End? etc. Similarly tell them share stories & talk about steps of different tasks.

Play with children to build their understanding of positions & spaces by asking them to keep different objects in different places- using words like in/out, over/under, top/bottom, front/back etc.



RECAP AND REINFORCEMENT WEEK 6



WHAT CHILDREN WOULD STRENGTHEN:

- Enjoying listening to & creating folklore, rhymes, songs, stories with increased recall, interest & attention.
- Develop scientific temperament to explore, hypothesize, experiment, conclude.

- Appreciating diversity & culture in the country & world- art forms, religion, language, festivals etc.
- Understand & recognize famous people & their achievements.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
WELCOME & FREE PLAY	Let's get started!	 25 mins	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation					
	Let's play!	 25 mins	Provide different play materials for choice based play										

Snack (10mins)

LEARNING AND PLAY	Let's have fun!	60 mins	Take up different themes everyday and engage children in multiple, varied, fun, play based activities	STORIES & RHYMES • Create your own creative stories • Make Your Own Rhyme/Song • Retell, Role Play Familiar/Favourite Stories/Rhymes	FESTIVALS & CULTURE • Festivals: Celebrate & Learn/Appreciate Diversity • Floor Art: Rangoli (Shapes, Patterns & More)	INDIA & THE WORLD • My Colourful India: Explore, Understand & Appreciate Diversity • Countries & Culture: Know & Understand About World	NATIONAL HEROES • Story Telling: India's Freedom Journey & National Heroes • Celebrating Heroes	STEAM CONCEPTS • Roll & Slide: Predict, Experiment, Find Out • Shadow game: Understand Create & Guess • Feel the Difference: Experiment, Explore & Compare Temperatures	Revisit & Strengthen • Worksheets • Key Activities
	Let's celebrate!	60 mins	Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations	5, 91	88, 86	53, 120	1.16, 121	108, 117, 21	Provide Support • One-on-One • Small, rotating group activities • Peer Pairing Observe & Record Individual Achievements

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play															
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye										

HOME LEARNING ACTIVITIES

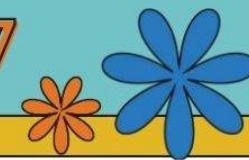
Share stories about India's freedom struggle using simple language. Encourage your child to ask questions & discuss the importance of independence.

Share or show stories related to festivals from different parts of India. Ask questions like "What do you find interesting about this festival?"

Under guided supervision, give children a tub of water and encourage them to experiment by putting different things in it and checking what sinks and what floats.



RECAP AND REINFORCEMENT WEEK 7



WHAT CHILDREN WOULD STRENGTHEN:

- Recognise, experiment, categorise and use primary & secondary colours in art work.
- Recognise different shapes & their characteristics, draw/trace them, classify objects basis shape & create interesting patterns using them.

- Enjoy & practice rhythmic patterns in music, beats, body movements etc.
- Develop phonological awareness and associate sounds with letters of L one language.
- Recognise & understand numbers, count in sequence, one-to-one correspondence.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY				
WELCOME & FREE PLAY	Let's get started!	  Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation				
	Let's play!	 Provide different play materials for choice based play									

Snack (10mins)

LEARNING AND PLAY	Let's have fun!	60 mins	COLOURS AROUND US • Singing Rhymes: Colours • Colours Around Us: Identify, Find & Sort • Colours & Shades: Identify, Create, Compare & Match	FUN WITH SHAPES • Shapes Around Us: Identify, Find & Sort • Pattern Making: Recognise, Repeat & Extend Patterns • Playing with Shape Tangrams & Making Different Figures	MUSIC & MOVEMENT • Follow the Instructions: Body Movement • Music Patterns: Create, Compare High/Low Pitch, Loud/Soft Sounds • Let's Dance: Create Body Movement Patterns & perform to fast/slow beats	SOUNDS & SYLLABLES • Playing with Sounds: Identify & Differentiate Beginning & Ending Sounds • Finding Rhyming Words: Recognise, Identify, Create • Recognise Alphabets: Associate common alphabets of L1 & Identify them	NUMBERS • Singing Rhymes: Numbers & Counting • Number Vocabulary: Understanding & Counting in correct sequence • How Many Do I Have: Give, Take, Divide & Count Objects	Revisit & Strengthen • Worksheets • Key Activities
	Take up different themes everyday and engage children in multiple, varied, fun, play based activities							Provide Support • One-on-One • Small, rotating group activities • Peer Pairing
	Let's celebrate!	60 mins	Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations					

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play										
	Let's reflect!	10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day	Bye-bye					

HOME LEARNING ACTIVITIES

Utilize everyday objects to create simple and complex patterns. Encourage children to first identify and copy patterns, then extend and create by themselves.

Encourage children to find objects of different shapes around the house, trace their boundary with finger, name and describe the characteristics of each shape. Encourage them to draw shapes in air, water, sand.

Play different types of music and encourage children to dance to beats. Excite them to make their own dance moves and perform suiting the beats you make using easily available materials.



RECAP AND REINFORCEMENT WEEK 8



WHAT CHILDREN WOULD STRENGTHEN:

- Use careful observation & senses to explore different objects, recognise, compare & differentiate between them, apply logical reasoning.
- Develop scientific temperament to explore, hypothesize, experiment, conclude.

- Sort, compare, classify objects basis similarities-differences & appreciate their properties.- shape, colour, texture, use, location etc.
- Recognise common signs, symbols, logos.

LEARNING TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
WELCOME & FREE PLAY	Let's get started!	 25 mins	 Welcome	 Warm up	 Hygiene check	 Attendance	 Weather	 Free conversation					
	Let's play!	 25 mins	Provide different play materials for choice based play										

Snack (10mins)

LEARNING AND PLAY	Let's have fun! Take up different themes everyday and engage children in multiple, varied, fun, play based activities 	 60 mins	 MARVELLOUS BRAIN - Who Am I?: Touch, Feel Guess - Memory Magic: Recall Objects, Words, Patterns - Picture Hunt: Observe & Match Basis Criteria - What Will Happen If: Think & Apply Reasoning to Situations 48, 54, 34, 60	 STEAM CONCEPTS - Let's Construct: Houses, Bridges, Roadways & More - Measure & Compare: Length, Weight& Height - Draw What You See: Perspective Based Drawing 31, 26, 93	 FIND ME - Scavenger Hunt: Find Objects of Different Colour and/or Shape - Can You Find Me?: Find objects basis shared criteria - Who Am I?: Touch, Feel & Guess 97, 110, 48	 SIGNS, SYMBOLS & LOGOS - Identifying Common Symbols Around Us - Money Matters: Understand & Transact 24, 32	 COMPARE, MATCH & COMPLETE - Playing with jig-saw puzzles: Complete & Identify Missing Parts - Let's Compare: Understand & Compare basis number, length, size, weight, volume 9, 11	 Revisit & Strengthen - Worksheets - Key Activities Provide Support - One-on-One - Small, rotating group activities - Peer Pairing Observe & Record Individual Achievements	
	 Let's celebrate!  60 mins	Use this slot to prepare for and conduct different activities during the Poshan Maah and/or Poshan Pakwadha and/or other festivals and celebrations							

Lunch and Rest (30min)

REFLECT AND WRAP	Let's get active!	20 mins	Provide different outdoor play materials for choice based play									
	Let's reflect!	10 mins	 Free conversation	 Recap	 Favourite Activity	 Clean Up	 Share about next day	 Bye-bye				

HOME LEARNING ACTIVITIES

Play guess & tell games with children. Take turns to give cues related to different objects- colour, shape, use, position, texture, smell etc. & guess them.

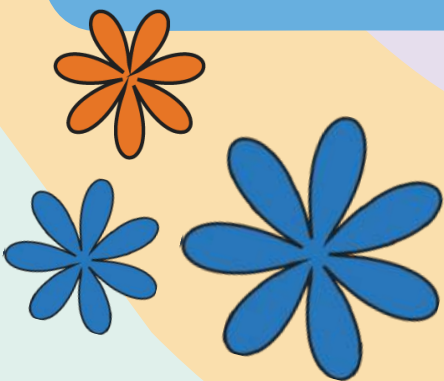
Explore the neighbourhood with your children and point out familiar logos or signs, like those from the grocery store or stop signs. You can also help in drawing these.

Set up a market at home with household objects, assign a value to each item. Create play money and encourage children to buy and sell different things.





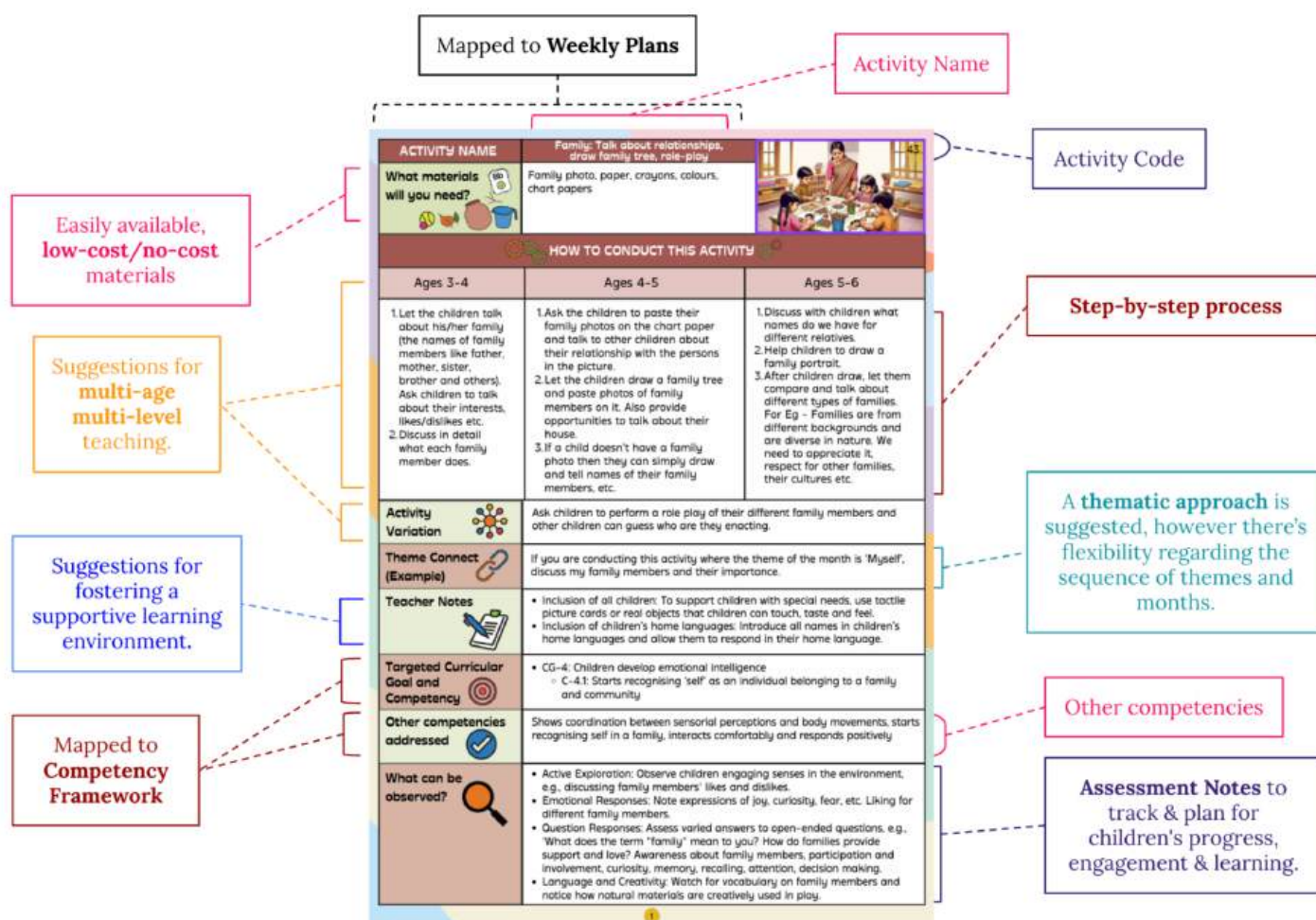
Chapter 6 : Compendium of Play Based Activities



Chapter 6 : Compendium of Play Based Activities

6.1 Guidelines to Support Effective Implementation of Detailed Activity Plans

This section aims to provide AWW with a comprehensive understanding of how to effectively understand and implement the detailed activities plans, designed for multi-level, multi-age learning. The activities have been carefully crafted, providing micro level details, to cater to the developmental needs of children aged 3-6, ensuring inclusion, curiosity, engagement, learning, and flexibility in alignment with thematic approaches.



Every detailed activity plan has the following features:

- **Activity Code:** Each activity of the Learning and Play block has been assigned a unique activity code for an easy reference, allowing the AWW to quickly identify and locate activities according to the shared weekly schedule. These activities can also be accessed in chronological order of uptake across the week using the QR code mentioned in the weekly plans.
- **Activity Name:** The activity title/ name will provide the AWW with a brief idea of the concept/ learning objective or competency that will be covered in the activity.
- **Materials Required:** A comprehensive list of easily available materials is suggested to conduct each activity with children. These include locally available household objects, low/no- cost DIY toys/materials, Teaching-Learning Materials (TLM) provided by the State and recommendations for theme-based variations. This inclusivity ensures accessibility and adaptability, enabling AWW to tailor activities to their diverse classroom contexts.

- **How to Conduct the Activity:** Each activity comes with detailed step-by-step instructions and suggestions tailored for multi-age and diverse skill set up of children in an AWC. Aligned to specific Learning Outcomes basis the NCF, each activity is designed to cater to the developmental progression of children aged 3-6, with gradual increase in challenges and complexity. This approach ensures age-appropriate stimulation, nurturing curiosity, excitement, intellectual growth, while supporting easy facilitation of each activity using similar materials in the AWC. Certain activities are repeated for ages 4-5 and 5-6, considering the increased rigour and exposure at these stages. One may also find that most activities follow a sequential format, where steps from the activities suggested for ages 3-4 are reiterated for ages 4-5 and 5-6 with appropriate modifications to suit their developmental stage and provide adequate challenge. Similarly, steps from ages 3-4 and 4-5 are repeated for ages 5-6 to maintain continuity and flow in the activity.
- **Activity Variation:** This section suggests how a specific activity targeting a particular Learning Outcome can be made more engaging and challenging once children have mastered the basic progression. Since each activity has been suggested for repetition a couple of times through the learning cycle to reinforce and strengthen the outcomes, the 'Activity Variation' suggestion can help bring novelty while encouraging active exploration and fun.
- **Theme Connection:** Thematic alignment is suggested for each activity to guide an AWW on how to integrate a thematic approach seamlessly into the existing daily and weekly curriculum plans. This provides flexibility to the AWWs from different states and regions to select the most-appropriate/most-suitable theme for a week/month basis context and align the suggested activity in the schedule to the selected theme. Please refer to section 3.5 for more details.
- **Teacher Notes:** This section provides tips, suggestions and points to be kept in mind while conducting specific activities to ensure inclusion of all (gender, disability, ethnic and cultural), and foster a safe and supportive learning environment. The section highlights common challenges and biases/stereotypes one must be mindful of not perpetuating while facilitating activities.
- **Targeted Curricular Goal and Competency:** Aligned with the National Curriculum Framework (NCF), each activity explicitly articulates the broad curricular goal and competency addressed.
- **Other Competencies Addressed:** Alongside the targeted competencies, the plan also emphasises how each activity reinforces the development of other associated competencies enriching the multifaceted nature of the activity.
- **Observations:** This section provides detailed guidance on what learning outcome shift can be observed among children as a result of the activity and supports the idea of continuous assessment and reflection. This approach seeks to empower AWWs to refine instructional practices and tailor interventions to suit individual learner needs while also document observations on individual progress of children, highlighting areas that might need additional support in the learning journey.
- By including these key features in every activity plan, AWW can create engaging learning experiences suitable for children aged 3-6 years across learning levels, supporting their overall development and fostering love for life-long learning.

ACTIVITY NAME	Story Telling (Read Aloud)	1
What materials will you need? 	Big Books (large size children's story book with big illustrations, big text and big overall size), Picture Books (a book containing many illustrations with short sentences), Wordless Picture Books (a book containing only illustrations without words or few words), Texture/Board Books (books printed on sturdy cardboard called paperboard for touch and feel books included textured surfaces in the pictures) and story cards.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
DAY 1 1. Choose a big book, textured book or picture book and let children silently look at pictures for 2 minutes while the teacher slowly turns the pages as part of a picture walk. 2. Read Aloud the story from picture books with voice modulation. 3. Ask questions about the illustrations by pointing at them in the story books such as 'What is this?', 'Who is this?', 'Which colour is this?' etc. for children to get familiarized with the objects and characters. 4. Encourage children to freely draw or scribble their favourite object or character from the story. 5. Motivate children to talk about their drawing or scribbling with the facilitator. Steps when rereading the same book: 1. Repeat the Day 1 steps. 2. Ask additional simple factual questions during reading aloud in between and at the end of the story such as 'Who was in the story?',	DAY 1 1. Follow the same as 3-4 age groups. 2. Ask simple factual questions in between and after the story ends to recall the story such as 'What happened to the character?', 'Who was the character?', 'What happened in the beginning/end of the story?' etc. and write the responses on the blackboard. 3. Encourage children to freely draw or scribble their favourite character or event of the story and label them. 4. Motivate children to talk about their drawing, labeling or scribbling with the facilitator. Steps when rereading the same book: 1. Repeat the Day 1 steps. 2. Discuss the characters children liked and disliked in the story and the reasons for the same. 3. Encourage children to freely draw their favourite characters and label them.	DAY 1 1. Follow the same as 3-4 age groups but with a big book or picture book with few text. 2. Ask simple factual questions, prediction and opinion based questions in the beginning/middle/end of the story such as 'What do you think will happen in the story?', 'What will happen ahead in the story?', 'Why did you like a character?', etc. and write the responses on the blackboard. 3. Encourage children to freely draw or scribble their favourite character or event of the story and attempt to write what they have drawn. 4. Motivate children to talk about their drawing and what they have written and share their predictions or opinions about the story with the whole class. Steps when rereading the same book: 1. Repeat the Day 1 steps. 2. Discuss characteristics of the different characters of the story and extension of the story through questions such as 'Which character you liked/disliked the most and why?', 'Do you think the character could have done something else?', 'What could you have done in place of the character?',

		1 ‘If you would like to continue the story, then what will happen in the story?’. 3. Encourage children to freely draw or scribble the extension of the story and attempt to write what they have drawn.
Activity Variation	Ask children to change the ending of the story, or encourage them to select a story book of their choice and read aloud for their peers in the class in their own words.	
Theme Connect (Example)	Stories can be chosen from themes such as Me and my Family, My Body, My Village/My City, Tree and Plants, Fruits and Vegetables, Animals, Insects and Birds, Our Community Helpers, Means of Transport, Food, Markets	
Teacher Notes	• Identify 15-18 story books at the beginning of the session and read them multiple times with the children. • Use voice modulation and dramatic actions while narrating the story. • Repeat a book at least 2–3 times in spaced out weeks. During each repetition, ask the children to add in more details of the story on their own. • For children with disability use big picture books, puppets, models, braille books etc.	
Targeted Curricular Goal and Competency	• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say • CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.9: Shows interest in picking up and reading a variety of children’s books (L1)	
Other competencies addressed	Developing listening skill, vocabulary building, boosting imagination; narration; following instructions; creativity; social development, develop self-expression, development of self-esteem.	
What can be observed?	• Observe children's interest in picture reading, short stories, and discussing storybooks with family and peers. • Assess if they listen to the story and can retell it in their own words. Monitor children's responses to open-ended questions, explanations in complete sentences, imagination, and narration related to stories.	

ACTIVITY NAME What materials will you need? 	Story Telling (Shared Reading) Big books, poem posters, short stories written on a big chart paper or children generated writing, written on a chart paper/black board can be read during shared reading.	 1
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-5		Ages 5-6
1. Choose a colourful big book (large-sized text with clear illustrations and words) that has been read aloud 2–3 times already. 2. Read the story by keeping the big book in the centre and children around. Using your fingers, point at each word while reading. 3. Ask children to point at objects and guess/predict common words. 4. Introduce and reinforce new words using context, visuals, and repetition. Encourage children to use these words in their conversations 5. Point out letters, words, and sentences while reading. Show how books are read from left to right and top to bottom, where is the title etc.		1. Choose slightly more advanced books with longer sentences and richer vocabulary. 2. Read the story by keeping the big book in the centre and children around. Using your fingers, point at each word while reading. 3. Provide opportunities for children to read parts of the story along with the teacher, promoting confidence and fluency. 4. Engage children in predicting outcomes, summarizing the main points, analysing characters' motivations, and discussing conflicts, and possible resolutions. 5. Introduce elements like dialogue, punctuation, and text features to deepen understanding of story structure.
Activity Variation 	Children of 3–5 years try to read a book with the help of a facilitator, and children of 5–6 years can do shared reading with peers. Engage children in related activities like drawing, storytelling, role-playing, or simple crafts that connect with the book/text.	
Theme Connect (Example) 	Books/ Text can be chosen from themes such as- Me and my Family My Body My Village/My City Tree and Plants Animals, Insects and Birds Our Community Helpers Means of Transport Festivals and Celebrations Health and Safety	
Teacher Notes 	• Encourage students to express opinions and support them. • Read expressively with enthusiasm, demonstrating fluency and pausing occasionally to engage children. • Use picture books, models, puppets, braille books to share & reshare stories. • Repeat readings of the same book to reinforce vocabulary, comprehension, and story understanding. • Encourage L1 books, prefer picture books over heavy text books, select books which are contextually relevant and do not promote any stereotypes. • Create picture and word wall of newly introduced words.	
Targeted Curricular Goal and Competency 	• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1) ◦ C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	

Other competencies addressed

Cognitive development, Socio-emotional development , positive learning habits, Vocabulary enhancement, thinking skills, attention span, conversation skills.

1

What can be observed?

- Observe each child's interest in the book or text through expressions, words, and body language.
- Assess the child's responses to open-ended questions related to the reading session.
- Monitor how the child retells the words and understands illustrations during the reading session.

THEME 	Gratitude Towards Family & Friends 1.1
SUGGESTED STORY / TALE 	Beera in the Forest Once upon a time, in a little forest, there lived a happy family of animals. There were very big Banyan, Neem and Teak trees in the forest! There was Mama Bear, Papa Bear, and their little cub named Beera. Beera loved to play and explore the forest with his friends – Soni Squirrel, Dev Deer, and Ronny Rabbit. One sunny morning, as Beera and his friends were playing hide and seek, they heard a loud noise. THUD! THUD! THUD! There was a big storm coming! The wind was loud, and the rain poured down heavily. Beera and his friends quickly ran to find shelter. They found a cave where they gathered together, safe from the storm. Inside the cave, they shared stories and giggles while the storm grew outside. Beera looked around at his friends and felt grateful for their company and warmth. He realized how lucky he was to have such wonderful friends and a loving family. He thanked each of them for sticking together and keeping each other safe during the storm.
TEACHER NOTES 	- Start the story by asking children questions about the importance of having friends and family around. You can ask questions like - What do they do when they feel scared? Who do they share their secrets with? Who do they play with? Why do they like playing with them? etc. - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2–3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Enhances imagination, emotional regulation, social development, self awareness, enhances listening skills

THEME 	Environment 1.2
SUGGESTED STORY / TALE 	Nonu Cleans the Forest One day, as Nonu the squirrel was walking on the leaves in the forest, she noticed something strange. Some of the trees looked sad, their leaves bending, and their branches bare. Nonu wondered why the forest didn't seem as happy as before. Nonu asked his wise old friend Owlle about it. Owlle explained that the forest was feeling unwell because humans were not taking good care of it. They were cutting down too many trees, littering, and not taking care of the animals and plants. Nonu felt sad hearing this but also decided to help. She gathered her animal friends- lion, rabbit, peacock, elephant, donkey, parrot, sparrow and others, and together they started picking up litter, planting new trees, and taking care of nature around them. As days passed, the forest began to heal. The trees grew greener, the flowers bloomed brighter, and the animals played happily once again. Nonu and her friends learned that even small animals like them could make a big difference in protecting their home – the precious environment. From that day on, Nonu and her friends promised to continue looking after their beloved forest, teaching everyone around them the importance of caring for our environment.
TEACHER NOTES 	- Start the story by asking them questions about how they feel when they see trees and animals around them. You can ask questions like - How will they feel if there are no trees and animals around them? Do they water the plants? How do they feel when they sit on a dirty chair or eat in a dirty place? What do they do about it? Where do they throw the trash? - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Enhances imagination, emotional regulation, social development, self awareness, enhances listening skills

THEME 	Friendship and Co-operation 1.3
SUGGESTED STORY / TALE 	The Grand Tower Adventure There were three little friends named Zoya, Toni, and Kavya. They loved playing together in the park on the grass, swings, slides, and seesaws. One sunny day, they decided to build the tallest tower of colorful blocks. Zoya had red blocks, Toni had blue blocks, and Kavya had yellow blocks. They started putting the blocks one by one, but the tower kept falling over and over again. Thump! Thump! Thump! But did they give up? No! Instead of giving up, they decided to work together. Zoya passed her red blocks to Toni, who made a wide base using blue and red blocks. Then Kavya stacked the remaining blue, yellow and red blocks on top. With teamwork and sharing, they built the tallest tower the playground had ever seen! They were so excited to see it. From that day on, they knew that with sharing and working together, they could have more fun and make many more things. From that day on, they set their minds to making every day at the playground full of joy and fun.
TEACHER NOTES 	- Start the story by asking them questions on if they share their toys and stationary with their friends and siblings? What if one of them needs a pencil? What can they make together? - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Awareness about team-work, sharing, cooperation, decision making, vocabulary building, enhances imagination, develops listening skills

THEME 	Community Workers 1.4
SUGGESTED STORY / TALE 	I Will Be There were three little friends named Simran, Zainab and John. One day they all went to a park with Simran's mother. During their walk to park from home, they saw vendor selling fruits and vegetables, shopkeeper selling many toys, clothes and food items, doctor treating patients in their clinic, teacher teaching children at school, cobbler repairing shoes, driver riding a car, sanitation worker (cleaner) making our roads clean, gardener watering plants and many more. All three of them were excitedly watching everyone doing their job so well. Once they reached the park, Simran's mother who saw them looking at people asked, "So what would you like to be when you grow up?" All three friends started to think. Zainab shared, "When I grow up... I will make paintings". "Oh! So you will be a painter", said Simran's mother. Then Simran shared, "and when I grow up... I will drive a car. I will be a driver." Now, John shared, "I like to help my parents to cook food. When I grow up... I will be a chef." Upon hearing their thoughts, Simran's mother happily said, "You can be anyone you want to be. You can be a driver, a painter, a chef, an engineer, a carpenter. Just like I am a businesswoman because I wanted to be!"
TEACHER NOTES 	- Start the story by asking them questions about what they want to become when they grow up and why? Who delivers the letters? Where do they go if they need books? When they need vaccination or other medicine, who helps them? - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps. - Role play of community helpers can be done for the community helpers in different scenarios.
COMPETENCIES ADDRESSED 	Awareness about different professions, building respect for others, understanding importance of helpers and their work, team-work, vocabulary building, develops listening skills and imagination skills

THEME 	Conflict Resolution 1.5
SUGGESTED STORY / TALE 	Swings Bring Smiles In the park, Noor and Swayam were about to face a big problem. They both wanted the same swing, at the same time! Noor got there first, and Swayam felt a bit sad. He really wanted to swing too. But then, Noor had an idea. She remembered something important her mommy said about solving problems. "Why not take turns?" she asked Swayam. Swayam's face lit up with a smile. "Okay, let's do that!" So, Noor swung first, laughing as she went up and down. After her turn, she jumped off. "Your turn, Swayam!" she said. Swayam swung high into the sky, filled with joy. They kept taking turns, and the fun never stopped. That day, Noor and Swayam learned something important. Sharing and taking turns made everything more fun. They found out that talking and listening to each other was the best way to solve any problem. And from then on, every swing time was a happy time, full of smiles and laughter, because they knew the secret to being the best of friends.
TEACHER NOTES 	• Start the story by asking them questions about who likes to play on the swings/slide? You can ask more questions like - What do they do if there is only one swing and they and their friend want to play on the swing? What do they do if the other person doesn't give them the turn to play? How do they feel? What could be the possible solution? • Role play can be used to depict the scenario and solutions. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Turn taking, waiting, sharing resources, building respect for others, problem solving, vocabulary building, caring for others, develops listening skills
THEME 	Family and Relationships 1.6
SUGGESTED STORY / TALE 	Nasir's Lost Diary Once upon a time, there lived a happy family. There were Mommy, Daddy, and their two children, Ramsha and Nasir. Nasir was the big brother, and Ramsha was his little sister. Ramsha and Nasir shared many adventures together. They played hide-and-seek, built pillowcastles, and had picnics in the park. Whenever Ramsha felt scared, Nasir always helped and whenever Nasir couldn't find anything, Ramsha would help him. Sometimes they disagreed, like when they both wanted to play with the same toy, but they always found a way to make up because they loved each other very much. One day, Nasir was feeling sad because he had lost his school diary in which homework was written. He searched everywhere but couldn't find it. Ramsha noticed her brother's tears and wanted to help. She said, "Don't worry, Nasir, I'll help you find the school diary." Together, they looked under the beds, in the closets, in the bookshelf and even in the toy box. Finally, they found the Diary behind the bed. Ramsha got her grandmothers' wooden stick and pulled the diary out. Nasir felt so relieved. He can finish his homework now. Nasir hugged Ramsha and thanked her for being such a wonderful sister.
TEACHER NOTES 	• Start the story by asking them questions about who all are in your family? What happens if you lose a toy? Who do you go to for help? How do they feel? What could be the possible solution? • Role play can be used to depict the scenario and the solution. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Offering assistance, critical thinking, building respect for others, empathy, problem solving, vocabulary building, caring for others, develops listening skills

THEME 	Road Safety 1.7
SUGGESTED STORY / TALE 	Mehar on the Road Mehar loved to go for walks with her mommy and papa, seeing the neighbourhood and seeing the children play in the park and going to the market to buy fruits and vegetables. One day, as they were walking to the market to buy tomatoes, Mehar saw a balloon seller across the street. She wanted to run and buy it right away! But mommy and papa held her hand tightly and said, "Mehar, we have to wait for the traffic light to turn green before we can cross the road. Green means go, yellow means slow and Red means stop. That's how we stay safe." Mehar listened carefully and watched the traffic light change from red to yellow to green. Then, holding mommy and papa's hands, they crossed the road together. Mehar felt proud that she followed the rules and stayed safe. As they walked to the market, Mehar remembered mommy and papa's words: "Always look both ways before crossing the street, hold hands, and wait for the green light." From that day on, Mehar made sure to be extra careful whenever they crossed the road.
TEACHER NOTES 	• Explain to children the basic traffic rules, about the meaning of traffic signals. Ask them questions about who they go to the market with? What do they buy? Do they hold the hands of the elder person? How do they cross roads? • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Traffic sense, following instructions, waiting, observation skills, response-timing, critical thinking, vocabulary building

THEME 	Animals - Domestic and Wild 1.8
SUGGESTED STORY / TALE 	Dilbar and Mario in the Park On a rainy morning, there was a monkey Mario and Dilbar dog sitting in the park. Both of them were very scared, almost crying. Dilbar Dog asked Mario Monkey, "Why are you crying?" Mario said, "I live in a jungle and I have lost my way. This city is too big, and I don't know the way back. I feel scared." Dilbar replied, "I have something similar happen to me. I am a pet dog and I have lost my home too. I live with Radhika and her family in a house." Dilbar continued, I really miss home. I miss the dog food, I am hungry. Radhika took me to a vet when I was sick, she cared for me so much, she used to give me a bath. I used to play with a ball in the park with her. I'd go for a walk every day and I make her follow me. She loved me and I love her so much." Mario added, "I miss my jungle too. I loved playing with other monkeys and chasing other animals. We'd leap from one tree to another. We pluck apples and bananas from the trees and eat them. I miss my house on the top of the tree. I miss the jungles and my other animal friends like Mintu the Giraffe, Mila the Zebra and Laxmi the Elephant." After a few hours of sitting in the rain, Dilbar saw Radhika, he rushed to her and hugged her. Dilbar explained to Radhika about Mario. Radhika called the jungle rescue team which took Mario back to the jungle. Dilbar went back home happily with Radhika.
TEACHER NOTES 	• Explain to children the difference between pet and Zoo animals. Ask them questions about if they have pets, and how do they care for them? What do zoo animals eat? Who is a veterinarian and what do they do? This story could be a precursor to a zoo visit. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Differentiating animals based on habitat, perspective taking, critical thinking, vocabulary building

THEME 	Our Universe (Sun, stars, moon, planets etc.) 1.9
SUGGESTED STORY / TALE 	Mia's Universe Once upon a time, in a big and bright universe filled with stars, planets, and clouds, there lived a little child named Mia. Mia loved to look up at the night sky and see the twinkling lights in the sky. One clear night, Mia sat with her family on their terrace looking at the sky. Her mommy pointed to the moon, a big, round circle shining brightly. "That's the moon, Mia," mommy said, "It lights up the night sky and helps us know when it's nighttime." Mia's daddy pointed to a group of stars, twinkling like diamonds. "Those are stars, Mia," daddy explained, "each one is like a tiny sun shining far away in space." As Mia listened to her mommy and daddy, she felt amazed by how big the universe is. She heard more stories about the moon, stars and planets from her mommy and daddy. She learned about planets like Earth, Mars, and Jupiter, each one different and unique. She dreamed of flying among the stars. As Mia went off to sleep that night, she whispered a little wish to the stars, hoping to one day travel among them.
TEACHER NOTES 	• Start the story by asking them questions about the stars, moon and the sun. When do they see stars in the sky? Tell them the name of the planet. A video or visual cards can be shown to enhance understanding. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Knowledge expansion, vocabulary building, imagination, observation skills, develops listening skills
THEME 	Friendship 1.10
SUGGESTED STORY / TALE 	You will always be my Best Friend Tanya and Mila were best friends. They studied at the same school, they took the same bus to school, they used to play together in the lunch break and even in the evenings after returning from school. In class 2, Mila changed schools. In the new school Mila made new friends and was very happy. Her new friends showed her around the school, helped her do the homework and played new games during the lunch break. Mila felt loved and important. On the other hand, Tanya used to miss Mila in the old school. During the lunch break, she would sit alone looking at other children playing with their friends. She felt sad and this hurt her studies. She felt lost and could not pay attention. Her teacher complained to her parents about it. One day Mila and Tanya met in the park. Mila was playing with her new friends and Tanya was buying some samosas. As Mila saw Tanya in the park, she came running to her and gave her a big hug. She introduced Tanya to her new friends and they played together. Mila told Tanya that she missed her. Tanya also explained to Mila how terrible she felt after Mila left the school and how sad she was. Mila said to Tanya: 'You will always be my best friend'. Tanya felt loved and happy. They both found the solution to keep their friendship. Every day, they would do homework together and then come to play in the park along with other friends. Tanya felt so happy to have Mila back. She also was happy to make new friends. Mila felt so happy too.
TEACHER NOTES 	• Start the story by asking them questions about friendship. You can ask questions like - Who all are your friends? What do you do together? Do you help each other? • For this story, finger puppets could be used. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED	Understanding relationships, social skills, understanding emotions, problem solving, vocabulary building, develops listening skills

THEME 	Disability and Inclusion 1.11
SUGGESTED STORY / TALE 	A New Friendship One sunny day, Nitya noticed a new friend named Arjun. Arjun used a wheelchair to get around because his legs were not as strong as Nitya's. Nitya was interested and said hello. As they played together, Nitya noticed that Arjun was just like her in many ways. He laughed at jokes, loved playing with toys, and enjoyed the warmth of the sun on his face. Sometimes, Nitya and her friends had to help Arjun reach the swings and the see-saw and they also played pakdam-pakdai with Arjun on the wheel chair. They all enjoyed together a lot! Nitya learned that everyone is unique and special in their own way. She understood the importance of including everyone, regardless of differences. With Nitya's kindness and acceptance, Arjun felt welcomed and loved. From that day on, Nitya and Arjun became the best of friends. They laughed, they played, and they showed everyone that friendship can brighten the world for everyone, no matter their abilities.
TEACHER NOTES 	• Start the story by asking them questions such as why do people use wheel chair? What can we do to help them? What other things people use to get around? • For this story, finger puppets could be used. • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Understanding relationships and diversity, social skills, understanding emotions, problem solving, develops sensitivity and empathy, vocabulary building, develops listening skills,
THEME 	Safe Adults 1.12
SUGGESTED STORY / TALE 	My Safe Adults Once there was a girl named Noor. She had loving parents, Grandma, and Grandpa who were her safe adults. Do you know who Noor's safe adults are? No! Noor's safe adults are the people who make her feel safe. They help her when she needs. They listen to her and believe in her. She never keeps any secrets from her safe adults. Her safe adults were her mama, papa, granny, grandpa, elder sister, brother and teacher. Whenever Noor needed help or felt unsure, she knew she could always turn to her safe adults. They were the ones who held her hand when they crossed the street, hugged her when she felt scared, and made sure she was always safe and loved. In Noor's class there was a group of girls who used to tease her, would eat all her lunch and pull her hair. Whenever she tries to fight back, the girls would complain to the teacher so that she could get in trouble. One day Noor came home crying. She was sad and didn't understand why they were behaving badly with her. She discussed it with her didi Sara. Sara reminded her of safe adults. Noor went to her mommy, who was nearby, and hugged her tightly. She explained everything to her mommy. Mommy smiled and comforted her, telling her that she believes Noor and would speak to the teacher. From that day on, Noor knew that her safe adults were always there for her. With their love and protection, she felt brave and ready to explore the world around her, knowing that they would always watch over her and keep her safe.
TEACHER NOTES 	• Start the story by asking them questions about who they tell their secrets to? Who do they go to if they make a mistake or feel uncomfortable? With whom they feel happy and comfortable. • Use picture cards for this tale • End the story by asking who are their safe adults? Has anything similar happened to them? What will they do in the same situation? • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Understanding situations, making decisions, body-awareness, relationships, social skills, understanding emotions, develops sensitivity and empathy, problem solving, vocabulary building, develops listening skills

THEME 	Safe/Unsafe Touch and Body Safety 1.13
SUGGESTED STORY / TALE 	Brave Raghav Knows Once upon a time, in a sweet home, there lived a little boy named Raghav. Raghav loved to play with toy cars and blocks. Raghav's mommy and daddy always taught him about keeping his body safe and listening to his feelings. They told him that some touches make him feel happy and safe, like gentle hugs from mommy, daddy or his friends. But Raghav's mommy and daddy also taught him about touches that make him feel not nice or bad. They told him that if someone tries to touch him in a way that makes him feel bad inside, he should say "no" and tell a safe adult, like mommy or daddy, right away. One day, while Raghav was playing at the park with his friends, a stranger approached him and tried to give him a big hug and offered him a toy car. He thought it was very weird. Raghav remembered what his mommy and daddy had taught him. He felt uncomfortable, so he said "no" and ran to his mommy, who was sitting nearby. Raghav's mommy hugged him tight and told him how proud she was for using his voice and staying safe. Raghav smiled, feeling happy and loved. From that day on, Raghav knew that he could always trust his feelings and talk to his safe adults if something didn't feel right. With their love and guidance, he felt strong and confident, knowing that he was always surrounded by safety and love.
TEACHER NOTES 	- At the end of the story ask questions such as what do they do in uncomfortable situations? Who are their safe adults? What would they do in place of the protagonist? Teach them to politely say NO and what to do if the children aren't comfortable. - Use picture cards for this tale - End the story by asking who are their safe adults? Has anything similar happened to them? What will they do in the same situation? - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Understanding situations, making decisions, body-awareness, relationships, social skills, understanding emotions, problem solving, vocabulary building, develops listening skills

THEME 	Gender Inclusion 1.14
SUGGESTED STORY / TALE 	I Want To Be One day in a school, the teacher asked the students what they wanted to be when they grew up. Some children said they wanted to be doctors, helping people feel better when they were sick. Others said they wanted to be firefighters, bravely saving people from fires. What do you want to be? Do you know? There was Niana, who dreamed of being an engineer, a person who builds many things like bridges and buildings and phones and computers too! And there was Samar, who wanted to stay at home, cooking delicious meals for his family and friends to enjoy. The children in the class started making fun of them. Reva said, "In my house only my mom cooks, I think only girls are supposed to cook". Sana shared, "My dad is an engineer and he makes very tall buildings. I think only boys can make big buildings." The teacher smiled and told the children that they could be anything they wanted to be, no matter their gender. Boys could stay at home and cook for their family, and girls could be engineers. Everyone's dreams were special and important. As the children played and laughed together, they learned that choosing what they want to be in the future didn't depend on whether they were boys or girls. They could all follow their passions and dreams, just like Niana and Samar. From that day on, the children learnt that we should always respect everyone's choices and dreams, no matter what they were.
TEACHER NOTES 	- Start the story by asking them questions about what they want to become? What do they think are Girl-jobs and Boys-jobs? What is work? - Use picture cards for this tale - End the story by asking who are their safe adults? Has anything similar happened to them? What will they do in the same situation? - Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. - You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. - Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Understanding situations, making decisions, body-awareness, relationships, social skills, understanding emotions, equality and diversity, empathy, problem solving, vocabulary building, develops listening skills

THEME 	Taking Responsibility, Working With & Helping Others 1.15
SUGGESTED STORY / TALE 	Helping Together During the summer break, three friends named Rajat, Aziza and Joseph decided to take care of all the animals around their homes. It was very hot and whenever they saw the dogs, cats and cows in their area, they felt very sad for them. Everybody around them used to send the animals away. So they decided to feed the helpless animals and provide shelter and food for them. They sat together and divided their tasks. Rajat would locate the animals and provide them water, Aziza would think of a temporary shelter for them and Joseph would arrange food. They asked their parents as to what cows, dogs and cats like to eat? Their parents also helped them. Next morning, Rajat took the water bottles, Joseph got a bag full of chapattis, vegetables and milk, and Aziza got rags and old bedsheets from her mother. Aziza asked the neighbours if the animals could sit in the verandah or in the stairs during the scorching summer heat? The neighbours were moved by the efforts these children made and started helping them. Joseph, Rajat and Aziza felt very happy that the responsibility got shared and everyone contributed in taking care of the animals. They realised together their one move could make such a big difference in people's attitudes.
TEACHER NOTES 	• Start the story by asking them questions about who takes care of the street animals? What do they eat? How do they feel if it rains or when they don't get food? • Use picture cards for this tale • End the story by asking who are their safe adults? Has anything similar happened to them? What will they do in the same situation? • Use story cards with simple visuals to depict the story pictorially when narrating the story to the children orally. Use voice modulation and dramatic actions to engage the children. • You can choose a picture book with a similar story and read aloud the book with the children. Read 1: Read Aloud for detailed steps. • Once the story has been read aloud 2-3 times, you can choose a Big Book or create a Big Book of this or a similar story and engage in Shared Reading with the children. Read 1: Shared Reading for detailed steps.
COMPETENCIES ADDRESSED 	Understanding situations, making decisions, body-awareness, relationships, social skills, understanding emotions, empathy, problem solving, vocabulary building, develops listening skills

THEME 	India's Freedom Journey & National Heroes 1.16
SUGGESTED STORY / TALE 	Great Heroes Once there was a kind man named Mahatma Gandhi. He was our leader who helped our country India a lot when India was in trouble. He wanted everyone to be happy and safe, just like you. Mahatma Gandhi did something very special. He helped India become free from people who were not nice to them. He did it by talking to people and making them understand that being kind is very important. One day, Mahatma Gandhi went on a long walk with many people. They walked and walked until they reached the sea. They made salt from the water to show they wanted to be free. Their walk was like a big adventure with lots of people joining them. They sang songs and smiled a lot. Because of Mahatma Gandhi's big heart and peaceful ways, India became free. Everyone was so happy and hugged each other tightly. Even though Mahatma Gandhi is not here now, his love and kindness are still with us. We can always remember him and be kind to others, just like he was
TEACHER NOTES 	• Start the story by asking them questions about what is freedom? • Do they know who is Mahatma Gandhi? • Use picture cards.
COMPETENCIES ADDRESSED	Power of unity, critical thinking, building respect for others, empathy, problem solving, vocabulary building, instil values, develops listening skills

ACTIVITY NAME		Singing Rhymes		2
What materials will you need? 		Local Poems or Poems from Children’s Book Collections, Poem Posters or Poems written on charts with larged sized text.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1.Select a short and repetitive rhyme of 3-4 lines, recite it slowly and clearly through a poem poster or any visual aid, emphasizing the rhythm (L1). 2.Recite with actions, voice modulation and expressions related to the words in the rhyme. 3.Encourage children to repeat each line after the facilitator. 4.Try to point at visuals or text while recitation and discuss words that come in rhyme.		1.Select a rhyme of 6-8 lines (L1). 2.Discuss the poem's meaning, encourage children to share their interpretations, and introduce rhyming words. 3.Focus on correct pronunciation and expression. 4.Encourage children to identify beginning sounds of words. 5.Ask the children to repeat the rhyme on their own.		1.Select a poem of 10 or more lines (L1 and L2). 2.Discuss the poem's meaning, encourage children to share their interpretations, and identify rhyming words. 3.Focus on correct pronunciation and expression. 4.Encourage children to identify beginning and ending sounds of words. 5.Ask the children to repeat the rhyme on their own.
Activity Variation 		• Various types of rhymes can be used like folk songs and rhymes, lullaby and theme specific rhymes. • Ask a child to create a puppet, mask or draw a picture on the basis of a poem. • Organize a poem recitation event and provide an opportunity to the children to recite a poem in front of the class with actions and expressions.		
Theme Connect (Example) 		Poems can be chosen from themes such as Me and my Family, My Body, My Village/My City, Tree and Plants, Fruits and Vegetables, Animals, Insects and Birds, Our Community Helpers, Means of Transport, Food, Markets		
Teacher Notes 		• Use puppets, charts and posters for making recitation more engaging. • Practice reciting the poem together multiple times and focusing on correct pronunciation, expression, and rhythm. • Praise and encourage children for their participation and efforts.		
Targeted Curricular Goal and Competency 		• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.1: Listens to and appreciates simple songs, rhymes, and poems ◦ C-9.2: Creates simple songs and poems on their own		
Other competencies addressed 		Vocabulary development, creativity, phonological awareness, self-expression, development of self-esteem and social development, ability to engage in meaningful conversation.		
What can be observed? 		• Observe poem recitation, including intonation, voice modulation, expressions, and gestures. • Monitor children's ability to repeat the poem with proper pronunciation, vocabulary usage, and expression. • Observe children's understanding of words, beginning sounds, and their ability to explain the meaning of rhyme.		

THEME 	Vegetables			2.1
SUGGESTED RHYME/SONG 	Veggies vegetables they are so healthy they are so yum let's learn their name let's have fun tell me the name of this vegetable carrot... carrot... carrot Veggies vegetables they are so healthy they are so yum let's learn their name let's have fun tell me the name of this vegetable tomato... tomato... tomato	Veggies vegetables they are so healthy they are so yum let's learn their name let's have fun tell me the name of this vegetable Potato....potato...potato Veggies vegetables they are so healthy they are so yum let's learn their name let's have fun tell me the name of this vegetable pumpkin... pumpkin... pumpkin	Veggies vegetables they are so healthy they are so yum let's learn their name let's have fun	
TEACHER NOTES 	• Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. • Show picture cards of the vegetables after the poem and ask questions about their favourite vegetables. • Explain the benefits of eating healthy food. This rhyme can be followed by an activity on cutting, mashing, squeezing fruits and vegetables.			
COMPETENCIES ADDRESSED 	Development of vocabulary, building positive attitude towards food, memory, attention, exploration			

THEME 	Body Parts			2.2
SUGGESTED RHYME/SONG 	Up down Up down Turn Around Turn around Touch the sky and touch the ground Touch the sky and touch the ground Pat your belly and Blink your eyes Pat your belly and Blink your eyes Blow a kiss and Wave goodbye Blow a kiss and Wave goodbye -----	Hands on shoulders Hands on shoulders, hands on knees. Hands behind you, if you please; Touch your eyes, now your nose, Now your hair and now your toes; Hands in front Hands above Down at your sides Now touch the sky ! Clap your hands, one- two Shake hands with the friend next to you! -----	When I get ready to come to school When I get ready to come to school, I jump right out of bed, I wash my face, brush my teeth, Pull my clothes over my head, I run down stairs, drink my milk, And eat my breakfast so slow, Then I wave good-bye as I walk down the street I'm so happy (smile) that I can go. ----- Amma has scissors Amma has scissors, Cut, cut, cut. Amma has cotton, Stitch, stitch, stitch. Amma has buttons, One, two, three. Amma is making a frock/ shirt Just for me.	
TEACHER NOTES 	• Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. • Use actions and voice modulation to keep the children engaged. • Show picture cards of different body parts after the poem and ask questions about their uses.			
COMPETENCIES ADDRESSED 	Motor skills, eye hand coordination, imagination, aesthetic sense, Sense of joy			

THEME 	Handwashing & Personal Hygiene		2.3
SUGGESTED RHYME/SONG 	WASH, WASH, WASH your hands, In water, make them clean. SCRUB, SCRUB, SCRUB away, To keep germs unseen. TWINKLE, TWINKLE, little hands, With soap, they shine so bright. RUB, RUB, RUB between each finger, And keep them clean day and night.	WASH, WASH, WASH your hands, A happy little chore. CLEAN, CLEAN, CLEAN they'll be, And you'll stay healthy ever more.	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use voice modulation and actions associated with the aforementioned verbs like wash, scrub, rub etc. to keep the children engaged. - Show picture cards of different body parts after the poem and ask questions about their uses.		
COMPETENCIES ADDRESSED 	Repetition, personal hygiene, memory and attention, exploration and play, fine muscle coordination		

THEME 	Fruits		2.4
SUGGESTED RHYME/SONG 	APPLES, APPLES, so round and red, Juicy and sweet, they're yum, it's said. ORANGES, ORANGES, bright and round, Peel them open, joy will be found. BANANAS, BANANAS, long and yellow, Peel them back, a tasty fellow. GRAPES, GRAPES, in clusters they cling, Pop them in your mouth, they make you sing!	STRAWBERRIES, STRAWBERRIES, red and sweet, Pick them carefully, they're a treat. BLUEBERRIES, BLUEBERRIES, tiny and blue, Full of flavour, good for you too! FRUITS, FRUITS, in colours so bright, Eat them up, with all your might. For they're nature's gift, a yummy delight, Eating fruits is always just right!	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Show picture cards of the fruits. - Ask questions about their favourite fruit? - Explain the benefits of eating healthy food. - This rhyme can be followed by an activity on cutting, mashing, squeezing fruits and vegetables.		
COMPETENCIES ADDRESSED 	Motor skills, eye hand coordination, imagination, aesthetic sense, Sense of joy		

THEME 	Relational Concepts - Big-Small, Tall-Short etc.		2.5
SUGGESTED RHYME/SONG 	This is big big big (with actions) This is small small small This is short short short This is tall tall tall This is fast fast fast This is slow slow slow	This is yes yes yes This is no no no This is up up up This down down down This is funny way Now we can turn turn around	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Follow this rhyme with an activity on keeping things in different positions in the classroom.		
COMPETENCIES ADDRESSED 	Spatial understanding, Motor skills, eye hand coordination, vocabulary building, learning opposites, imagination, following instructions, sense of joy		

THEME 	Let's Eat Healthy!			2.6
SUGGESTED RHYME/SONG 	I Love Fruits I will eat a mango Yummy yummy yellow mango I love mango, I wash it and eat it too x2 I will eat an apple Yummy yummy red apple I love apple, I wash it and eat it too x2	I will eat a Banana Yummy yummy soft banana I love banana, I wash it and eat it too x2 I will eat grapes Yummy yummy green grapes I love grapes, I wash them and eat them too x2	I will eat an orange Yummy yummy juicy orange I love orange, I wash it and eat it too x2 I love fruits, I wash them and eat them too	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Show picture cards of different fruits after the poem and ask questions about their favourite fruits and their colours.			
COMPETENCIES ADDRESSED 	Learning fruit names, identification of fruits, colours, development of language skills, accuracy, attention span			

THEME 	Different Types of Transport and Sounds			2.7
SUGGESTED RHYME/SONG 	CHUGGA! CHUGGA! CHUGG! CHUGG! I'm an aeroplane Goes the train, With a hop and a skip, we'll go again. To lands far away, we'll speed and sway, On this magical journey, come what may! Upon the bus, we journey as one, At each signal, our adventure's begun. With people aboard, a diverse array, In this rolling community, we find our way! Zooming past a big truck, With a HONK! and a cheer, we'll go far. On roads wide and wide, we'll drive so alive, To adventures ahead, where dreams thrive! Peddling along on our trusty bike, With a TRIN! TRIN! sound, we take a hike. Through paths narrow and wide, we glide with glee, Exploring the world, so wild and free! Now soaring high in an aeroplane's glide, Through the boundless sky, we take our ride. Above the clouds, where dreams are allowed to grow, In the vast expanse, we'll dance and flow!	I'm an aeroplane Flying high Flying high I can turn this way I can turn this way In the sky In the sky I'm an aeroplane I'm an aeroplane Flying high Flying high I can turn this way I can turn this way In the sky In the sky I am aeroplane I am aeroplane I can make a landing I can make a landing From the sky From the sky	My Car Abbu bought a car for me With four wheels and a horn Turn the key and it will run Bhroooooom..... it's such fun! Move it front, move it back Turn it left and turn in right I'm on my way, pooon peeen, In the car Abbu got for me. Five on the cycle There were five on the cycle, And the little one said, 'pedal faster pedal faster' So they all pedalled faster and one fell out. There were four on the cycle, And the little one said, 'pedal faster pedal faster' So they all pedalled faster and one fell out. There were three on the cycle, And the little one said, 'pedal faster pedal faster' So they all pedalled faster and one fell out. There were two on the cycle, And the little one said, 'pedal faster pedal faster' So they all pedalled faster and one fell out. There was one on the cycle, And the little one said, 'pedal faster pedal faster' So she pedalled faster but she stayed on.	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - This rhyme can be accompanied by toy vehicles. Focus should be on encouraging children to make sounds and do actions. - Encourage Children to do role play of vehicles on the road post the rhyme.			
COMPETENCIES ADDRESSED 	Language skills, understanding of social skills, physical and motor development, creative and aesthetic development, logical thinking, attention building			

THEME 	Spatial & Positional Concepts 2.8		
SUGGESTED RHYME/SONG 	In and out, up and down, Around and round, all around town. Through the tunnel, under the chair, We explore spaces everywhere! High and low, near and far, We reach for things, like a star. In the box, out of sight, Learning feels just so right! Inside the house, outside the door, We explore spaces more and more. Through the window, into the sky, Learning brings so much joy! -----	Up/down song Clap your hands way up high Way up high, way up high Clap your hands way up high Up, up, up! Clap your hands way down low Way down low, way down low Clap your hands way down low Down, down, down -----	I put my hands up I put my hands up up up I put my hands down down down I put my hands in front of me I put my hands behind me I put one hand on top of the other I clap my hands above my head I clap my hands under my chin I clap my hands right next to my ear My fingers fly so far far far My fingers fly so near near near -----
TEACHER NOTES 	• Direct your hands towards the particular direction and encourage children to do so. • Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. • Use actions and voice modulation to keep the children engaged.		
COMPETENCIES ADDRESSED 	Development of language skills, spatial understanding, logical thinking, attention span, innovation, exploration and play.		

THEME 	Numbers and Counting 2.9 (a)		
SUGGESTED RHYME/SONG 	One two three four five, counting numbers is a delight	Six seven and eight Counting numbers, it's never too late	Nine ten, grab a pen Counting numbers, lets begin again Repeat!
TEACHER NOTES 	• Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. • Use actions and voice modulation to keep the children engaged. • Children will sing this rhyme doing actions and showing numbers on the fingers.		
COMPETENCIES ADDRESSED 	Development of language skills, number concepts, accuracy, speed, and attention span		

THEME 	Numbers and Counting 2.9 (b)		
SUGGESTED RHYME/SONG 	1 little hen is playing in the garden 1 little hen is playing in the garden 1 little hen is playing in the garden Tippi tippi tippi tap! (action: clap on tap) 2 little dogs are playing in the garden 2 little dogs are playing in the garden 2 little dogs are playing in the garden Tippi tippi tippi tippi tap! (action: clap on tap) 3 little mice are playing in the garden 3 little mice are playing in the garden 3 little mice are playing in the garden Tippi tippi tippi tippi tap! (action: clap on tap)	4 little spiders are playing in the garden 4 little spiders are playing in the garden 4 little spiders are playing in the garden Tippi tippi tippi tippi tap! (action: clap on tap) 5 little cats are playing in the garden 5 little cats are playing in the garden 5 little cats are playing in the garden Tippi tippi tippi tippi tap! (action: clap on tap)	
TEACHER NOTES 	• Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. • Use actions and voice modulation to keep the children engaged. • Do the action associated with the aforementioned animals. Ex: crawl for spiders. Children can recite the poem with the teacher		
COMPETENCIES ADDRESSED 	Repetition, animals vocabulary, number concept, memory and attention, exploration and play, fine muscle coordination		

THEME 	Seasons		2.10
SUGGESTED RHYME/SONG 	Spring is a time, when children play. Flowers bloom, every day. Summer is hot. To stay cool, everyone wants a dip in the pool.	Monsoon clouds Are filled with rain, Make you feel Cool again. Winter is cold. On sunny days, People enjoy the sun's rays.	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Ask questions about the use of heater, fan, umbrella and related clothing. Show them the pictures of the seasons and ask questions about the different seasons based on food we eat and clothes we wear		
COMPETENCIES ADDRESSED 	Learning about seasons, development of language skills, logical thinking, imagination, memory work, attention span, innovation, exploration and play		

THEME 	Colours			2.11
SUGGESTED RHYME/SONG 	Tipi Tipi Tap What colour do you say? I say- Yellow Yellow is mango, yellow is corn, yellow is my cap Now clap clap clap! Tipi Tipi Tap What colour do you say? I say- Green Green is frog, Green is pea, green is my cap Now clap clap clap!	Tipi Tipi Tap What colour do you say? I say- Brown Brown is chocolate, brown is wood, brown is my cap Now clap clap clap! Tipi Tipi Tap What colour do you say? I say- white White is rabbit, white is radish, white is my cap Now clap clap clap!	Tipi Tipi Tap What colour do you say? I say- red Red is tomato, red is rose, red is my cap Now clap clap clap! Tipi Tipi Tap-3	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - After the poem, show different colour cards to children and ask them to pick out the same coloured objects from the classroom.			
COMPETENCIES ADDRESSED 	Learning colours, development of language skills, accuracy, logical thinking, wonder, memory work, collaboration, planning, attention span, innovation, exploration and play			

THEME 	Rules in the Classroom/ House/ Road/ Park		2.12
SUGGESTED RHYME/SONG 	In our classroom, we follow rules, They help us learn and grow like little jewels. We raise our hands to speak out loud, And listen to our teachers, oh so proud. We sit in our chairs, quiet and neat, Ready to learn, our minds upbeat. We take turns with friends, sharing toys, Playing together, filled with joys. We clean up our messes, put things away,	Keeping our classroom tidy every day. We walk indoors, never run, Safety first, it's all in fun. In our classroom, we're a team, Learning and growing, like in a dream. With rules to guide us, we'll do our best, In our classroom, we're truly blessed!	
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Ask children what they do with litter? Do they switch off the lights? Do they take turns, share? etc.		
COMPETENCIES ADDRESSED 	Develops awareness on following rules, development of language skills, logical thinking, wonder, planning, attention span, innovation, exploration and play, socio-emotional development, inquisitiveness, logical thinking, turn taking		

THEME 	Add and Reduce Objects 2.13	
SUGGESTED RHYME/SONG 	Mila had Five Balls- Reduce Objects Mila had five balls in the bag on the chair Which one by one, she decided to share She gave a ball to a friend so dear, Leaving her with just four, but no fear! Four balls left, oh what a sight, Mila shared with all her might. She gave a ball to a friend so dear, Leaving her with just three, but no fear! Three balls left, oh what a sight, Mila shared with all her might.	She gave another one to a friend so dear, Leaving her with just two, but no fear! Two balls remained, in her bag so light, Mila shared with all her might. She gave one more, feeling so grand, Leaving her with just one in her hand. One ball left, but Mila knew, Sharing makes her heart feel true. She gave it away, with joy and glee, Now her bag's empty, but her heart's free!
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Props such as real balls and a bag can be used in this poem for better understanding	
COMPETENCIES ADDRESSED 	Development of language skills, social skills, numerical skills, Number-object association, logical thinking, wonder, planning, attention span	

THEME 	Direction and Position 2.14	
SUGGESTED RHYME/SONG 	East, west, north, south, Little ones, open your mouth. These are the directions we know, We can go as fast or slow Up up up hands up high, We will touch the beautiful sky	To the east, where the sun rises high, In the morning light, we'll reach for the sky. To the west, where the sun goes to rest, In the evening, birds find their nest. To the north, where the cold winds blow, In the winter's chill, we'll dance in the snow. To the south, let's touch the ground, We can listen to nature's sounds.
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Direct your hands towards the particular direction and encourage children to do so	
COMPETENCIES ADDRESSED 	Development of language skills, spatial understanding, logical thinking, attention span, innovation, exploration and play.	

THEME 	Using & Conserving Resources 2.15	
SUGGESTED RHYME/SONG 	Using and conserving, we'll explore, Together, we'll learn more and more. Using and conserving, hand in hand, Baby steps, across the land. Water from the tap, let's not waste, Turn it off, with gentle haste. Brush our teeth, using just a sip, Saving water, drip by drip. Let's dim the lights, a simple act to conserve, When we're not around, let's preserve	Energy saved, for another day, In our little home, where we play. Toys and books, let's share and reuse, Less waste, less to lose. Old toys, new fun, let's recycle and mend, We can share and we can lend Using and conserving, hand in hand, Baby steps, across the land. Together we'll learn, together we'll grow, For a brighter future, we'll sow and sow.
TEACHER NOTES 	- Sing the poem 2 to 3 times along with the children. After that, let children lead some parts along with you. - Use actions and voice modulation to keep the children engaged. - Ask children what they do with old books? Do they switch off the lights? Do they turn off the water tap if they see one open? What should we do with leaking pipes? etc.	
COMPETENCIES ADDRESSED 	Develops awareness on resource, development of language skills, logical thinking, wonder, planning, attention span, innovation, exploration and play, socio-emotional development, inquisitiveness	

ACTIVITY NAME

Let's Describe Pictures:
Talk and discuss what one can see

**What materials
will you need?**



Magazines, newspapers, story books, pictures of market, shop, school, bus stand, railway station, mela, etc., Board or chart paper, marker or chalk

**HOW TO CONDUCT THIS ACTIVITY****Ages 3-5**

1. Show a picture to children and ask them to observe the picture from left to right and name the object, things and characters that they see in the picture.
2. Ask open-ended questions about the characters, setting, actions, or emotions depicted and also encourage children to share their experiences.
3. Write common words related to the pictures with children on a Big chart paper or the board.
4. Encourage children to recognise/read those words in the form of sight words.

Ages 5-6

1. Display a picture to the children and guide them to observe it from left to right. Have them create simple sentences describing the objects, things, and characters in the picture.
2. Encourage open-ended discussions by asking questions like, "What do you think the characters are doing in the picture?" or "How do you think the characters feel?"
3. Write simple sentences related to the pictures on a big chart paper or board, and involve the children in this activity. Encourage them to practice reading and writing these sentences in their notebooks.
4. During this process, point out and explain punctuation marks such as full stops, commas, and question marks.
5. Whatever children describe, on the blackboard write 4-5 simple sentences and read it along with them to end the discussion.

**Activity
Variation**

You can encourage children to give a name/title to the picture. Children can draw or illustrate their version of the picture or act out scenes from it. Ask children to write descriptions in one word or short sentences for the pictures, or make a story after looking at the picture using invented spellings. Make a classroom storybook with children's picture description in their own writing with invented spellings. After the picture has been discussed twice or more, children can also engage in the picture in small groups.

**Theme Connect
(Example)**

Pictures can be chosen from themes such as Me and my Family, My Body, My Village/My City, Tree and Plants, Fruits and Vegetables, Animals, Insects and Birds, Our Community Helpers, Means of Transport, Food, Markets

Teacher Notes

- Don't correct spellings in children's writings, write and model correct spelling with interactive feedback.
- The teacher can act as a scribe— prompting, questioning and drawing from children's inputs to create a meaningful text.
- To support children with disabilities, use picture-based activities and incorporate visual aids, like larger images or tactile materials, for enhanced engagement and comprehension. For example, provide textured images for children with visual impairments.

Targeted Curricular Goal and Competency



- **CG-9:** Children develop effective communication skills for day-to-day interactions in two languages
 - **C-9.7:** Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
- **CG-10:** Children develop fluency in reading and writing in Language 1
 - **C-10.8:** Writes a paragraph to express their understanding and experiences (L1)

Other competencies addressed



Observation skills and awareness about the surrounding environment, develop self-confidence, public speaking skills, vocabulary development.

What can be observed?



- Observe children's interest in picture reading.
- Monitor children using routine or new vocabulary during group activities and free play.
- Observe children's responses to open-ended questions, explanations in complete sentences, imagination, and narration, among other aspects.

ACTIVITY NAME	Free Picture Book / Story Book Reading Time	 4
What materials will you need? 	Collection of picture books and story books	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-5		Ages 5-6
1. Provide a collection of picture and story books to children and encourage them to choose a book on their own. 2. Model to children to read the book, flip the pages, read through pictures. 3. Let children pretend to read the book, flip the pages and follow the directionality of text. 4. Motivate children to read through pictures of the storybooks by asking questions regarding what they are reading such as, "Which book are you reading?", "Who is in the story?", "What is happening in this picture", etc. 5. Praise children for their reading efforts.		1. Follow the same steps as 3-5 age groups. 2. Discuss some common words in the books and let children identify them with or without support. 3. Provide opportunities for children to engage in peer reading of a book and share opinions about a book with one another. 4. Initiate conversations about print and book concepts such as "Where is the title of the book?", "What is happening in the story?", "Which character do you like?", "How do we read a book- from left to right or right to left?", etc.
Activity Variation 	Ask children to draw their favourite characters, books or events of the story and describe them verbally and in one word using invented spellings. Conduct role play sessions related to the books children read. For 5-6 age group, make a picture wall of common words with children from their story or picture books.	
Theme Connect (Example) 	Picture and story books can be displayed based on theme of the month. For example, if the theme is 'Family' then different books related to family or relationships can be displayed for children to choose from.	
Teacher Notes 	• A reading corner can be created with multiple story books displayed. • Teacher needs to conduct read aloud sessions as a modeling for the children. • The teacher can act as a scribe— prompting, questioning and drawing from children's inputs to create a meaningful text. • To support children with disabilities, use picture-based activities and incorporate visual aids, like larger images or tactile materials, for enhanced engagement and comprehension. For example, provide textured images for children with visual impairments.	
Targeted Curricular Goal and Competency 	• CG-9: Children develop effective communication skills for day-to-day interactions in two languages • CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say ◦ C-10.9: Shows interest in picking up and reading a variety of children's books (L1)	
Other competencies addressed 	Vocabulary development, thinking skills, attention span, conversation skills build, developing listening skill, boosting, imagination; narration; social development, develop self-expression, development of self-esteem.	
What can be observed? 	• Observe children's interest in picture reading, short stories, and discussing storybooks with family and peers. • Assess if they try to read the story and can retell it in their own words. • Monitor children's responses to open-ended questions, explanations in complete sentences, imagination, and narration related to stories.	

ACTIVITY NAME		Story Telling: Craft your own creative stories		5
What materials will you need? 		- Collection of oral stories such as fables, folktales, local stories on animals, village, school, basic daily routine etc. - Stick puppets, socks puppets, puppets, story cards can be used.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Choose a story to orally narrate to them in their home language (L1) using expressions, voice modulation, story cards and puppets. Stories can be fables, folktales, local stories on animals, daily routine etc. 2. Ask questions in between the story to remind children about the events, characters and setting of the story. 3. Encourage the children to retell stories by asking questions like, What happened first?What happened next?Who was in the story? Etc. 4. Handover story cards to children and guide them to describe story cards in their own words to form a story together. 5. Motivate children to narrate or retell a story using some words and objects from the story.		1. Follow the same steps as 3-4 age groups. 2. Guide children to share stories in sequence by asking questions- 'What happened first/middle/end?','Which character faced a problem?', 'What happened next?' etc. 3. Encourage children to narrate stories in their own words in 3-4 simple and short sentences in a sequence. 4. Handover story cards to children and guide them to describe story cards in their own words to form a story pair.		1. Follow the same steps as 3-4 age groups. 2. Guide children to share stories in sequence by asking questions- What happened first/middle/end? Which character faced a problem? What happened next? Etc. 3. Encourage children to narrate stories in their own words and describe 3-4 events of the story in sequence in complete full sentences. 4. Handover story cards to children and guide them to describe story cards in their own words to form a story individually.
Activity Variation 		Ask children to enact a story in a group, do a role play of their favourite characters or events of the story, arrange the story in sequence using story cards and then narrate the story in their own words in groups or individually.		
Theme Connect (Example) 		Stories can be chosen from themes such as <i>Me and my Family, My Body, My Village/My City, Tree and Plants, Fruits and Vegetables, Animals, Insects and Birds, Our Community Helpers, Means of Transport, Food, Markets</i>		

Teacher Notes



- Puppets, sock puppets, stick puppets, story cards can be used for storytelling.
- Teacher uses voice modulation and dramatic actions while narrating the story.
- Repeat a story at least 4–5 times in a year in children's home language. During each repetition, ask the children to add in more details of the story on their own.

Targeted Curricular Goal and Competency



- **CG-9:** Children develop effective communication skills for day-to-day interactions in two languages
 - **C-9.3:** Converses fluently and can hold a meaningful conversation
 - **C-9.5:** Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say
 - **C-9.6:** Narrates short stories with clear plot and characters

Other competencies addressed



- Vocabulary development, thinking skills, attention span, conversation skills build, understand and respond positively, recognises different emotions and sequencing.

What can be observed?



- Observe the children listening and enjoying the story and showing gestures/actions while taking part in story narration, and whether they listen to the story and are able to retell it in their own words.
- Ask the child to narrate the story and assess their understanding level.

ACTIVITY NAME		Animals Around Us: Identify & describe common animals	 6
What materials will you need? 		Picture cards or finger puppets of common animals, animal houses, and animal young ones.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1.Begin by displaying picture cards featuring common animals (buffaloes, goats, dogs, cats, mice, cows, rabbits) and encourage children to identify and name them. 2.Motivate children to share their observations of other common animals found in their local surroundings.	1.Engage children with animal picture cards, guiding them to identify, name common animals and discuss features like colour or number of legs. 2.Encourage children to explore and imitate animal sounds and animal walk. 3.Guide them in understanding kindness towards animals by ideating ways to provide care, such as offering water, food, and shelter.	1.Utilise picture cards displaying common animals, their offspring, and their habitats/homes and guide children in identifying and matching them. 2.Discuss animal food, asking children to share their thoughts on what various animals eat. 3.Guide children to ideate and ask questions about the roles of animals in their daily lives.	
Activity Variation 	Plan a visit to a nearby farm, park or zoo to provide opportunities for children to observe and discuss common animals in their surroundings.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Animals, Insects and Birds’, have a conversation with the children on their encounter with common animals and their features/characteristics.		
Teacher Notes 	• Foster inclusive learning with tactile cards & animal toys for a hands-on experience, complemented by audio-visual aids to accommodate diverse learning styles. • Establish a Multilingual Learning Environment by instructing in children's home languages (L1) & introducing common vocabulary in their second language (L2). • Prioritise safety during outdoor visits, such as to farms, parks, or zoos, to create a secure environment for children. • Promote Gender Equality by actively involving all children in discussions & activities.		
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of the world around them through observation & logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them		
Other competencies addressed 	Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, and preserving the environment.		
What can be observed? 	• Active Exploration: Observe all children participating and exploring the environment using their senses. • Emotional Responses: Observe the feelings of the children in the proximity of animals (joy, happiness, fear, sympathy, etc.).		

ACTIVITY NAME		Colours around us: Identify, Find & Sort	7
What materials will you need? 		Objects around us of different primary, secondary colours such as toys, blocks, charts, real or pictures of flowers, fruits, vegetables, etc., paint colours or crayons of different colours and some rough paper.	
 HOW TO CONDUCT THIS ACTIVITY 			
Ages 3-4		Ages 4-5	Ages 5-6
1. Present an array of same-coloured objects and invite children to identify and name the primary colours (Red, Blue, Yellow). 2. Encourage children to find other objects with the same colour in their environment. 3. Create an engaging play space and motivate the children to sort objects into groups of identified colours.		1. Present an array of same-coloured objects and invite children to identify the primary and secondary colours (Red, blue, green, yellow, orange, pink, white, black, brown and purple). 2. Encourage children to find other objects with the same colour in their environment. 3. Create an engaging play space and motivate the children to sort objects into groups of identified colours. 4. Encourage them to recall and name other objects with similar colour.	1. Present an array of same-coloured objects and invite children to identify the primary, secondary and tertiary colours (red, blue, green, white, yellow, black, brown, pink, grey, golden, silver, orange and purple, colour hues). 2. Encourage children to find other objects with the same colour in their environment. 3. Create an engaging play space and motivate the children to sort objects into groups of identified colours. 4. Encourage them to recall and name other objects with similar colour.
Activity Variation 		Children can make drawings from the learned colours fostering a creative and joyful exploration. Provide primary colours of paint (red, blue, yellow) and bowls. Let children experiment with mixing colours to create secondary colours.	
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', discuss the different colours of vegetables and fruits with children and ask them questions like: what are the colours of their favourite vegetables and fruits?	
Teacher Notes 		• Progression of the concept: The activity should start with primary colours and move to secondary and tertiary for 4-6 age groups. • Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	
Targeted Curricular Goal and Competency 		• (CG-2) Children develop sharpness in sensorial perceptions ◦ (C-2.1) Differentiates between shapes, colours, and their shades	
Other competencies addressed 		Language skills such as understanding the names of colours and cognitive skill of sorting	
What can be observed? 		• Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects • Emotional Responses: Expressing their likes and dislikes towards colours, food • Language and Creativity: Watch for vocabulary of fruits, vegetables, colours drawn from their own immediate experiences.	

ACTIVITY NAME	Shapes around us: Identify, Find, Create & Sort	8
What materials will you need? 	Objects around us of different shapes and images or cut outs of primary and secondary shapes Circle- bangle, bindi, clock, bottle cap, chapati, button, wheel, tape, plate, lemon in half Triangle- Samosa, Triangular flag, Ice cream cone, traffic cone, Hanger, Pyramid picture, Birthday cap Square- Carrom Board, Square diary, Biscuit, chess board, Rubic's cube, pillow cover, Bread Rectangle- Register, geometry box, table, any toy, scale, mobile phone Oval- Egg, watermelon, door mat, balloon, badminton racket Star and Diamond - create with paper	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Display cut outs of primary shapes one at a time (Circle, square, triangle) and help them to identify and name the shape. 2. Show multiple objects of primary shapes and guide the children to match given objects with the shapes. Example- plate with circle shape. 3. Encourage children to draw the shapes on different surfaces (air, water, sandpaper).	1. Display cut outs of primary and secondary shapes one at a time (Circle, square, triangle, rectangle, oval) and help them to identify and name the shape. 2. Show multiple objects of primary and secondary shapes and guide the children to match given objects with the shapes. Example- Book with rectangle shape. 3. Share and have a discussion about the basic properties of primary and secondary shapes like how many corners, how many sides by counting and exploring objects. 4. Encourage children to draw the shapes on different surfaces (Air, water, sandpaper).	1. Display cut outs of primary and secondary shapes one at a time (Circle, square, triangle, rectangle, oval, star and diamond) and help them to identify and name the shape. 2. Show multiple objects of primary and secondary shapes and guide the children to match given objects with the shapes. 3. Share and have a discussion about the basic properties of primary and secondary shapes like how many corners, how many sides by counting and exploring objects 4. Encourage children to draw the shapes on different surfaces (Air, water, sandpaper).
Activity Variation 	Draw shape outlines using chalk/tape on the ground, children identify them and walk/hop/crawl/jump on their outlines Children can go for a nature walk to find different shapes around them like doors are rectangle, tyres are circle.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is My/Our Environment, then discuss the different shapes of objects around us and ask children questions, such as, what is the shape of the room or how many corners and sides does it have?	

Teacher Notes



- **Progression of the concept:** Introduce primary shapes for 3-4 years (shapes circle, square, triangle) and for 4-6 years move into secondary shapes. Do note to reinforce previously learnt shapes before introducing new ones.
- **Inclusion of all children:** To support children with special needs, use of familiar objects that children can touch and feel.
- **Create a Multilingual Learning Environment:** Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.

Targeted Curricular Goal and Competency



- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.12:** Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.

Other competencies addressed



- Language skills, Gross Motor Skills, Fine Motor Skills and Memory skills.

ACTIVITY NAME		Exploring my Anganwadi Centre			
What materials will you need? 		Picture cards or story cards of the different corners of an Anganwadi center, paper and crayons			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Create a storybook that follows a child's journey through an Anganwadi center, highlighting different areas and activities. You can add different actions on each page like 'Morning Prayer', 'Playing with Friends', 'Drawing' etc. 2. Lead the children on a "story walk," stopping at each page to read the story and discuss the corresponding area or activity.		1. Create a list of items commonly found in an Anganwadi center, such as a bowl, spoon, toy, book, etc. Divide the children into teams and give each team a list. Let them explore the Anganwadi center to find and check off each item on their list. 2. Set up different corners representing areas of an Anganwadi center, such as a kitchen, play area, and learning corner. Provide items, images or props for children to role-play as Anganwadi workers, children attending the center, and community members. Encourage them to act out scenarios that depict daily activities and interactions at an Anganwadi center. 3. Provide children with paper and crayons. Ask the children to draw a map of their Anganwadi center, including buildings, outdoor areas, and important features. Encourage them to label the different areas and describe what happens in each one.			
Activity Variation 		Take children on a short nature walk around the Anganwadi center. Encourage them to observe plants, insects, and animals, and talk about how nature is important for our health and well-being.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Community Helpers', have a conversation with the children on the different community helpers, including Anganwadi workers and sahayikas. Use pictures to represent these roles and let children match the roles with their responsibilities.			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel, using audio visuals to support different learning modes. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.			
Targeted Curricular Goal and Competency 		• CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom ◦ C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions			
Other competencies addressed 		Language and communication skills , social skills of interaction and creativity and imagination.			
What can be observed? 		• Active Exploration: All children participate and explore the environment using their senses. • Creativity and Imagination: Noting the originality & creativity displayed in the role play or map creation • Language Development: Observing how they speak and express their thoughts & engage in discussions with peers while role-playing.			

ACTIVITY NAME		Vegetables Around Us: Identify and name vegetables	10
What materials will you need? 		Picture charts of vegetables and vegetables made of clay and relevant picture (vegetable) puzzles.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Display picture cards featuring different vegetables (potato, onion, cabbage, brinjal) and encourage them to identify and name them. 2. Motivate children to share their observations or features of other vegetables found in their surroundings and like color or taste.		1. Engage children with different fruit picture cards, guiding them to identify and name the fruits and discuss features like color or taste. 2. Make picture cards of different vegetables featuring whole vegetables and their corresponding cut counterparts and jumble them up. Let children match these and put the pairs together. 3. Have a discussion with the children about the value of eating different vegetables and the importance of washing them before eating.	
Activity Variation 	Take the children out to a nearby/local vegetable market. Let them see, observe and recognise the texture and shape of different vegetables. Let them also feel by tactile sensation.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', have a conversation with the children on their favorite vegetable and how their family prepares this for a meal. Also encourage them to draw and colour their favorite vegetables.		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or vegetables made of clay so that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality		
Targeted Curricular Goal and Competency 	• (CG-7) Children make sense of world around through observation and logical thinking ◦ (C-7.1) Observes and understands different categories of objects and relationships between them		
Other competencies addressed 	Language skills, emotional skills, understanding of social relationships, environmental awareness, health and hygiene		
What can be observed? 	• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc. • Observe the kind of conversations children have with the shopkeeper during the visit . • Observe children for the vocabulary they use when they respond to questions like —Which vegetables are available throughout the year? Which vegetables are available in different seasons?		

ACTIVITY NAME	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume	
What materials will you need? 	Objects like pebbles, buttons, beads, seeds, sticks, blocks, leaves, stones etc.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Display groups of two objects and make comparisons on the basis of size, length, quantity and weight. Example-This side has more leaves and this side has less leaves. 2. Introduce comparative vocabulary to children such as big-small, long-short, heavy-light one-by-one using examples. Example-The stone is heavy and the leaf is light.	1. Introduce sets of more than two objects and make comparisons on the basis of size, length, quantity and weight. 2. Introduce comparative vocabulary to children such as biggest-smallest, longest-shortest, heaviest-lightest one-by-one using examples. 3. Engage children in seriation of three objects on the basis of size, length, quantity and weight. Example-This block is the heaviest, this block is lighter than that block, and this block is the lightest block.	1. Introduce sets of three to five objects and make comparisons on the basis of size, length, quantity and weight. 2. Introduce comparative vocabulary to children such as biggest-smallest, longest-shortest, heaviest-lightest etc 3. Engage children in seriation of three to five objects on the basis of size, length, quantity and weight.
Activity Variation 	Plan a nature walk and engage in conversation where children are making comparisons between objects around them with respect to size, length, quantity and weight. For example- Observing height of the tree-big tree/small tree	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Me and my Family', ask children to share their experiences where they compare objects on the basis of size, length, quantity and weight. For example: Who is the tallest member in their family? Who eats the least amount of food? Name the 3-4 objects at their home which will weigh from lightest to heaviest.	
Teacher Notes 	• Specific to General: Introduce the concepts of more-less, big-small, tall-short, long-short, heavy-light one-by-one with examples • Use of actual materials: The concept must be introduced by making use of actual/concrete material • Inclusion of all children: To support children with special needs, use tactile picture cards of familiar pictures or objects. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	
Targeted Curricular Goal and Competency 	• CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures ◦ C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	

Other competencies addressed


Development of pre-mathematical concepts, expression, observation, classification, experimentation, exploration, language, logical thinking, estimation

What can be observed?


- Discuss how things are measured.
- Ask open-ended questions such as: 'How do you know?' or 'Can you tell me more about that?' or 'What can we use to measure them?'
- Engage children in measurement — 'Can we measure the size of the balls we play with?' or 'How can we compare the heights of two dolls?'

ACTIVITY NAME		Fruits Around Us: Identify and name fruits	12
What materials will you need? 		Picture charts of fruits and fruits made of clay and relevant picture (fruit) puzzles.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Display picture cards featuring different fruits (apple, banana, mango, orange) and encourage them to identify and name them. 2. Motivate children to share their observations or features of other fruits found in their surroundings.		1. Engage children with different fruit picture cards, guiding them to identify and name the fruits and discuss features like colour or taste. 2. Make picture cards of different fruits featuring whole fruits and their corresponding cut counterparts and jumble them up. Let children match these and put the pairs together. 3. Have a discussion with the children about the value of eating different fruits and the importance of washing them before eating.	
Activity Variation 		Take the children out to a nearby/local vegetable market. Let them see, observe and recognise the texture and shape of different vegetables. Let them also feel by tactile sensation.	
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', have a conversation with the children on their favorite fruit. Also encourage them to draw and colour the fruits.	
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or fruits made of clay so that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality	
Targeted Curricular Goal and Competency 		• (CG-7) Children make sense of world around through observation and logical thinking ◦ (C-7.1) Observes and understands different categories of objects and relationships between them	
Other competencies addressed 		Language skills, emotional skills, understanding of social relationships, environmental awareness	
What can be observed? 		• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc. • Observe the kind of conversations children have with the shopkeeper during the visit. • Observe the vocabulary they use when they respond to questions like — Which fruits are available throughout the year? Which fruits are available in different seasons?	

ACTIVITY NAME

Experiment with Water: See what sinks, floats, dissolves, settles, changes colour etc.

What materials will you need?



Small transparent glasses/tumblers filled with water, soluble items like paints, salt, sugar, turmeric powder, insoluble items like stones, leaf, chalk powder etc, tissue paper/cloth, soap, straw and paper.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Provide children in smaller groups with different everyday items and transparent tumblers/glasses with water. Guide children to mix the items one-by-one (paint, salt, sugar, powder, insoluble items) in the glasses and carefully observe and share what all changes take place.

Ages 4-5

1. Provide children in smaller groups with different everyday items and transparent tumblers/glasses with water. Guide children to predict and share which items will sink, float, dissolve, settle, change colour and then experiment and check their prediction.

Ages 5-6

1. Provide children with different everyday items and transparent tumblers/glasses with water. Let children experiment with different situations such as what will happen if one tissue is dipped in water, what will happen when multiple tissues are dipped etc.

Activity Variation



Engage children in different experiments like making soap bubbles, making a paper boat and putting in water or adding stones to it and seeing at what point in time it sinks.

Theme Connect (Example)



If you are conducting this activity where the theme of the month is 'Water', engage children in multiple experiments and games with water. Talk about which game they like to play the most and why?

Teacher Notes



- **Inclusion of all children:** To support children with special needs, use situations in which children get enough opportunity to touch, feel and make different things.
- **Create a Multilingual Learning Environment:** Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.
- **Creating a safe and secure environment for children :** Listen, appreciate and ask questions to children
- **Ensure and Encourage Gender Equality**

Targeted Curricular Goal and Competency



- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.2:** Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

Other competencies addressed



Language skills of naming objects around them, engaging in self directive conversations, cognitive skill of using comparative vocabulary like: lightest, heaviest and environmental awareness: uses of water, re-collecting prior experiences

What can be observed?



- Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc.
- Observe the kind of conversations children have of their environment and what cause-effect relationships they understand
- Observe children for the vocabulary they use when they respond to questions like —Which object is lighter? What will float and why? What do you think will happen next?

ACTIVITY NAME	Colours & Shades: Identify, Create, Compare & Match	14
What materials will you need? 	Objects of different primary colours such as toys, blocks, charts, real or pictures of flowers, fruits, vegetables and different colours shade cards up to 5 shades- green, blue, brown etc....	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Display an array of same-coloured objects and invite children to identify and name the primary colours (Red, Blue, Yellow). 2. Create an engaging play space and motivate the children to sort primary colour objects into groups of identified colours.	1. Provide children with 2 shade cards/objects (green/blue) of light and dark colours, guide them to identify shades and compare between the shades. 2. Provide children with different shade cards up to 5 shades and encourage them to arrange in serial order from light to dark or dark to light.	
Activity Variation 	Encourage children to mix colours to create light and dark shades and use white and black colours to create different shades.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', discuss the different colours of vegetables and fruits with children and ask them questions like: what are the colours of their favourite vegetables and fruits? Which colour is dark and which colour is light?	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture colour cards that children can touch and feel. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	
Targeted Curricular Goal and Competency 	• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.1: Differentiates between shapes, colours, and their shades	
Other competencies addressed 	Language skills such as understanding the names of colours, engaging in self directive conversations , cognitive skill of using comparative vocabulary like: light and dark and environmental awareness	
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects • Emotional Responses: Expressing their likes and dislikes towards colours • Language and Creativity: Observe the vocabulary used of light, dark colours drawn from their own immediate experiences.	

ACTIVITY NAME		Explore Technology: Identify Tools & Understand Uses		15
What materials will you need? 		Flashcards of different technological tools like: remote, television, mixer-grinder, refrigerator etc		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1.Show flashcards of different tools to children and ask them to identify and name the tool.		1. Show flashcards of different tools to children and ask them to identify and name the tool. 2. Ask them questions around its use, advantages/disadvantages, safety measures around each tool. 3. Create cardboard cutouts of each tool and ask children to demonstrate how it is used in their environment.		
Activity Variation 		Engage children in riddles around the tools Children can be asked to make tools from clay, paper, cardboard or any other materials available and share their creation with all the children.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is ‘Our Community Helpers’, engage children in talking about different tools used by each community helper and its uses.		
Teacher Notes 		• Inclusion of all children: To support children with special needs, use situations in which children get enough opportunity to touch, feel and make different things. • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Ensure and Encourage Gender Equality : Providing them opportunities of critical thinking on community helpers and the work associated with them • Dignity of labour : Helping them identify community helpers around them and importance of their work		
Targeted Curricular Goal and Competency 		CG-7: Children make sense of world around through observation and logical ◦ C-7.3: Uses appropriate tools and technology in daily life situations and for learning		
Other competencies addressed 		• Language skills (naming objects/tools around them) engaging in self directive conversation, cognitive and environmental awareness that is to understand the importance of different kind of work and helpers around us.		
What can be observed? 		• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc. • Observe the kind of conversation children have of their environment and what cause-effect relationships they understand • Observe children for the vocabulary they use when they respond to questions like — different kind of work, importance of work, dignity of labour		

ACTIVITY NAME		Fun with Colours: Sort, Match, Mix & Create Colours		16
What materials will you need? 		Paint colours, paint brush, mixing plate, primary colour cards and objects of different primary colours such as toys, blocks, charts, real or pictures of fruits, vegetables and clothes.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Present an array of same-coloured objects and invite children to name, match and sort the primary colour objects (Red, Blue, Yellow). 2. Show primary colour cards to children, one at a time and ask them to find all the same colour objects around them.		1. Provide children in small groups with different colours and encourage them to mix any 2 to 3 colours(paints) and observe and describe what colour comes up. 2. Motivate children to find things/objects related to the new colour created while mixing.		
Activity Variation 		Play the dafli game: Start by playing the dafli, then stop and name a colour and children either run to the corner of that colour or find objects of that colour. Organize nature walks to identify different objects and their colours, use vocabulary and compare contrast colours as light -dark.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is ‘Fruits and Vegetables’, discuss the different colours of vegetables and fruits with children and ask them questions like: which fruits and vegetables are primary colours?		
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture colour cards that children can touch and feel. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		
Targeted Curricular Goal and Competency 		• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.1: Differentiates between shapes, colours, and their shades		
Other competencies addressed 		• Language skills such as understanding the names of colours,engaging in self directive conversations , cognitive skill of using comparative vocabulary like: light and dark and environmental awareness		
What can be observed? 		• Active Exploration: Observe children engaging senses in the environment, e.g., observing, touching, mixing the colour. • Emotional Responses: Expressing their likes and dislikes towards colours • Language and Creativity: Watch for vocabulary of fruits, vegetables, colours drawn from their own immediate experiences.		

ACTIVITY NAME	Find the Odd Picture/Object Out	
What materials will you need? 	Beads of different colours, Self-made or picture cards of different objects-animals, birds, vegetables, fruits	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Show 2 beads of the same colour and 1 of different colour and ask children to spot the odd one out. 2. Repeat this activity a few more times with different colour beads.	1. Show 3 picture cards to children, 2 of the same category and 1 from a different category, and ask children to spot the odd one out. Encourage children to provide reasons for the choice as well. 2. Example-2 cards of vegetables and 1 card of fruit.	1. Show 4-5 picture cards to children, 4 of the same category and 1 from a different category and ask children to spot the odd one out. Encourage children to provide reasons for the choice as well. 2. Example-4 cards of vegetables and 1 card of fruit.
Activity Variation 	Engage children in similar activities like giving 2 same pictures where picture 1 is complete and some parts are missing in picture 2. Children have to identify the missing part by comparing it with the complete picture.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Animals, Insects and Birds', provide children with a few cards of animals and birds. Ask them to find the picture different to others and ask them to explain their selection.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use situations in which children get enough opportunity to touch, feel and make different things. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate	
Targeted Curricular Goal and Competency 	• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.2: Develops visual memory for symbols and representations	
Other competencies addressed 	Language skills, cognitive skills of identifying and comparing	
What can be observed? 	• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc. • Observe the kind of conversation children have of their environment and focussing on details like symmetry, understanding part and whole relationships etc	

ACTIVITY NAME		Pattern Making: Recognize, Repeat, Extend & Create Patterns		18
What materials will you need? 		Manipulatives, natural materials like seeds, leaves, flowers, pebbles, feathers etc., fabric pieces, cut-outs of shapes, coloured objects/toys, buttons, blocks.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Take a few red and yellow blocks. Build an AB-AB pattern starting with one red block and one yellow block then move to ABB, AAB, ABC one pattern at a time. Encourage children to recognize the AB, ABB, AAB, ABC one pattern at a time. 2. Provide children with different everyday items like glass, bowl, pebbles, leaves etc. and motivate children to repeat or copy the AB, ABB, AAB, ABC pattern with other objects		1. Take leaves, pebbles and flowers. Build an AB-AB pattern starting with then move to ABB, AAB, ABC one pattern at a time. Encourage children to recognize and copy the AB, ABB, AAB, ABC one pattern at a time. 2. Motivate children to extend the AB, ABB, AAB, ABC pattern with the same objects.		1. Take buttons, glass and spoon. Build an AB-AB pattern starting with then move to ABB, AAB, ABC one pattern at a time. Encourage children to recognize, copy and extend the AB, ABB, AAB, ABC one pattern at a time. 2. Motivate children to create their own AB, ABB, AAB, ABC pattern with other objects. 3. Support children to extend rolling patterns like- 1 leaf-1 stone, 2 leaves, 2-stones, 3 leaves-3 stones OR 1 flower-1 stick- 1 leaf-2 flowers-1 stick- 1 leaf-3 flower-1 stick- 1 leaf- etc.
Activity Variation 		Motivate children to create patterns with body movements such as 1 clap-2 clap-3claps, clap-hop, clap-hop-turn, Clap, click, turn around and repeat. Encourage children to unleash their creativity by making patterns using beads or stamp art.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Trees and Plants', provide children with different types of leaves, pebbles, sticks, flowers and engage children in repeating, extending and creating patterns..		
Teacher Notes 		Creating a safe and secure environment for children : Listen, appreciate and ask questions to children. Inclusion of all children : To support children with special needs, use different objects in which children touch, feel and can create/extend patterns. Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate Create a Multilingual Learning Environment : Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		
Targeted Curricular Goal and Competency 		CG-8 : Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures C-8.2 : Identifies and extends simple patterns in their surroundings, shapes, and numbers		

Other competencies addressed



Language skills, cognitive skills of sequencing and patterning and introduction to numeracy skills such as counting and arranging objects.

18

What can be observed?



- **Participation-** Observe and identify children who are actively participating.
- **Active Exploration:** Observe children engaging their senses and using everyday objects while repeating, extending and creating different patterns.
- Observe children for the vocabulary they use when they respond to questions like —which object and how many objects will come now?

ACTIVITY NAME		Introduction to Numbers: Match & Count		19
What materials will you need? 		Natural materials for counting like leaves, pebbles, beads also dot cards and number cards for counting. Picture cards of different body parts, vehicles, animals and birds.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Display pictures and engage in conversation of objects that have a definite number up to 3 like 1 sun/ 1 nose/ 2 ears/ 2 feet of birds/ 3 wheels of a rickshaw. 2. Place dot cards on the floor (upto 3) and ask children to move around the room and find the said number (till 3) of objects (may be beads, pebbles, etc) and match with the respective dot card. 3. Display dot cards(upto 3). Ask the children in smaller groups to put a bead on each dot on the card.Further to count, identify and state the number of beads.		1. Display pictures and engage in conversation of objects that have a definite number up to 5 like the 2 feet of birds/ 3 wheels of a rickshaw or 4 wheels of a car/ 5 fingers in one hand. 2. Place dot cards on the floor (upto 5) and ask children to move around the room and find the said number (till 5) of objects (may be beads, pebbles, etc) and match with the respective dot card. 3. Display dot cards(upto 5). Ask the child to put a bead on each dot on the card.Further to count, identify and state the number of beads and match with the correct number card. 4. Guide children to draw the numbers up to 5 in air, sand and water.		1. Display pictures and engage in conversation of objects that have a definite number up to 10 like the 2 feet of birds/ 3 wheels of a rickshaw or 4 wheels of a car/ 10 fingers in two hands. 2. Place dot cards on the floor (upto 9) and ask children to move around the room and find the said number (till 9) of objects (may be beads, pebbles, etc) and match with the respective dot card and number card. 3. Randomly give number cards 1-10 to the children. Start clapping, while you clap, the children move in the circle. As soon as you stop clapping the children have to form a line in a way that the child with the card having 1 on it is at the front of the line followed by the child with card number 2 and so on. 4. Guide children to draw the numbers up to 10 in air, sand and water.
Activity Variation 		Take three cardboard boxes, place different small objects in each of the boxes. Ask children to feel and count the objects in the box. Begin with only one to three objects. Increase the number of objects as children’s counting skills improve.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is ‘Animals, Insects and Birds’ or “ My body” , provide children with a few picture cards of animals, birds and insects and ask them to count and state the number of legs or hands or any other body part of the being.		
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile dot and number cards that children can touch and feel. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		

Targeted Curricular Goal and Competency



- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.
 - **C-8.3** Counts up to 9 both forwards and backwards

Other competencies addressed



Language skill of using number names to recognize numbers and quantitative skills such as understanding of cardinality and one to one correspondence.

What can be observed?



- **Participation-** Observe and identify children who are actively participating.
- **Active Exploration:** Observe children engaging their senses while doing the activity for instance counting ,touching the beads, hearing themselves and others while counting.

ACTIVITY NAME		Spatial Concepts: Understand in/out, over /under, top/bottom, front/back etc.		20	
What materials will you need? 		Paper, Colours, Blocks, Objects like chair, table, pillow, rope etc., Spatial sense story and Rhymes			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1.Encourage children to sing a simple song that incorporates spatial concepts like "here," "there," "on top," "under," etc with actions. 2. Use toys or objects to demonstrate spatial concepts. For example, show a toy on top of a box, inside a basket, or under a chair. Encourage children to imitate the demonstrations with their toys. 3. Ask children to name animals that are found inside and outside their houses. 4. Play a game of Simon Says, incorporating spatial terms. For example, "Simon says stand beside a chair" or "Simon says jump in front of the Table."		1.Repeat Step of ages 3-4. 2. Use positional words and ask children to draw various objects like ‘draw a bird at centre of the page’, ‘draw a house under the tree’. 3. Set up a simple Obstacle Run with various spatial challenges.Include tasks like crawling under a table, jumping over a cushion, or placing a toy on top of a specific spot.		1.Repeat Step of ages 3-4 and 4-5. 2. Use picture cards to create simple sequences of events. Discuss the concept of "before" and "after" as children arrange the cards in chronological order. Encourage them to talk about the order of the pictures. 3. Encourage children to draw the outlines of object or pictures and to colour within the given outlines. Emphasise on the words ‘inside’ and ‘outside’ the outline of the picture during colouring.	
Activity Variation 		• Storytime with Spatial Concepts: Read stories that involve characters navigating through different spatial situations. Discuss the spatial terms used in the story. • The teacher can make picture cards with the same objects at different positions like one having a bird on a tree, while an other with the bird sitting under the tree. The teacher can ask the differences in positions. • Ask the children, questions like, “Who is sitting nearest to you?”, “Who is sitting farthest from you?”; Name what is inside your lunch box; put one bead inside the box; name two body parts above your neck, name one body part below your neck. • Ask children to stand in a line but facing in different random directions. Call out a direction (right/left) and children have to jump in that direction. Since everyone is facing random directions, everyone will have relative directions to jump to.			
Theme Connect (Example) 		Objects connected to the theme of the month can be chosen for this activity.			
Teacher Notes 		• Inclusion of all children: Introduce all Words in children’s home languages and allow them to respond in their home language.			

Targeted Curricular Goal and Competency 	20 • CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures ◦ C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space.
Other competencies addressed 	Gross motor skills, sense of directions, social interactions, positive learning habits, communicates and appreciates a variety of responses works imaginatively, comprehends
What can be observed? 	Sense of direction that children have understood, motor skills, social interactions, enjoyment
Empty observation area	

ACTIVITY NAME

Feel the difference: Experiment,
Explore, Compare Temperature
Differences

What materials
will you need?



Variety of hot and cold objects and their
images and flash cards of hot-cold
gradation



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Display certain hot and cold objects or their images such as ice, hot/cold water, tea and introduce the concept of hot and cold.
2. Have a discussion around seasons (winter and summer) and link it to the concept by asking questions- When you feel hot or cold, what do you eat- hot or cold things or what do you wear?
3. Explore and demonstrate certain features or characteristics when we touch or feel a hot or cold object.
For example- We remove our hand quickly when we touch a hot object.

Ages 4-5

1. (Under Supervision) - Guide children to dip their fingers in different degrees of safe warm water to cold water and ask them to share their experience about the difference in temperature.
2. Motivate children to sequence cards according to hot-cold gradation.
Example-boiled dal > normal water > ice
3. Display an array of hot and cold objects or pictures and motivate children in smaller groups to classify them as hot and cold and place them in the right bucket/ box.

Ages 5-6

1. (Under Supervision)- Provide children with different hot food and drinks and encourage them to observe the vapours. Now interact with children by asking questions- what happens when we keep a plate on the vapours? Or if we bring our hands close to any hot object, we feel hot but what happens after a while?
2. Motivate children to guess and make predictions as well, for example will the vapours stay or go- why?
3. Support children to sequence different objects basis how hot or cold they are? (tea with vapour, biscuit, ice and so on)

Activity Variation



Have a discussion with the children on safety measures on being around hot objects. For example ,we should always go near a hot thing with someone older or never stand near a hot object.

Theme Connect (Example)



If you are conducting this activity where the theme of the month is, 'Food' then ask children to cut pictures of food items from newspapers or magazines and correctly paste them onto 2 large sheets of paper, one with all hot food item and one one with all cold food items.

Teacher Notes



- **Inclusion of children's home languages:** Introduce all names in children's home languages and allow them to respond in their home language.
- **Creating a safe and secure environment for children :** Listen, appreciate and ask questions to children
- **Inclusion of all children:** To support children with special needs, use tactile picture cards that children can touch and feel and to help them identify different pictures.
- **Ensure and Encourage Gender Equality :** Providing each one of them opportunities to participate
- **Create a Multilingual Learning Environment:** Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.

Targeted Curricular Goal and Competency



- **CG-2:** Children develop sharpness in sensorial perceptions
 - **C-2.5:** Develops discrimination in the sense of touch
- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.1:** Observes and understands different categories of objects and relationships between them
 - **C-7.2:** Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

Other competencies addressed



Development of language skills, cognition skills such as Developing sequencing, comparing.

What can be observed?



- **Participation-** Observe and identify children who are actively participating.
- Understanding of the concept of hot and cold.
- Does the child identify, compare, sequence and classify between hot and cold?

ACTIVITY NAME		Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance			
What materials will you need? 		Objects like beads, bottle, bowl, water and rope			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Show children two different arrangements of equal number of beads (bead count not exceeding 3) - one as a cluster and one in a horizontal row. Ask children to identify the arrangement with more beads. 2. Encourage children to count the number of beads in each arrangement.		1. Show children 2 different arrangements of equal number of objects. Repeat this activity with other concepts like length, quantity, volume, size and ask the child to answer if there is any observable difference. Example: - Two ropes of the same lengths arranged in such a way that one rope is ahead of the other. - Two tumblers of different heights filled with same quantity of water 2. Encourage children to perform this activity with more than 2-3 objects		1. Show children 3 different arrangements of equal number of objects. Repeat this activity with other concepts like length, quantity, volume, size and ask the child to answer if there is any observable difference. Example: - 3 tumblers of different heights filled with same quantity of water 2. Encourage children to perform this activity with more than 4 objects	
Activity Variation 		Ask children to recall their experiences with objects that were the same in appearance but different in height, weight, length or capacity. Such as: Big packet of chips with less amount of chips inside.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Me and my Family', ask children their experiences at home with other family members relating to this concept. For instance, did equal quantities of water served in different tumblers make any difference? Are pieces of chocolate more than the whole bar of chocolate etc			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use situations in which children get enough opportunity to touch, feel and make different things. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical ◦ C-7.1: Observes and understands different categories of objects and relationships between them ◦ C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis			

Other competencies addressed



Language skills and cognitive skills such as developing conservation skills of quantity, length, capacity, weight, hypothesis making and testing

22

What can be observed?



- Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc.
- Observe the kind of conversations children have of their environment and focussing on details like hypothesis making and testing

ACTIVITY NAME What materials will you need? 	Playing with shape tangrams and making different figures Child friendly scissors, cut-outs of different white shapes and colours.	 23
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Provide white colour shape cutouts/tangrams to children and encourage them to colour the different shapes. 2. Motivate children to create different types of figures by using tangrams. Ask questions on what figure they have made, what shapes they used?	Ages 4-5 1. Provide different shapes with dotted lines. Let children make their own tangrams in 2-3 different sizes by cutting with child friendly scissors against a dotted line. 2. Motivate children to create different types of figures by using tangrams. Ask questions on what figure they have made, what shapes they used, how many big and small size shapes of a kind, how many tangrams of a particular colour? 3. Create figures by using shapes/tangrams and show them to children. Now provide them the opportunity to match tangrams and place them on the figure.	Ages 5-6 1. Create figures by using shapes/tangrams and show them to children. Now provide them the opportunity to match tangrams and place them on the figure. 2. Provide a certain number and type of shapes to children and motivate children to make figures using tangrams. For eg- 3 squares, 1 circle, 2 triangle and 1 diamond (total 7) children will create figures by using these. 3. Encourage children to compare their figures and contrast with other children.
Activity Variation 	Motivate children to distribute tangrams amongst themselves-as per instructions given that is, one child will distribute 2 circles to each child or a child will distribute 3 squares, 2 rectangles, 1 triangle and 1 circle to each child.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'My Body', 'Animals, Insects and Birds' or 'Means of Transport' then ask children in smaller groups to brainstorm and create tangram images related to their assigned theme. For example: • Transport: Car, bicycle, boat, airplane. • Animals/Birds: Parrot, dog, elephant • Self-portrait: Abstract representation of facial features or a full-body picture.	
Teacher Notes 	• Progression of the concept: The activity should start with creating different figures by tangram, then matching and placing tangrams on existing figures, then moving to compare and contrast figures with other children. • Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	

Targeted Curricular Goal and Competency



- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.
 - **C-8.3:** Counts up to 9 both forwards and backwards
 - **C-8.12:** Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.
 - **C-8.13:** Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Other competencies addressed



Language skills such as understanding the names of shapes and colours, fine Motor Skills, when children pick tangrams and create figures by joining them, memory skills, when children recall figures that they can create from tangrams and social skills, when children share about figures created by them.

What can be observed?



- **Active Exploration:** Observe children engaging with different tangram figures e.g., creating figures by using various shapes/tangrams.
- **Language and Creativity:** Observe the vocabulary of different shapes and figures used by the children.

ACTIVITY NAME

Money Matters: Understand & Transact

What materials will you need?



Stationery, notes and coins up to ten rupees, cutouts of notes and coins up to ten rupees, real or toy fruits and vegetables.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Engage children in a conversation about money. For example, why do we need money, how we use it, where all it is used, etc.
2. Show children some real notes and coins and ask them to identify and sort it into notes and coins.
3. Let them keep the coins under a thin paper and rub the crayon from the top of the paper.

Ages 4-5

1. Collect some coins of ₹1, ₹2, ₹5, and put them on a plate, then give children a magnet and ask them to pick up all ₹1 coins, and so on.
2. Create a scene of a market inside the classroom and ask the children to role play and become shopkeepers and customers. The prices could just be the numerals 1 to 5 to start. Use circular cutouts of paper or cards for transaction.
3. Let them keep the coins under a thin paper and rub the crayon or pencil from the top of the paper.

Ages 5-6

1. Collect some coins of ₹1, ₹2, ₹5, 10 and put them on a plate, then give children a magnet and ask them to pick up all ₹1 coins, and so on.
2. Create a scene of a market inside the classroom and ask the children to become shopkeepers and customers. The prices could just be the numerals 1, 5 and 10. Use circular cutouts of paper or cards for transaction.
3. Let the children make patterns with coins. For example, 1, 2, 5, 1, 2, 5
4. Let them keep the coins under a thin paper and rub the crayon or pencil from the top of the paper.

Activity Variation



- Children can be asked to make a gulluck/piggy bank out of waste jars/bottles to collect money. Ask them what they will do with that money.
- Organise balmela in the school. Let the children buy lemonade, sprouts chaat or fruit chat, etc. and enjoy. Let them handle small amount of money say ₹10

Theme Connect (Example)



If you are conducting this activity where the theme of the month is “Fruits and vegetables”, let children explore the role of money through role play as a vegetable vendor and customers where transactions of buying and selling takes place.

Teacher Notes



- **Creating a safe and secure environment for children** : Listen, appreciate and ask questions to children
- **Inclusion and encourage Gender Equality** : Providing each one of them opportunities to become customers and sellers in role playing
- **Create a Multilingual Learning Environment**: Let children use their own languages in speaking.

Targeted Curricular Goal and Competency



- **CG-8**: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.6**: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
 - **C-8.11**: Performs simple transactions using money up to INR 100

Other competencies addressed

Socialisation, language skills, communication, role-play and converses fluently.

What can be observed?

- Understanding of the concept of money as exchange for goods,
- Observe how children are using play money in dramatic play areas.
- Does the child identify Indian currency?
- Concept of saving

ACTIVITY NAME		Number Vocabulary: Understanding & Counting in Correct Sequence	25
What materials will you need? 		Number cards (1-10), pebbles, beads, stones, rope, chalk and bowl	
 HOW TO CONDUCT THIS ACTIVITY 			
Ages 3-4		Ages 4-5	Ages 5-6
1. Says/sings number names verbally till 5 through rhymes 2. Make numbers till 3 with a cloth or rope or chalk on the floor. Ask children to identify and then walk on it. 3. Ask children to make numbers upto 3 in sand, air and water.		1. Says/sings number names verbally till 9 through rhymes 2. Give each child a bowl of some pebbles/stones(sum not exceeding 5). Show children any number card from 1-5 and ask them to take out as many stones/pebbles and place it in front of them. 3. Place 2 number cards(1-5) in front of the children, ask children to identify and place that many stones/ beads on those numbers. Encourage children to state the number that is bigger or smaller and the reason for the same. 4. Make numbers till 5 with a cloth or rope or chalk on the floor. Ask children to identify and then walk on it. 5. Ask children to make numbers upto 5 in sand , air and water	1. Sit in a circle with children and count in sequence (forward and backward) till 10 through number rhymes and stories. 2. Place a number card in front of each child. Let the child identify the number and place the number of objects according to the number using concrete materials like pebbles, beads. 3. Place 2 number cards(1-10) in front of the children, ask children to identify the numbers and place that many stones/ beads on those numbers. Encourage children to state the number that is bigger or smaller and the reason for the same. 4. Display a number card and ask the child to identify the number and then state the number that comes before and after that number. 5. Ask children to make numbers upto 10 in sand, air and water
Activity Variation 		Set up a market area with shops and let children play ‘market-market’ and watch and listen to the vocabulary the children are using especially for counting and also using the money.	
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is “My Village/ My City” , let children observe, explore and find numbers around them. Example- Numbers on the car/bike number plate, numbers on hoardings or food packets, numbers on a TV remote or phone.	
Teacher Notes 		• Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	
Targeted Curricular Goal and Competency 		• CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. ◦ C-8.3: Counts up to 9 both forwards and backwards.	
Other competencies addressed 		Development of pre-mathematical concepts, expression, observation, exploration, language, logical thinking, estimation,	
What can be observed? 		• Watch how the children grasp the concept of numbers up to 9 see if they can match the number with the correct number of concrete objects. • Use maths language appropriately.	

ACTIVITY NAME

Measure and Compare:
Length, Weight and HeightWhat materials
will you need?

Objects long and short in length, concrete or picture cards (wherever applicable) of measuring instruments like scale, inch-tape, weighing scale- digital, non-digital, weighing machine, speedometer, height chart



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Begin by comparing the sizes of different toys/objects available in the classroom. For example, a big toy and a small ball.
2. Show a few objects to children of different lengths (long and short) and engage children in measuring these objects with non standard measures (footstep, handspan, piece of rope) and record their measurements.
3. Example- Let the children measure a big block or a table in the classroom using a handspan.
4. Let them measure the classroom using the footsteps.

Ages 4-6

1. Display concrete or picture cards of measuring instruments like scale, inch-tape, weighing machine, height chart etc and have a discussion around the features and the uses of these instruments.
2. Show a few objects to children and engage children in measuring these objects with non- standard measures (footstep, handspan, piece of rope) and record their measurements. Guide children to compare the different measurements and talk about how and why are they different
3. Provide children with 3 -5 different sizes of an object like 3 leaves or 5 ropes and let the children arrange the objects in order by length, height and size, for example: big-bigger-biggest.
4. Let the children observe and explore things which are heavy/ light through simple experiments and hands-on experience. Example - weigh the dry sponge and wet sponge and observe the difference.

Activity
Variation

- Let them use a weighing machine and see which item is heavier and which is lighter. They can also be encouraged to guess the weight before weighing them.
- Let the children measure each other's height using a ribbon or a sutli. Let one child stand against the wall and the other child measure the height of that child. Help them compare their heights.
- Keep a weighing machine in the class and let children weigh themselves.

Theme Connect
(Example)

If you are conducting this activity where the theme of the month is "Fruits and vegetables", take the children for a visit to the market and encourage them to observe how the fruits and vegetables are weighed and sold.

Teacher Notes



- **Creating a safe and secure environment for children :** Listen, appreciate and ask questions to children
- **Inclusion of all children:** To support children with special needs, use tactile picture cards that children can touch and feel and to help them identify different pictures.
- **Ensure and Encourage Gender Equality :** Providing each one of them opportunities to participate
- **Create a Multilingual Learning Environment:** Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.

Targeted Curricular
Goal and
Competency

- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.12:** Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.

Other competencies addressed

Concept formation, language skills, socialisation, observation and understanding of different categories of objects and relationships, showing care and joy, meaningful conversations, attention span.

What can be observed?

- Participation: Observe and identify children who are actively participating.
- Observe children for the vocabulary they use to compare and arrange the objects
- Observe their inquisitiveness about the things around.

ACTIVITY NAME

Playing with jigsaw puzzles:
Complete & Identify Missing Parts

What materials
will you need?



Picture cards of familiar objects like bus, car, fruit, table, chair, human body, comb etc. Use scissors to cut the pictures into pieces and make easy jigsaw puzzles.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Provide simple picture puzzles of two to three large parts to children. Encourage children to put these together to form a meaningful whole.
2. Initiate conversation with the children regarding the picture pieces and the whole picture.

Ages 4-5

1. Show pictures/drawing with one part missing/hidden. Motivate the children to guess and place the missing piece/part.
2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.

Ages 5-6

1. Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.
2. Initiate conversation with the children regarding the missing picture pieces and the whole picture.

Activity
Variation

Children can engage in similar activities with more than three parts missing from flashcards/pictures/drawing. Pictures with finer details can be used once children are easily able to do the activity.

Theme Connect
(Example)

If you are conducting this activity where the theme of the month is 'Animals, Insects and Birds', share jigsaw puzzles of various animals, birds or insects amongst the children and encourage a discussion around the pictures. For example: Which part of the animal is missing? What does the part help the animal to do?

Teacher Notes



- **Progression of the concept:** The activity should start with pictures of simple and everyday objects and move to complex everyday objects and scenarios for 4-6 age groups.
- **Inclusion of all children:** To support children with special needs, use tactile picture cards of familiar pictures or objects with a few missing characteristics that children can touch and feel.
- **Create a Multilingual Learning Environment:** Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.

Targeted Curricular
Goal and
Competency

- **CG-7:** Children make sense of world around through observation and logical
 - **C-7.1:** Observes and understands different categories of objects and relationships between them

Other competencies
addressed

Language skills such as understanding the names of animals/birds/insects and memory skill such as recalling the visual of the animal/insect/birds in order to identify the missing part.

What can be
observed?

- **Emotional Responses:** Expressing their likes and dislikes towards animals/birds/insects
- **Language and Creativity:** Observe the vocabulary used of animals, insects, birds drawn from their own immediate experiences
- **Relationship of whole and part:** Observe children engaging in the identification of the missing parts of the pictures

ACTIVITY NAME	How Many Do I Have?: Give, Take, Divide & Count Objects	 28
What materials will you need? 	Bucket, strings, colourful balls, beads/pebbles, crayons, picture cards of animals and birds	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Sing simple addition and subtraction rhymes. 2. Give one bucket to children and let them put two red balls and one yellow balls into it, then ask others to count the number of balls and ask loudly, 'How many balls?' (sum not exceeding 3) 3. Make the children sit in groups and provide each of them with a string and 3 beads. Ask them to string the beads. Now call out a random number, like 2 and children have to remove or add beads to match the number of beads with the number called out.	1. Sing simple addition and subtraction rhymes. 2. Make the children sit in groups and provide each of them with a string and 5 beads. Now call out a random number, like 3 and children have to remove or add beads to match the number of beads with the number called out. 3. Pose small questions or word problems related to addition, subtraction and division (sum not exceeding 5). Example- 'There are 3 bananas with Sarla and she ate 1 banana. How many bananas are left?' Or "If one pigeon has two feet, how many feet do two pigeons have?"	1. Sing simple addition and subtraction rhymes. 2. Make the children sit in groups and provide each of them with a string and 9 beads. Now call out a random number, like 5 and children have to remove or add beads to match the number of beads with the number called out. 3. Pose small questions or word problems with slight complexity related to addition, subtraction and division (sum not exceeding 9). Example- 'Rahul has 2 apples and he buys 3 bananas. How many fruits does he have in total?' 4. Make 3-4 small groups of equal numbers of children. Give one child of every group as many plates/colours/ paper as the total members and ask to equally distribute to each member of their groups.
Activity Variation 	• While making a collage or drawing let the children divide colours equally among themselves. • Let children create their own word problems or stories with numbers.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is "Fruits and vegetables", set up a market area with shops and let children play 'market- market' and watch and listen to the vocabulary the children are using especially for adding/subtracting/counting and also using the money.	
Teacher Notes 	• Being patient- Let children do the calculations in their heads and take as much time as they want. • Provide support to children in doing calculations.	
Targeted Curricular Goal and Competency 	• CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. ◦ C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition ◦ C-8.7: Recognises multiplication as repeated addition and division as equal sharing	
Other competencies addressed 	• Mathematical skills like the procedure of adding, subtracting and dividing. • Participation skills- how actively they are participating and articulating the answers.	
What can be observed? 	• Observation-: Observe children for their active participation, counting accuracy, and following of instructions. • Can add and subtract small numbers (i.e. one plus one equals two). • Reasoning skills- how children are giving reasons for the answer after applying mathematical operations.	

ACTIVITY NAME		First, Then & After: Sequencing of Events	29
What materials will you need? 	Picture cards that show the sequence of any event/process. Example- planting process (pot>mud>putting a seed>mud>water) or handwash(turn on water> wet your hands>apply soap to your hands>rub your hands over each other> rinse your hands>dry your hands		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Provide 3 picture cards/drawings to children (sequence of peeling and eating a banana, brushing, dressing up, washing hands etc). Encourage children to put cards in sequence and share about the sequence they have created. 2. Reinforce other habits and practices as well with this activity (talk about hygiene, eating habits etc.)		1. Provide 3 to 5 picture cards/drawings to children (sequence of switching a gadget on, completing a drawing, cleaning up after using toys etc). Encourage children to put cards in sequence and share about the sequence they have created. 2. Guide children on how to use the vocabulary such as “ first, then, after that, and in the end” while sequencing. 3. Narrate stories to children by showing picture cards and after that motivate them to arrange those cards in the correct sequence of events. 4. Reinforce other habits and practices as well with this activity (talk about hygiene, eating habits, nature caring etc.)	
Activity Variation 	Place some flash cards in front of the children and encourage them to pick up any three flash cards of their choice and create a story/sequence from them.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Me and My Family’, discuss the sequence of different events around them such as, steps on how to eat a banana ? or steps of washing the hand.		
Teacher Notes 	• Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Inclusion of all children: To support children with special needs, use tactile picture cards that children can touch and feel and to help them identify different pictures. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		
Targeted Curricular Goal and Competency 	• CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures ◦ C-8.4: Arranges numbers up to 9 in ascending and descending order		
Other competencies addressed 	Vocabulary such as first, then, after that and in the end etc, memory skills, social skills of sharing in a group about events that they choose, cognitive and numeracy skills of seriation and arrangement		
What can be observed? 	• Participation- Observe and identify children who are actively participating. • Observe children for the vocabulary they use to share stories/ events. • Emotional Responses: Expressing their likes and dislikes towards any particular event.		

ACTIVITY NAME		Models & Maps: Create, Read, Understand		30
What materials will you need? 		Chart paper/sheets, marker, crayons, pencil, eraser, scale.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Observe and explore different spaces within the centre. Have a discussion around what is located in the centre? Or Where are the different things kept? 2. Start with creating basic maps of space in the centre- how it looks- what is kept where, draw maps to explain position of certain objects to children. Use vocabulary like- in front of /behind /middle of while stating the positions. 3. Choose a simple object (a small toy) to hide in the center. One child hides the object while others close their eyes. The hider gives verbal directional instructions on how to find the hidden treasure.		1. Have a discussion with the children around their route from home to the centre. For example -How far is your house from the centre? Or Do you remember the way home? Or What things do you see enroute? 2. Take a short walk around the neighborhood, visiting landmarks. Return to the center and guide children in drawing their route on a piece of paper. Encourage children to recall and draw additional landmarks on their maps. 3. Motivate children to draw maps of - way to market from home, way to centre from home and have a discussion around the same 4. Pair up children and have one describe a route to a specific location in the centre using verbal instructions and directional terms (left, right, straight), for instance the route to the washroom. The other child follows the directions 5. Choose a simple object (a small toy) to hide in the center. One child hides the object while others close their eyes. The hider gives verbal directional instructions on how to find the hidden treasure.		
Activity Variation 		Provide each child with paper and crayons. Ask children to recall landmarks seen while on their way to (nani's house, any park, temple). Assist them in labeling their drawings with simple words or symbols.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'My village and My city', explore the different landmarks around the centre or in the city by taking them on guided walks or rides and have a discussion around the landmarks features.		
Teacher Notes 		• Creating a safe and secure environment for children : Listen, appreciate and ask questions to children • Inclusion of all children: To support children with special needs, use tactile picture cards that children can touch and feel and to help them identify different pictures. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		

Targeted Curricular Goal and Competency



- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.8:** Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space
- **CG-13:** Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
 - **C-13.4:** Classroom norms: Adopts and follows norms with agency and understanding

Other competencies addressed



Vocabulary and language skills, memory and cognitive skills, as children recall spaces/landmarks and the things, social skills, when children share/describe in a group about the place they visited and what they saw.

What can be observed?



- Participation- Observe and identify children who are actively participating.
- Observe children for the vocabulary they use to share directions.
- Emotional Responses: Expressing their likes and dislikes towards any particular space/area.
- Socialisation and cooperation with other children in doing the activity.

ACTIVITY NAME		Let's Construct: Houses, Bridges, Roadways & More		31	
What materials will you need? 		Flashcards, Paper, Scissor, glu, fevicol, colour, cardboard, stone			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Take children on a tour outside to observe different types of buildings. 2. Encourage them to discuss the buildings and the materials used in their construction. 3. Discuss the importance of houses and introduce different types like pucca (solid) and kutcha (temporary).		1. Use flashcards to show the picture of different types of houses i.e pucca/ kutcha 2. Encourage them to talk about the type of house they live in & discuss the materials used. 3. Show pictures of houses made of bamboo, igloos, etc., and engage in group discussions. 4. Encourage them to create & colour the houses of their choice and discuss their importance and suitability for different climates.		1. Use audio-visual aids to extend the lesson and deepen understanding. 2. Guide discussions on various types of houses and their suitability for different environments. 3. Engage children in making houses using diverse materials and encourage them to include essential features. 4. Repeat this exercise for making other structures like bridges, flyovers, roadways, ships, or boats.	
Activity Variation 		Use audio-visual aids to enhance understanding and discussion of different types of houses.			
Theme Connect (Example) 		You can conduct this activity during the theme “ME & MY FAMILY“ children can be encouraged to understand the importance of a house in the context of family.			
Teacher Notes 		• Inclusion of all children: Support children with special needs to actively participate in house making activity. • Inclusion of children’s home language: Encourage discussions in children's home languages to promote inclusivity and engagement.			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of the world around them through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them. ◦ C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis			
Other competencies addressed 		Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.			
What can be observed? 		• Active Exploration: Children's ability to recognize different types of houses. • Emotional Response: Observing expressions of joy, curiosity, and enjoyment during the activity. • Question Responses: Assess varied answers to open and closed-ended questions related to the importance of house. • Language and Creativity: Observe vocabulary use and creativity during the identification of house and material used in constructions.			

ACTIVITY NAME		Identify Common Symbols/Logos: Road Safety, Washroom, Food, Danger etc.	
What materials will you need? 		- Flashcards or pictures of common signs and logos - Objects with logos (packets, boxes, etc.) - Logo stick cards - Audio visual resources with visuals of signs and logos - Tactile cards for children with disabilities	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
- Show flashcards or pictures of common signs and logos to the children. - Discuss if they have seen any of these and if yes, where.	- Introduce objects with commonly seen logos on food packets or boxes. - Discuss the meaning and importance of each sign or logo. - Conduct a neighbourhood walk to find and identify logos.	- Engage in discussions about where children have seen these signs and why they are important. - Watch Audio Visual resources to reinforce understanding. - Create logo stick cards for each child to use in different settings.	
Activity Variation 	- Traffic Setting and Monitoring: - Create a simulated traffic setting using signs and logos. - Children play with toy vehicles, following traffic rules and using logos. - Include tactile cards for children with disabilities.		
Theme Connect (Example) 	Connect the understanding of signs and logos to the broader theme of community awareness and safety.		
Teacher Notes 	Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 	CG-10: Children develop fluency in reading and writing in Language 1 C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks		
Other competencies addressed 	- Children develop habits that keep them healthy and safe - Demonstrates understanding of safety signs and logos in the environment		
What can be observed? 	Ages 3-4: Basic recognition of common signs and logos. Initial awareness of signs in their surroundings. Ages 4-5: Improved ability to identify common signs. Understanding the significance of signs in daily life. Ages 5-6: Advanced knowledge of various signs and logos. Ability to discuss the importance of different signs. Increased familiarity with signs in different contexts.		

ACTIVITY NAME		Clock Quest: Understand & Explore Concept of Time, Types of Clock/Watch		33	
What materials will you need? 		Concrete or pictures of different types of clocks and watches - Analog, Digital, Hourglass, wrist watch, wall clock, clock with and without numbers.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1.Show different types of clocks and watches to children. Ask children to observe and answer questions on them like what are they? What is their function? How do they help? Have they ever seen one and where? How are each of these different?		1.Show different types of clocks and watches to children. Ask children to answer questions on them like what they are? What is their function? How do they help? Have they ever seen one and where? and identify similarities and differences. 2.Draw focus of children towards numbers and other features of a clock like hour hand, minute hand and second hand and have a discussion around the same.		1.Draw focus of children towards numbers and other features of a clock like hour, minute and second hand. 2.Encourage and guide children in understanding the concept of time - number of hours in a day, function of each hand- help them count seconds along with second hand.	
Activity Variation 		- Record tasks done in 10 seconds, 1 minute, 1 hour, 1 day. This can be done through preparing a data entry chart for example, how much time they/their friends take to complete- a run from one corner to another, jump 5 times or colour a picture - Make the children design and create their own clock or watch.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is ‘Me and my Family’, explore with children about the daily tasks done by different family members at their home. How much time does each member dedicate to those tasks? From data observation, who seems the most and least engaged in the house?			
Teacher Notes 		Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language. Creating a safe and secure environment for children : Listen, appreciate and ask questions to children Inclusion of all children: To support children with special needs, use concrete materials / tactile picture cards that children can touch and feel and to help them identify different types of clocks. Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.			
Targeted Curricular Goal and Competency 		CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months			

Other competencies addressed



Use of time related vocabulary- today, tomorrow, yesterday, day after etc, memory skills, cognitive skills and language skills such as understanding the name of various ways in which we refer time periods - half past, half hour for, 15 minutes for, quarter

What can be observed?



- Participation- Observe and identify children who are actively participating.
- Observe children for the vocabulary they use to share tasks and time.
- Emotional Responses: Expressing their likes and dislikes towards any duration.
- Socialisation and cooperation with other children in doing the activity.

ACTIVITY NAME		Picture Hunt: Observe & Match Basis Criteria	
What materials will you need? 		Picture cards and flashcards of objects, birds, animals, fruits and vegetables etc.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-6	
1. Make a circle and spread multiple picture cards and flash cards of objects, birds, animals, fruits and vegetables etc. in the centre. 2. Call a child and give him/her a common cue to find any image that fits the criteria such as find something yellow, find something in which we keep our clothes etc. 3. Motivate children to solve the cue through praises and provide only one simple cue, not specific to an object.		1. Follow the same steps as for ages 3-4 but give 2-3 simple cues specific to a single object such as find something yellow that tastes sweet, find something round that can be eaten, find something grey that has two teeth and a trunk etc.	
Activity Variation 	Encourage children to name the object and describe it in one word or a short sentence.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Fruits and Vegetables, Animals, Insects and Birds', community helpers' etc., discuss uses of them and encourage children to share their experiences with them.		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. Also make sure that sharp or pointed objects are not used for this activity. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Ensure that every child in the circle contributes one word to describe the picture. • Celebrate the diversity of responses and foster a collaborative atmosphere.		
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them		
Other competencies addressed 	Positive learning habits; knowing words to carry out day-to-day interactions; understands and follows oral instructions etc.; socio-emotional development; cognitive development; development of self esteem and self expression.		
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. Liking for different family members. • Question Responses: Assess varied answers to open-ended questions, e.g., 'What does the term "family" mean to you? How do families provide support and love?' Awareness about family members, participation and involvement, curiosity, memory, recalling, attention, decision-making. • Language and Creativity: Watch for vocabulary on family members and notice how natural materials are creatively used in play.		

ACTIVITY NAME		My Family & Me: Introduce, Talk About Self & Family		35	
What materials will you need? 		Plain papers, colours/crayons, strings and a chart paper			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Ask the children to tell their names and talk about the different family members they live with. 2. Encourage children to talk about their favourite food and interests. Ask questions like, "What do you like to play most?" "What do you like to eat and don't like to eat?" "Who is your favourite friend?"		1. Guide children to make a name card of their own with a self-photo. Help them in writing their names as needed. 2. Ask children to draw a picture with their family members and tell the names and relations of the family members to each other. 3. They can also draw pictures of their pets.		1. Ask children to share their home addresses. They can tell the name of their city/village and area. 2. Ask children to share one special thing that they like about each family member. Ask questions like, "What does your sister like to do?" "What does your grandfather help you with?" 3. Discuss with them about the responsibilities of respective family members.	
Activity Variation 		Engage younger children in self-expression by speaking in front of a mirror & sharing personal details. Encourage older children to create a family tree/album, fostering discussions on extended family and neighbours.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Me and My Family', 'My Village', discuss family relations, roles, and responsibilities of different members in the family and their village.			
Teacher Notes 		• Promote inclusivity by encouraging all children to share about their diverse family structures. • Support language diversity by instructing in and allowing responses in children's home languages, while introducing common vocabulary in their second language (L2).			
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.1: Starts recognising 'self' as an individual belonging to a family and community			
Other competencies addressed 		Oral language skills, socio-emotional skills such as acceptance and respect towards others & understanding of social relationships.			
What can be observed? 		• Observe children's responses about themselves and their family to developing self-awareness and social understanding. • Note positive social behaviours, such as caring and respect, during interactions with peers and adults. • Encourage and observe confident self-expression, ensuring children feel empowered to share about themselves.			

ACTIVITY NAME What materials will you need? 	Guess the sound: Create, Recognise & Differentiate Plates, spoon, katori, plastic plate, sand, stones, pebbles, rice puff, rajma, groundnuts, keys, books.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Demonstrate by making high and low sounds yourself. Encourage the children to mimic you. 2. Then, display a couple of objects making sounds, ask children to close their eyes and guess the sound of different objects, like the sound of plate and spoon, keys, clap, tap etc. 3. Ask the children to differentiate between low pitch and high pitch sounds and identify each. For example, the sound of <i>spoon-katori</i> will be higher pitch than spoon on a wooden surface. 4. Encourage children to share their experience and share their favourite sounds.		1. Allow the children to explore the objects, creating their own sounds. Encourage them to experiment with different ways of producing sounds from the objects. 2. Introduce the concept of voice pitch using whispering, talking, and shouting as examples. 3. Have the children practice using their "whisper voice" (low volume), "talking voice" (medium volume), and "shouting voice" (high volume). Ask them to notice the differences in pitch as they speak.
Activity Variation 	Introduce pictures or representations of animals and transport items. Ask the children to associate a particular sound with each item. For example, what sound does a cat make? What sound does a car make? Discuss and demonstrate these sounds. Ask the children to make different sounds themselves and differentiate/ compare between the sounds.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Animals, Insects, Birds' or Means of Transport,' discuss the impact of different pitch volumes. Example, the sound of a cat, a dog and an elephant and the sound of a cycle bell, auto horn, a truck horn, and of a train.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.	
Targeted Curricular Goal and Competency 	• CG 2 - Children develop sharpness in sensorial perceptions ◦ C2.3 - Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo	
Other competencies addressed 	Language skills, emotional skills, self-regulation, ability to control one's behaviour and emotions in a socially approved manner, sensitivity towards surrounding and animals, birds.	
What can be observed? 	• Observe children engaging senses in the environment, e.g., touching textures or listening to sounds. • Note expressions of joy, curiosity, fear, etc. • Assess varied answers to open-ended questions, e.g., 'How do you feel if someone is speaking loudly, yelling?' • Development of socially acceptable, approved behaviour like speaking or expressing in normal pitch.	

ACTIVITY NAME		Who am I?: Guess, Identify & Describe objects	 37
What materials will you need? 		Picture Cards of different objects such as fruits, ice-cream, vehicles, animals etc	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Introduce the game to the children and tell them that they have to guess different things based on the clues. 2. Pose questions or riddles about various objects, encouraging children to think and respond. For example, "I am a food item that is cold, comes in different colours, and melts if kept outside the refrigerator. What am I?" (Ice cream) a fruit which is yellow, long, and we need to peel it to eat it. (banana) 3. Let children draw the answers to the riddles.		1. Use clues related to colour, habitat, or sound made by an animal, and children identify the animal. For example, "I am an animal which is very big, has a trunk and is grey" (elephant) or "I am an animal that is tall, has a long neck and eats leaves and grass" (giraffe) 2. Provide clues about the function or purpose of a mode of transport, and children guess the transport. For example: "This vehicle carries people and has wings. What is it?" (Airplane) 3. Allow children to take turns posing questions to their peers. Let them choose the card they want to describe.	1. Give cues about a specific part of a plant, and children identify or guess the part. For example, "This part of a plant helps in making food. What is it?" (Leaf) or "I am a part of a plant which is we can eat, has different flavours like sweet, sour." (fruit/vegetable) 2. Ask the children which questions or riddles they found interesting or challenging. Encourage them to share their favourite responses.
Activity Variation 		Show a flashcard of an animal, plant, or object to the group. Each child takes turns describing the flashcard using one word. Encourage attributes related to color, function, habitat, sound, etc. Older children can describe the picture in one sentence or more and younger children can guess.	
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is "Animals" or "Plants", we can talk about kindness towards animals, plants etc.	
Teacher Notes 		• Ensure that every child in the circle contributes one word to describe the picture. • Celebrate the diversity of responses and foster a collaborative atmosphere.	
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need • CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them	
Other competencies addressed 		Socio-emotional development; positive learning habits; knowing words to carry out day-to-day interactions; understands oral instructions etc.	
What can be observed? 		• Observe children engaging senses in the environment, e.g., touching textures or listening to sounds. • Note expressions of joy, curiosity, fear, etc., around animals and birds.' • Watch for vocabulary during plant/animal/fruit care and notice how children use them in their descriptions.	

ACTIVITY NAME What materials will you need? 	Playing with Sounds: Identify & Differentiate beginning/ending sounds Picture cards or objects with clear and distinct beginning sounds in L1, children's name tags, set of letter cards in L1	38 
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Display some common objects like tap (nal), cup, katori etc. and ask children to identify and name them in their home language. 2. Introduce the beginning sounds of each object. Like - /ka/ for katori and /na/ for nal. 3. Encourage children to repeat the name of the object and its beginning sound.	1. Let children identify the beginning sounds of objects around them. 2. From a heap of objects, let children identify items sharing the same beginning sound. 3. After identifying first sounds of common objects, motivate children to identify the beginning sounds of their names. Like, Kamal's beginning sound is 'ka' 4. Ask children with the same first sounds to make groups and name more objects with the same sound. 5. Call out children's names for different tasks by breaking their first sound and the rest of their name and letting them guess whose name is called.	1. Let children recall and name objects from the beginning sound. Ask questions like, what words begin with /ka/, /ma/ or /pa/? 2. Encourage children to add more words with the same beginning sound. For added challenge, set a timer and see how many words they can come up with in a given time. 3. Once beginning sound segmentation is clear, introduce ending sound segmentation similarly. Provide examples and let children practice identifying ending sounds.
Activity Variation 	Let children name and identify each object, picking out the odd sound. This can be turned into a game where children take turns being the one to choose the odd beginning sound. Older children can also play the same game for ending sounds.	
Theme Connect (Example) 	Introduce new words connected to the theme and let children identify beginning/ending sounds. For example, during the theme of 'Air', let children identify the first sound of hawaa.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or small toys that children can touch and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language	
Targeted Curricular Goal and Competency 	• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1	
Other competencies addressed 	Socio-emotional development, positive learning habits, knowing words to carry out day-to-day interactions, understands oral instructions and differentiates between sounds.	
What can be observed? 	• Observe children engaging senses in the environment, e.g., touching textures or listening to sounds. • Note expressions of joy, curiosity, fear, etc.. • Language and Creativity: Observe that children sing rhymes/songs, mimic and reproduce syllabic sounds, identify rhyming words, beginning and end syllables, combine syllables to form simple words, combine sounds to form familiar words.	

ACTIVITY NAME	Smell & Tell: Identify, Distinguish as Pleasant/ Unpleasant	
What materials will you need? 	Some fruits /vegetables with fragrance like lemon, orange, flowers like rose, marigold, jasmin, or perfume, soap, talcum powder, coffee, other items like garlic, few rotten leaves or flowers in a polythene bag or a rotten food item etc.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Ask children to close their eyes and let them smell objects like a lemon and a rose. 2. You can pass on the object one by one for each child to smell, and they can take turns guessing. 3. Encourage children to share their experiences and preferences regarding pleasant and unpleasant smells.	1. Provide some different smelling objects like perfume, soap, wet soil, garlic, pickle, rotten flowers, rotten leaves etc. Ask children to close their eyes and one by one give them the objects to smell. 2. Let the children smell and name the object. 3. Ask them to differentiate between similar smells like flowers and perfume. 4. Have a discussion about pleasant and unpleasant smells, and ask rhythm to match or categorise the smells of certain objects as pleasant or unpleasant. For example, the smell of rose is pleasant, whereas the smell of petrol is unpleasant for most people.	1. Encourage the children to guess smells of certain dangerous/inedible objects, such as rotten eggs, or the smell of spirit on a cotton ball. 2. Take children on a nature walk and ask them to observe and point out pleasant and unpleasant smells. 3. Talk about the nose as one of the sensory organs.
Activity Variation 	Take children to vegetable and fruit markets and let them observe and identify familiar smells like mint, coriander, kadi patta, rotten vegetables or fruits.	
Theme Connect (Example) 	If you are conducting this activity where the theme is 'Food', 'Air', 'Fruits and Vegetables', can talk about the different smells of the various objects in each of the themes.	
Teacher Notes 	• Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Allow children who may have difficulty with closed-eye activities to experience the smells with eyes open, focusing on the sensory aspect. • Be mindful of any allergies or sensitivities that children may have to specific scents, and provide alternatives when necessary.	
Targeted Curricular Goal and Competency 	• CG2 - Children develop sharpness in sensorial perceptions ◦ C2.4 - Differentiates multiple smells and tastes	
Other competencies addressed 	Language skills, aesthetic, sharpening sensorial perception, self-expression, recognizing different emotions, sorting skill, relating to memories of the experience, preserving the environment.	
What can be observed? 	• Observe children engaging senses in the environment, e.g., smelling and guessing on the basis of their experience. • Question Responses: Assess varied answers to open-ended questions, e.g., 'What if we don't clean rotten items or garbage around us?'	

ACTIVITY NAME		Health & Hygiene: Discussion on Routine, Body Parts, Tools to Clean	
What materials will you need? 		Flashcards of hygiene tools like comb, toothbrush, soap, nail cutter, comb, slippers, towel, bucket, food cover, clean clothes etc. Dress-up clothes (doctor's coat, stethoscope, bandages, etc.) Pretend medical kit or props (toy syringe, band-aids, cotton balls)	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Display flashcards featuring common hygiene tools such as a toothbrush, soap, and a nail cutter. Then, ask the following questions: a. Where can you find this tool? b. When do you use this tool? c. How do you use this tool? d. Why do you use this tool? 2. Engage in a discussion about the importance of maintaining hygiene in our daily routine. 3. Encourage children to participate in the discussion by sharing their own experiences and understanding of hygiene practices.		1. Display hygiene tool flashcards (comb, toothbrush, soap, nail cutter, slippers, towel, bucket, food cover, clean clothes). 2. Ask questions like - Where is it found? When is it used? How is it used? Why is it used? 3. Engage children in a conversation about their daily routines and discuss the importance of maintaining hygiene. 4. Emphasize the significance of cleanliness for preventing illness and overall well-being.	1. Organize role-play in small groups with children assigned roles: doctor, a sick boy, a teacher, and a parent. Instruct them to act out a scenario like the boy visiting the doctor with the teacher and parent. 2. Engage in a discussion with children about the importance of having healthy food. For instance, explain that eating fruits and vegetables helps us grow strong and stay well.
Activity Variation 	Narrate a story or recite a poem where the focus is on good and bad hygiene practices. Ask the children to categorise the activities stated into good and bad hygiene.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'My body', discuss different parts of the body, functions of each body part with children.		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or objects like soap, toothbrush etc. that children can touch and feel. ◦ Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 	• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.2: Practices basic self-care and hygiene		
Other competencies addressed 	Creativity, imagination, aesthetic sense, practices safe use of material and simple tools, demonstrates coordination and flexibility, cooperative behaviour, helpfulness.		
What can be observed? 	• Active Exploration: Observe children engaging their senses in maintaining body hygiene. • Emotional Responses: Note expressions of joy, curiosity, fear, etc., when discussing hygiene. • Question Responses: Assess varied answers to open-ended questions, such as 'What if you do not maintain hygiene?' • Language and Creativity: Observe vocabulary use during body hygiene and care, and notice creative use of natural materials in play.		

ACTIVITY NAME	Our community helpers: Name, Identify Role, Tools Used	41
What materials will you need? 	Flashcards or images of community helpers and the tools used by them like stethoscope, white coat, medical sign, injection, medicines, paints, brush, colours, different gardening tools, helmet, hose pipe, CO2 cylinder, fire van, ball, bat, helmet, weighing scales, weights, fruit/veggie basket etc.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Display flashcards of community helpers and their tools. - Doctor: stethoscope, white coat, medical sign, injection, medicines, etc. - Painter: paints, brush, colors. - Gardener: various gardening tools. - Firefighter: helmet, hose pipe, CO2 cylinder, fire van. - Discuss each community helper and their tools. 2. Introduce multiple tools used by community helpers and explain their purposes. For instance, a firefighter uses a hose pipe to extinguish fires. 3. Discuss the importance of community helpers in our lives, highlighting the essential services they provide for our communities.		1. Discuss gender equality among community helpers and question if women can be painters, firefighters, or cricketers. 2. Organize a role-play activity that challenges gender stereotypes in community helper roles. Facilitate the role-play and encourage children to reflect on their experiences. 3. Emphasize the importance of breaking gender stereotypes and promoting equality in all professions
Activity Variation 	Take children and visit the different community helpers in your neighbourhood and let them ask questions about their profession and the tools they use.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', "Health and Safety", "Markets", discuss the different community helpers involved in these themes.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or objects like stethoscope, injection, medicines, paints, brush, colours, different gardening tools, helmet, hose pipe, weighing scales, weights, fruit/veggie basket etc. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.	
Targeted Curricular Goal and Competency 	• CG-4: Children develop emotional intelligence ◦ C-4.1: Starts recognising 'self' as an individual belonging to a family and community	
Other competencies addressed 	Language skills, self expression, creativity, imagination, practices safe use of material and simple tools, cooperative behaviour, helpfulness.	
What can be observed? 	• Active Exploration: Observe children engaging in different tools used by community helpers • Emotional Responses: Note expressions of joy, curiosity, fear, etc., while talking about the different community helpers. • Question Responses: Assess varied answers to open-ended questions, e.g., 'What will happen if the community helpers do not have their tools?' • Language and Creativity: Watch for vocabulary during discussion on community helpers and notice how to express themselves during role play.	

ACTIVITY NAME		Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy			
What materials will you need? 		Picture cards of different foods like rice, juice, fruits etc. Food items like lemon, chocolates, vinegar, ginger, salted biscuits			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Display cards of different foods (cooked and raw) and drinks and encourage children to identify and name them. Example; Rice, Juice, fruits etc 2. Distinguish between edible and non-edible food. Then talk about each edible food/drink- along with its characteristics(taste, colour). 3. Ask children to share about their favourite food item.		1. Discuss the idea of daily or occasionally eaten foods- daily foods such as rice, chapati, milk etc versus occasional food like sweets, snacks. 2. Discuss and show pictures of foods that are high in sugar, salt, oil or are packaged foods that should be avoided such as chips, burgers, chocolates etc and inform children that they are unhealthy. 3. Help children make a picture chart and classify different food items as healthy or unhealthy.		1. Set up a tasting station with small portions of food representing sweet, salty, sour, bitter, and savory and encourage them to explore and classify the tastes. Example.; lemon, chocolates, vinegar, ginger, salted biscuits etc 2. Once children understand tastes encourage them to classify different food items on the following categories - According to taste - According to how healthy they are - Whether it should be eaten daily or occasionally	
Activity Variation 		Show the pictures/posters of leftover food during parties/feast or foods thrown in dustbins. Also, show them pictures of people starving, not getting any food to eat and of weak and sick people. Let the children think what can be done to get rid of these problems. Sensitise them not to waste food, and to share food with the needy people.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Health and Safety', discuss eating clean and fresh food to keep the body healthy and safe from diseases.			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.			
Targeted Curricular Goal and Competency 		• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.1: Shows a liking for and understanding of nutritious food and does not waste food • CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.4: Differentiates multiple smells and tastes			

Other competencies addressed



Observation, vocabulary development, creative self-expression, communication, self-care and hygiene, sensory perception, visual memory, shows liking for healthy food and learning not to waste food.

What can be observed?



- **Active Exploration:** Observe children engaging senses in the environment, e.g., tasting different types of food.
- **Emotional Responses:** Note expressions of joy, curiosity, fear, etc.. Liking for nutritious food and does not waste food, safe use of material and simple tools.
- **Question Responses:** Assess varied answers to open-ended questions, e.g., 'What do you think this food item is sweet or salty?' Awareness about healthy foods, participation and involvement, curiosity, memory, recalling, attention, decision making.
- **Language and Creativity:** Watch for vocabulary healthy food and notice how natural materials are creatively used in play.

ACTIVITY NAME What materials will you need? 	Family: Talk about relationships, draw family tree, role-play Family photo, paper, crayons, colours, chart papers	43 
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Let the children talk about his/her family (the names of family members like father, mother, sister, brother and others). Ask children to talk about their interests, likes/dislikes etc. 2. Discuss in detail what each family member does.	Ages 4-5 1. Ask the children to paste their family photos on the chart paper and talk to other children about their relationship with the persons in the picture. 2. Let the children draw a family tree and paste photos of family members on it. Also provide opportunities to talk about their house. 3. If a child doesn't have a family photo then they can simply draw and tell names of their family members, etc.	Ages 5-6 1. Discuss with children what names do we have for different relatives. 2. Help children to draw a family portrait. 3. After children draw, let them compare and talk about different types of families. For Eg - Families are from different backgrounds and are diverse in nature. We need to appreciate it, respect for other families, their cultures etc.
Activity Variation 	Ask children to perform a role play of their different family members and other children can guess who are they enacting.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Myself', discuss my family members and their importance.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.	
Targeted Curricular Goal and Competency 	• CG-4: Children develop emotional intelligence ◦ C-4.1: Starts recognising 'self' as an individual belonging to a family and community	
Other competencies addressed 	Shows coordination between sensorial perceptions and body movements, starts recognising self in a family, interacts comfortably and responds positively	
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. Liking for different family members. • Question Responses: Assess varied answers to open-ended questions, e.g., 'What does the term "family" mean to you? How do families provide support and love? Awareness about family members, participation and involvement, curiosity, memory, recalling, attention, decision making. • Language and Creativity: Watch for vocabulary on family members and notice how natural materials are creatively used in play.	

ACTIVITY NAME What materials will you need? 	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities Flashcards, chart paper, crayons	 44
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Show flashcards on the sequence of activities of children in a day (e.g., waking up, cleaning teeth, breakfast, coming to school, playtime, lunch, nap, snack, dinner, bedtime etc). 2. Discuss with each child their daily routine. Ask children: - What do you do when you wake up? - What do you do before coming to school? - What do you do after going back home until you go to bed, etc? 3. Jumble the cards and let the children arrange them in a proper sequence.	1. Repeat steps from ages 3-4 activity. 2. Discuss with children different parts of the day and the activities done in each part of day: - Morning - Brushing teeth, going for a walk with parents, bathing, getting dressed, having breakfast etc - Afternoon - father feeds/bathes cattle, having lunch, taking a short nap etc - Evening and Night - playtime having dinner, brushing teeth etc 3. While talking to children, include concepts like 'before' and 'after' 4. Discuss with children: - What did they do yesterday? - What did they eat yesterday for dinner? - What do they want to draw today in class? - Which game do they want to play tomorrow?	1. Tell a story with three to four events and after the completion of the story, ask children questions related to the occurrence of the events, e.g. what happened after, what happened before, etc. 2. Let the children work together to make a clock. The teacher will give a brief idea on how to see time in a clock. Ask the children to play a game using the clock they have made. One child can adjust the hands of the clock and the other child can tell what time the clock is showing.
Activity Variation 	Discuss with children the activities they did on the previous day/holiday/particular occasion/festival day. During 'Circle time', point to the display board and talk about the day of the week and let the children identify the day for example ask them "What day is it today?"	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Me and my Family', discuss my daily routine in it.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.	
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	

Other competencies addressed



Observe children if they have developed some understanding of time, creative and aesthetic skills, imagination, hand-eye coordination.

What can be observed?



- **Active Exploration:** Observe children engaging senses in the environment, e.g., discussing day and night, time etc .
- **Emotional Responses:** Note expressions of joy, curiosity, fear, etc. Joy or fear of different routines they follow.
- **Question Responses:** Assess varied answers to open-ended questions, e.g., 'Which is the favourite part of your day?' "What is the activity you like the most?" Awareness about daily routine, participation and involvement, curiosity, memory, recalling, attention, decision making.
- **Language and Creativity:** Watch for vocabulary on daily routine, time and notice how natural materials are creatively used in play.

ACTIVITY NAME	Road Safety: Understand & Role Play Rules	45
What materials will you need? 	Colours, cardboard, tape.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Introduce basic traffic light colors using simple visuals or toys. 2. Engage children in a game where they match colors to their corresponding traffic light signals. 3. Game- Let the children stand in a circle. Give instructions: when they see a green board, they must run, and when they see a red one, they must stop.	1. Repeat steps from age 3-4 activity. 2. Set up a miniature zebra crossing with tape or paper. Encourage children to roleplay as vehicles and pedestrians.. Discuss and enact the use of zebra crossing correctly and the importance of looking both ways before crossing and also talk about rules like use of traffic lights, wearing seatbelt, helmet, walking on footpath. Then do this activity with 4 way crossing.	1. Repeat steps from age 3-4 and 4-5 activity. 2. Take a short walk nearby or in a safe area. Emphasise the use of footpaths and explain why it's important to stay on them. Discuss the dangers of walking on the road and other rules.
Activity Variation 	Let the children make traffic lights using red, green and yellow coloured paper as an art and craft activity and talk about it. Recite the related rhymes/poems. Show a video of traffic signal activity/songs on road safety/organise role play, etc. Share a story or create a narrative that involves characters practising road safety.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Transportation', discuss transports and modes of transports.	
Teacher Notes 	• Inclusion of all children: Introduce all names in children's home languages and allow them to respond in their home language. • Support children with special needs. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality	
Targeted Curricular Goal and Competency 	• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	
Other competencies addressed 	Socio-emotional development; positive learning habits; knowing words to carry out day to day interactions; understands oral instructions etc. Develop awareness for self-protection, develops memory, attention, shapes, colours, precision and control in working with their hands and fingers, etc.	
What can be observed? 	• The children identify traffic lights and other traffic symbols also such as zebra crossing, follow road safety rules and avoid danger.	

ACTIVITY NAME	Things Around Us: Identify & Describe fruits, vegetables, animals & birds	46
What materials will you need? 	Picture cards of animals, birds and insects, food items; small baskets/ boxes/trays for sorting, leaves, stones, pebbles, twigs, flowers; picture puzzles of different animals, birds, people, plants, flowers, etc.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Make children sit in small groups. Show flashcards of fruits and help children identify the names and characteristics of each fruit. For Eg; Apple, mango, banana, grapes, watermelon etc 2. Talk about the different characteristics of fruits and ask questions: For Eg: • Where are they found? • What is the colour of the fruit? • Which is their favourite fruit? • Does the fruit have seeds? • Is the fruit heavy or light? • Is the fruit big or small? • What is the shape of the fruit? Is it round or long? • Is the fruit soft or hard? • Do they like to eat this fruit or not?	1. Make children sit in small groups. Show flashcards of vegetables and help children identify the names and characteristics of each vegetable. For Eg; Beans, Onion, tomato, potato, carrot, beetroot, lady finger etc 2. Talk about the different characteristics of vegetables and ask questions: For Eg: • Where are they found? • What is the colour of the vegetable? • Which is their favourite vegetable? • Is the vegetable heavy or light? • Is the vegetable big or small? • What is the shape of the vegetable? Is it round or long? • Is the vegetable soft or hard? • Do they like to eat this vegetable or not?	1. Make children sit in small groups. Show flashcards of animals & birds and help children identify the names and characteristics of each animal & bird. For Eg; Lion, Tiger, Elephant, Giraffe, dog, cat, parrot, pigeon, peacock, sparrow, crow etc 2. Talk about the different characteristics of animals & birds and ask questions: For Eg: • Where do they live? • What is the colour of the animal or bird? • Which is their favourite animal or bird? • Is the animal big or small? • Is the bird big or small? • Is the animal tall or short? • What do they eat? 3. Further ask questions to children: • How do all animals live together in spite of their differences? • What is the difference between domestic and wild animals? • What is the difference between animals and humans? • Do animals and birds take bath? • What do they do when they fall ill? • How are they helpful in our daily life? 4. Talk to the children about animals and birds around them and help them understand as to how they can be kind towards them, for example, by giving water, food, shelter, etc.

Activity Variation 	Plan a visit to the vendor for younger children. For older children, plan a visit to a nearby farm/playground/park/zoo, to observe animals, birds, etc. Offer plenty of such opportunities to children to observe common animals and birds around them, like buffaloes, goats, dogs, cats, mice, cows, rabbits, sparrows, crows, hens, etc. Let the children enjoy the presence of animals and birds around them.
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is “My Village/My City”, “Tree and Plants”, “Fruits and Vegetables”, “Animals”, “Insects and Birds” we can ask questions related to these topics around predicting and guessing impact of events, or sharing solutions ideas etc.
Teacher Notes 	• Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language.
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical thinking" ◦ C-7.1: Observes and understands different categories of objects and relationships between them • CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
Other competencies addressed 	Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, preserving the environment.
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing and asking questions related to predicting and guessing impact of events, or sharing solutions ideas. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. • Question Responses: Assess varied answers to open-ended questions, e.g., 'Why should we eat fruits or vegetables?' What if animals or birds were not there at all ?" • Language and Creativity: Watch for vocabulary on different concepts.

ACTIVITY NAME		Follow the instructions: Body Movements		47	
What materials will you need? 		None			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
• Gather the children in a circle • Inform children that you will be giving some instructions and they will have to listen carefully and respond accordingly. • To add to fun element you can wear a face mask of an animal/bird/ character, give it a name & use for giving instructions. For Eg: Wearing the mask of a parrot named Tutu, you say "Tutu says, touch your nose" then the children will touch their nose. • Give the following simple instructions to children and observe if they are following the instructions correctly. Some other examples could be- ◦ Tutu says, touch your head/toes, point at your nose, clap your hands etc.		1. Gather the children in a circle 2. Inform children that you will be giving 2-3 step instructions and they will have to follow the instructions as the teacher says. For Eg: If the teacher wears a face mask of an elephant named Bobo and says "Bobo says, jump and clap" then the children will first jump and then clap. 3. Give the simple instructions to children and observe if they are following the instructions correctly. Gradually increase the complexity of the instructions, like- ◦ Bobo says, raise your hands and then jump ◦ Bobo says, balance a book on the head and walk ◦ Bobo says, swing your hands and walk ◦ Bobo says, walk on your toes with hands held above the head ◦ Bobo says, clap your hands once, jump 2 times and walk 3 steps ahead ◦ Bobo says, touch your feet, jump sideways, hop on one foot.			
Activity Variation 		Play music and encourage children to move around the room. Pause the music intermittently and give simple instructions for movements, such as "Hop like a bunny" or "Twirl like a dancer." Emphasize listening and following instructions while having fun.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is “My body”, we can discuss the different parts of the body and their uses. We could also discuss the different actions which can be done by each body part.			
Teacher Notes 		• Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language. • Inclusion of children with disability: Ensure the instructions given are such that all children can engage in the activity.			
Targeted Curricular Goal and Competency 		• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others			
Other competencies addressed 		Language skills, willingness to participate, understands and demonstrates appropriate vocabulary, understands and follows oral instructions etc			
What can be observed? 		• Active Exploration: Observe children engaging in the activity and following the instructions given • Emotional Responses: Note expressions of joy, curiosity, fear, etc. while their participation in the activity			

ACTIVITY NAME	Who am I? : Touch, Feel & Guess	 48
What materials will you need? 	Objects brought from children's home	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Organise circle time with the children. 2. Encourage them to bring an object from home. 3. Let them sit in a circle. 4. Give each child an opportunity to speak a few lines about the object to their friends	1. Let the children close their eyes. Take an object and hide it behind your back. 2. Describe the object and ask the children to guess what it is. Use riddle phrases such as: 'I am long, I am shiny, I am used to eat/sip with, what am I?' (a spoon). 3. Give as many clues as needed until they guess the object. 4. Once the children have guessed the object correctly, let them describe it in their own words. 5. They also have to explain why they guess what it was by talking about its properties- weight, shape, texture, smell, etc	
Activity Variation 	A touch, feel and guess activity can be done, in which children close their eyes and pick an object from a sack or bag and feel it. They guess what the object is. Then they explain how they guessed what it was by talking about its properties like its weight, shape, texture, smell, etc.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'My body, Fruits and Vegetables, Animals, Insects and Birds', community helpers' etc	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. Also make sure that sharp or pointed objects are not used for this activity. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.	
Targeted Curricular Goal and Competency 	• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.5: Develops discrimination in the sense of touch • CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	
Other competencies addressed 	Shows coordination between sensorial perceptions and body movements, starts recognising self in a family, interacts comfortably and responds positively	
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. Liking for different family members. • Question Responses: Assess varied answers to open-ended questions, e.g., 'What does the term "family" mean to you? How do families provide support and love?' Awareness about family members, participation and involvement, curiosity, memory, recalling, attention, decision-making. • Language and Creativity: Watch for vocabulary on family members and notice how natural materials are creatively used in play.	

ACTIVITY NAME	Explore Seasons: Name & Understand Characteristics	49
What materials will you need? 	Seasons flashcards on A4 size sheet- summer, winter, spring, autumn, monsoon; picture cards of seasonal objects (clothes, food, festivals, weather), colours, crayons, papers	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4		Ages 4-6
1. Begin by displaying flashcards featuring different seasons' (summer, winter, spring, autumn, monsoon) clothes, food, weather, surrounding etc. and encourage children to identify and name the objects found in the picture. 2. Motivate children to share their personal experiences related to the objects from the picture by asking questions such as, "When do we wear these clothes?", "What will happen if we don't wear these clothes?", "What is the weather in the picture?", "What are the different things in two pictures (show those two pictures)?", "Which of these things do you also have and when do you wear them?", "Which of these food items have you eaten and when?", etc. 3. Conclude children's experience and share the name of the seasons with the children. 4. Narrate a rhyme about seasons with the actions and ask children to repeat it.		1. Repeat steps from age 3-4 activity. 2. Note down all the five seasons and ask children to arrange pictures of the objects such as clothes, food, festivals and weather under the suitable season.
Activity Variation 	For younger children, encourage children to role play in different situations of a season such as "What will you do if you are feeling cold?", "What will you do if it starts raining and you don't have an umbrella?", etc. For older children, let children draw their favourite season and talk about what they like, don't like, eat, wear, celebrate festivals in their favourite season.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Festivals', 'Plants', 'Animals and Birds' or 'Food', discuss the season in which those festivals are celebrated, plants are grown or shed their leaves, animals and birds migrate or food we eat.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel, using audio visuals to support different learning modes. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children.	
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical Thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them	

Other competencies addressed



Language skills, observation skills, emotional skills, understanding of classification, creativity and imagination and environmental awareness

What can be observed?



- **Active Exploration:** Observe children engaging senses in the environment, e.g., identifying objects and discussing about seasons.
- **Emotional Responses:** Note expressions of joy, curiosity, fear, etc. Liking for different seasons.
- **Question Responses:** Assess varied answers to open-ended questions, e.g., 'What will you do if you are feeling cold?', 'What will happen if we don't wear these clothes?' Awareness about seasons, participation and involvement, curiosity, memory, recalling, attention, decision making.
- **Language and Creativity:** Watch for vocabulary on seasonal objects and notice how objects are classified during play.

ACTIVITY NAME		Finding Rhyming Words: Recognise, Identify, Create Strings		 50	
What materials will you need? 		Picture cards of rhyming words			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Let children sit in a circle and sing a rhyme. 2. Introduce the idea of rhyming words using multiple examples as similar sounding words. 3. Help children identify rhyming words telling children to clap or do a thumbs up everytime they hear a rhyming word or pause before the rhyming word and ask children to guess what can come after. 4. Play rhyming word games with children by building simple and meaningless rhyming word strings like ba. ma, ra, ka, la, sha, pa, ya...every child adds to the string.		1. Repeat steps from ages 3-4 activity. 2. Next add meaningful strings to the word of strings like mala, tala, kala, nala... and then continue to add complex strings like makdhi, lakdhi, kakdhi etc		1. Show a few picture cards of rhyming words to children. 2. Play the following rhyming word games with children. - Find the odd one out from a set of rhyming words - Find the pairs of rhyming words from a set of word	
Activity Variation 		Teachers can use a few picture cards of rhyming words to children. Show any picture card and children share sensical/nonsensical rhyming words for that word in the picture.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'My body, Fruits and Vegetables, Animals, Insects and Birds', community helpers', simple words from these themes can be used to teach rhyming words.			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home Creating a safe and secure environment for children • Ensure and Encourage Gender Equality language.			
Targeted Curricular Goal and Competency 		• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1			
Other competencies addressed 		Develops socio-emotional skills; creativity; cognitive development; boost imagination; language development; vocabulary building.			
What can be observed? 		• Active Exploration: Observe the children's response/s for identifying the rhyming words, poem recitation with intonation, voice modulation, and expressions, etc.. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. during the discussion and while playing the game. • Question Responses: Assess varied answers to open-ended questions, e.g., 'Why is this not a rhyming word? "If you want it to rhyme then which word would be more appropriate?" • Language and Creativity: Observe the vocabulary and new words used by children.			

ACTIVITY NAME		Recognise Alphabets: Associate common alphabets of L1 with sound & Identify		
What materials will you need?		Picture cards, Letter cards		
				
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4			Ages 4-6	
1. Provide pictures starting with the same sound- help children recognise the beginning sound- name other objects/words/names from the same sound. 2. Encourage children to pick pictures of objects starting from particular sound 3. Sort pictures from heap and classify according to given sound. 4. Encourage children to identify object or picture which is not starting from given sound			1. Encourage children to pick pictures of objects starting from a particular sound and then introduce a symbol of that sound (letter/akshar). 2. Let the children feel tactile letters, write Letter/ Akshar on air, water, sand, colour on paper, with dough or finger dipped in colour.	
Activity Variation			• Encourage children to find Letters in Storybooks, pamphlets, newspapers and magazines. • Make a Letter/ Akshar strings- children recognise Letters shown and one by one in circle share something that starts from it. • Play Letter/ Akshar games like musical chair keep one Letter/ Akshar on every chair- when music stops children have to recognise Letter/ Akshar present on chair and name one object/word starting from it.	
Theme Connect (Example)			NA	
Teacher Notes			• Inclusion of all children: To support children with special needs, use tactile picture cards or small toys that children can touch and feel. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language	
Targeted Curricular Goal and Competency			• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	
Other competencies addressed			Concept development; social skills; memory; vocabulary building; exploration, creativity, physical motor development.	
What can be observed?			• Observe the children's ability to recognise the Sounds/letter/akshara, skill of forming and identifying words and objects.	

ACTIVITY NAME

Role Play: Understanding family, relationships & professions

What materials will you need?



Props of different setups like festivals and birthday celebration, different attires, accessories, tools of different professionals.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Conduct a role-play activity with dressing-up materials ready (e.g., mustaches, spectacles, sticks, scarves, long shirts).
2. Encourage children to play roles of family members.
3. Have other children guess the character being portrayed.

Ages 4-5

1. Conduct a role-play activity with materials related to different professions, including use of tools.
2. Encourage children to play roles of various professionals (e.g., doctor, teacher, watchman, postman).
3. Have other children guess the character being portrayed.

Ages 5-6

1. Conduct a role-play activity with materials for different roles.
2. Decide on setups beforehand, such as a birthday party or festival celebration.
3. Encourage children to take on different roles and enact situations they have experienced or heard about.
4. Allow for improvisation and creativity in their performances.

Activity Variation



Ask the children to sit in a circle, closing their eyes, and think for a few minutes about how they spent their previous day or weekend. Let them enact and share with the group.

Theme Connect (Example)



Connect with the theme Me and my family and Community helpers and encourage their enacting skills.

Teacher Notes



- Encourage children to express themselves.
- Respect others' emotions.
- Praise for their enacting skills.
- Ensure every child's participation.

Targeted Curricular Goal and Competency



- **CG-9:** Children develop effective communication skills for day-to-day interactions in two languages
 - **C-9.3:** Converses fluently and can hold a meaningful conversation

Other competencies addressed



Recognition of different emotions/people, comfortable interaction, effective use of words, development of physical flexibility, interaction with peers and adults, recognition of oneself as an individual belonging to a group (family and community).

What can be observed?



- Observe children while they are speaking, performing role- plays.
- Observe their level of confidence, vocabulary in regular conversation and their self-confidence while expressing themselves.

ACTIVITY NAME		My Colourful India: Explore, Understand & Appreciate Diversity		53	
What materials will you need? 		Big political map, flash cards of different state's food, dance, festivals, dress etc., folk music in phone of each state			
 HOW TO CONDUCT THIS ACTIVITY 					
Ages 3-4			Ages 4-6		
1. Paste a big political map on the wall, display all the flashcards in the centre and make a semi-circle around it. 2. Name a category of a flashcard and ask children to identify the things they know or have seen somewhere. For example, from the category of food, ask children to identify the dishes they have seen or eaten before. 3. Discuss with children about the items they have picked for each category by asking questions such as "Which dish is this?", "Where did you eat this dish?", "Have you seen someone wearing this dress?" etc. and put together all the state specific picture cards together. 4. Talk about each state by mentioning their name, food, dance, dress, festival etc. and mark or point that state on the map.			1. Play a folk song of a state and while dancing with children point towards a state, name and mark it. For example, play Bhangra beats and while dancing with children point towards Punjab and name it for the children. 2. Discuss with children about the state by asking questions such as "Who has visited Punjab?", "Do you know anyone who is from Punjab?", "Have you eaten something popular in Punjab?" etc. 3. Encourage all children to share their experiences for states known to them and then conclude the state by showing flashcards of the state's dance, food, dress, festivals etc. 4. Ensure that all children get the opportunity to share their experiences and discuss all the states of India that children are familiar with.		
Activity Variation 		Create a display of states in sections with the children and their parents to dress up in their traditional dress and bring a state dish at the centre. Encourage parents and children to talk about their state and the dish with everyone.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Community, Festivals, Food', discuss changes in the dress, food, festival and living methods across regions due to cultural and regional diversity.			
Teacher Notes 		• Inclusion of all children: Introduce all names in children's home languages and allow them to respond in their home language. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language. • Support children with special needs. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality			

Targeted Curricular Goal and Competency



- **CG-4:** Children develop emotional intelligence
 - **C-4.6:** Shows kindness and helpfulness to others (including animals, plants) when they are in need
- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.2:** Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
- **CG-12:** Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways
 - **C-12.5:** Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
- **CG-13:** Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
 - **C-13.3:** Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions

Other competencies addressed



Oral language skills, listening comprehension, observation skills, socio-emotional skills such as acceptance and respect towards others, understanding of social relationships.

What can be observed?



- Note understanding of social behaviours like caring, compassion and respect for others.
- Observe if children are able to share about themselves confidently.
- Language and Creativity: Watch for vocabulary on food, festivals, dress etc. and notice how flash cards are creatively used in play.

ACTIVITY NAME		Memory Magic: Recall Objects, Words & Patterns	54 
What materials will you need? 	None		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	1. Sit in a circle with children. 2. Say a word out loud, the child sitting next repeats that word and adds one more and then the next child does the same. 3. This could be around specific themes also to build thematic vocabulary. For Eg: Fruits, vegetables, community helpers, animals, insects and birds etc
1. Sit in a circle with children. 2. Say a word out loud, the child sitting next repeats that word and adds one more and then the next child does the same. 3. This could be around specific themes also to build thematic vocabulary. For Eg: Fruits, vegetables, community helpers, animals, insects and birds etc	1. Sit in a circle with children. 2. Play chinese whispers - teacher says one word in ear of a child, the child repeats the word and adds one more and shares ahead and so on. 3. This could be around specific themes also to build thematic vocabulary. For Eg: Fruits, vegetables, community helpers, animals, insects and birds etc		
Activity Variation 	Show 5 objects and name them, after a few seconds hide the objects. Children can recall what the objects were and share it with others.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘, My Body, Fruits and Vegetables, Animals, Insects and Birds, Means of Transport’, words related to this theme can be used.		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 	• CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom ◦ C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments		
Other competencies addressed 	Shows coordination between sensorial perceptions and body movements, recall of words, memory, recalling, cooperation while playing, enjoyment etc		
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. while playing the games. • Question Responses: Awareness about different words, participation and involvement, curiosity, memory, recalling, attention, decision making. • Language and Creativity: Watch for vocabulary on different topics and notice how natural materials are creatively used in play.		

Weeks & Months: Name, Discuss & Associate Events		55
ACTIVITY NAME		
What materials will you need? 	Chart papers, colours/crayons and a calendar	
HOW TO CONDUCT THIS ACTIVITY		
Ages 3-4		Ages 4-6
1. Ask children to share their experiences such as what they did yesterday after going back from anganwadi, what they ate yesterday at dinner, what they want to do today after going back to home, which game they want to play tomorrow. While talking, include concepts such as yesterday, today and tomorrow. 2. Introduce the concept of weekend and holidays with the children by asking the questions such as, “when do you come to anganwadi?”, “when do you not come to anganwadi?” “what do you do on your weekend/holiday?” 3. Mark children’s birthdays and festivals on the calendar and encourage them to share and talk about their birthday and festivals they celebrate by asking the questions such as, “what do you like to do on your birthday?”, “what do you eat/wear at the (name) festival?”, “with whom do you like to spend your birthday?” 4. Design a display board where the date, day and month can be depicted everyday.		1. Repeat steps from age 3-4 activity. 2. Create a weekly routine plan on a chart with the children about their play or lunch time with names of the days of the week and use the plan daily to follow the routine. 3. During ‘Circle time’, point to the display board and talk about the date, day of the week and the month and let the children identify the day. For example, ask them “What day and date is it today?” 4. Revisit the display board and the calendar everyday during ‘Circle Time’ to discuss the date, name of the day, month and any special occasion in the anganwadi.
Activity Variation 	For younger children, make an anganwadi calendar with children’s birthdays and festivals for each month in the beginning of each month and refer to it to discuss the birthdays, festivals and holidays in the anganwadi. For older children, ask the children to identify their birthdate, day, holidays in the calendar and during ‘Circle Time’ talk about those days with the class.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Me and My Family’, ‘My Community’, discuss family members birthdays and festivals around the nation.	
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel. • Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language.	

Targeted Curricular Goal and Competency



- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.10:** Performs simple measurements of time in minutes, hours, day, weeks, and months

Other competencies addressed



Skills in sequencing, expression ability, observation ability, classification, etc., converses fluently, solves simple problems, understands oral instructions.

What can be observed?



- Observe children if they have developed some understanding of time and sequence.
- Observe if children are able to recall the past events and share their experiences.
- Language , Vocabulary, Observation and Creativity.

ACTIVITY NAME		Game of Sounds: Break, Join & Replace Syllables		
What materials will you need?		Akshar cards and picture cards of non-matra objects		
				
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. In a circle with children, make a sound like 'ma... ma... ma...' in a rhythmic tune and then extend this with children using other monosyllables such as 'ka... ka... ka...' 2. Ensure children are given multiple chances to hear and use different monosyllables and repeat them. 3. Encourage children to repeat sounds using different monosyllables.		1. Repeat steps from ages 3-4 activity. 2. In a circle, show a picture card of a non-matra familiar object to the children and ask them to name the objects. 3. Repeat the word by emphasising on each syllable of the word followed by a clap such as 'ba (clap)... sa (clap)' and encourage children to repeat the steps. 4. Let children practise with different non-matra objects such as 'ka (clap)... ma (clap)... la (clap)' and ensure every child gets a chance in rotation.		1. Repeat steps from ages 4-5 activity. 2. Show a picture card to the children and encourage them to name the object. 3. Repeat each syllable of the name while putting relevant akshar cards along the object to make a word such as with kalam picture object, repeat syllable 'ka... la... ma...' and put akshar cards ka... la... ma... with it. 4. Start with demonstration to put the akshar cards and speak out each syllable along the picture card and encourage every child to take turn for themselves for different objects.
Activity Variation 		Discuss with young children to identify the object and recognize their beginning sounds. For older children, make akshar corners in the room by placing one akshar/poster card in each corner and keep multiple picture cards in the centre. Then encourage children to sort cards and put them in the akshar corners with which they start. Children can also be iterated to put picture card in akshar corners with which they end.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Fruits and Vegetables' or 'Animals and Birds', discuss the texture, colour and shape of the objects.		
Teacher Notes 		• Inclusion of all children: Introduce all names in children's home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 		• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1 ◦ C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words		
Other competencies addressed 		Physical motor development; socio-emotional development; cognitive development; explores different sounds and akshars to form new words; follows instructions; development of self esteem, self expression.		
What can be observed? 		• Observe if the children can identify the phonemes of the words, either the beginning letter, the middle letter, or the ending letter.		

ACTIVITY NAME		Understanding Myself: My Choices/Preferences/Likes/Dislikes			
What materials will you need? 		Picture cards of different emotions, old magazines, newspapers, scissors, glue, crayons and paper.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Tell a story or read a book to the children. Pause at key points and ask them to indicate if they like or dislike what's happening. Encourage them to explain their choices. 2. Create a board with different facial expressions (happy, sad, angry, etc.) and ask children to point to the face that represents how they feel. Encourage them to talk about why they feel that way.		1. Provide old magazines or newspapers, scissors, glue, and paper. Ask children to cut out pictures of things they like (toys, animals, foods) and create a collage. They can then share their collages and explain their choices. 2. Act out different emotions (happy, sad, surprised) and have children guess the emotion. Then, ask them to show how they would feel in certain situations (e.g., getting a gift, losing a toy). 3. Have children share a favorite memory or experience and why it is special to them. This can be done through drawing, storytelling, or simple verbal sharing.			
Activity Variation 		Provide mirrors and art supplies and ask children to draw self-portraits. Encourage them to include things they like or are important to them in the drawing			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Me and my Family', ask children to draw how they feel when they are happy, sad, or angry. They can share their drawings and explain them to the group.			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel, using audio visuals to support different learning modes. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.			
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately			
Other competencies addressed 		Fine motor skills, Creativity & Imagination, Cognitive Development, Language & Communication skills, Emotional Expression and Cultural Awareness			
What can be observed? 		• Active Exploration: All children participate and explore the environment using their senses. • Language Development: Observing how they speak and express their thoughts and emotions & engage in discussions with peers.			

ACTIVITY NAME		Follow the instructions: Find objects as per Instruction		58	
What materials will you need? 		None			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Inform children that you will be giving some instructions and they will have to do as the teacher says. For Eg: If the teacher says "Find an object which is blue in colour" then the children will go and get an object which is blue in colour. 3. Give the following simple instructions to children and observe if they are following the instructions correctly - Find an object which is red in colour - Find an object which is circle in shape - Find an object which is square in shape - Find an object which is soft - Find an object which is heavy - Find an object which is green in colour		1. Inform children that you will be giving two instructions to them and they will have to do as the teacher says. For Eg: If the teacher says "Find an object which is blue in colour and circle in shape" then the children will go and get an object which is blue in colour and circle in shape. 3. Give the following simple instructions to children and observe if they are following the instructions correctly - Find an object which is red in colour and square in shape - Find an object which is brown in colour and heavy - Find something that is both red in colour and hard - Find an object which is circle in shape and is heavy - Find something that is both red in colour and soft - Find something that is both white and oval - Find something that is both black and small - Find something that is both green and big Note - Make sure that you give instructions which describe objects that are present in the surroundings of the child		1. Inform children that you will be giving 3 instructions to them and they will have to do as the teacher says. For Eg: If the teacher says "Find an object blue in colour and circle in shape, and place it on the table" then the children will go and get an object which is blue in colour and circle in shape and place it on the table. 3. Give the following simple instructions to children and observe if they are following the instructions correctly - Find an object which is red in colour and square in shape and keep it in the cupboard - Find an object which is brown in colour and heavy and keep it on the bed - Find something that is both red in colour and hard and keep it on the table - Find an object which is circle in shape and is heavy and keep it on the chair - Find something that is both red in colour and soft and keep it inside the draw - Find something that is both white and oval and keep it near the cupboard - Find something that is both black and small and keep it in the cupboard - Find something that is both green and big and keep it above in the shelf Note - Make sure that you give instructions which describe objects that are present in the surroundings of the child	
Activity Variation 		Plan a visit to the garden with the children to find objects of different shapes, colors, and textures outdoors and give similar instructions to them.			

Theme Connect (Example) 	If you are conducting this activity where the theme of the month is “Fruits and Vegetables”, “Animals”, “Insects and Birds” we can instruct children to use the models of these objects and give similar instructions. For Eg: Find an apple which is red and big and keep it in the basket.
Teacher Notes 	• Inclusion of all children: Use children’s home languages and allow them to respond in their home language. • Support children with special needs. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality
Targeted Curricular Goal and Competency 	• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others • CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them
Other competencies addressed 	Language skills, willingness to participate, understands and demonstrates appropriate vocabulary, understands and follows oral instructions etc.
What can be observed? 	• Active Exploration: Observe children engaging in the activity and following the instructions given • Emotional Responses: Note expressions of joy, curiosity, fear, etc. while their participation in the activity • Language and Creativity: Watch for vocabulary on different actions.

ACTIVITY NAME What materials will you need? 	Let's Discuss: Safe Adults Around Us • Picture diary or chart paper • Coloured markers • Contact numbers of safe adults (parents, close family members, family friends)	 59
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Gather the children in a small group setting. 2. Begin by talking about people who are special to them and who they can trust. Emphasize that these are people who make them feel happy and safe. 3. Share simple stories or situations where a safe adult helped or protected them. Use relatable examples. 4. Discuss feelings – ask how certain people around them make them feel. Encourage them to share experiences. 5. Introduce the idea of creating a picture diary. Provide each child with a sheet of paper and colored markers. 6. Ask them to draw pictures of safe adults, like parents, grandparents, or family friends. Encourage them to include contact numbers if possible. 7. Emphasize the importance of always having the picture diary with them.	Ages 4-5 1. Follow the same steps as for Ages 3-4 but delve deeper into the concept of trust. 2. Share more detailed stories or scenarios where a safe adult played a crucial role. Relate these situations to the children's experiences. 3. Discuss the difference between safe adults and strangers. Emphasize that safe adults are people they know very well and trust. 4. Encourage the children to share their experiences and feelings openly. Use open-ended questions to promote discussion. 5. Have them create a more elaborate picture diary with additional details and notes.	Ages 5-6 1. Continue building on the previous steps, focusing on open communication and trust. 2. Share more complex stories that involve decision-making and the role of safe adults in guiding them. 3. Discuss the concept of personal space and boundaries. Teach them about the importance of expressing discomfort to safe adults. 4. Talk about the characteristics of strangers and why it's crucial to stay away from them, even if they seem kind. 5. Have the children create a comprehensive picture diary with detailed information about each safe adult.
Activity Variation 	Conduct a role-playing session where children act out scenarios involving safe adults and strangers.	
Theme Connect (Example) 	Connect the theme of safe adults to a broader theme of personal safety and well-being.	
Teacher Notes 	• Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language. • Handle Variations in Learning by talking to children one on one, in pairs or groups based on their comfort	
Targeted Curricular Goal and Competency 	• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.6: Understands unsafe situations and asks for help	
Other competencies addressed 	• Emotional intelligence • Interpersonal communication • decision-making.	
What can be observed? 	• Children's ability to identify safe adults. • Their understanding of the concept of trust. • Participation and engagement in discussions. • Creativity and expression through the picture diary.	

ACTIVITY NAME	What will happen if?: Think & Apply Reasoning to Situations	60
What materials will you need? 	None	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
- Let children sit in a circle and begin a conversation on different kinds of situations and ask questions to childrenWhat will happen if/what will you do if.... - For Eg - If we are discussing on the theme of “Hygiene” then we ask the following questions to children - What will happen if you don't wash your hands after playing in the mud? - What will happen if you forget to brush your teeth before bed? - What will you do if you eat lots of sugary snacks, and your teeth start feeling funny? - What will happen if you leave your toys on the floor without putting them away? - What will happen if you wear the same clothes every day without washing them? - What will happen if you don't trim your nails regularly? - What will happen if you don't take a bath everyday? - What will happen if there are no toilets for use ? - Encourage logical thinking and let children express themselves freely	- Let children sit in a circle. - Begin a conversation on situations around STEM concepts and the environment. For Eg: - If you plant a seed, what do you think will grow? - What will happen if you don't water a plant, - What will happen if there is no rain for days? - What will happen if there are no dustbins? - What will happen if wild animals are kept as pets in the open in the centre of cities? - What will happen if you put objects like salt, sugar, sand, rock, oil etc in water? - What will happen if there are no trees left? - What will happen if the traffic lights stop working? - What will happen if there are no parks to play in? - Encourage logical thinking and let children express themselves freely	- Let children sit in a circle and discuss with their peers.. - They could begin a conversation on Socio Emotional Learning. For Eg: - Can you tell me about a time when you felt really happy, sad, or excited? - If your friend leaves town how will you feel? - If someone gets hurt how will you help him or her? - If there is one red-coloured pencil or crayon and 5 children want to use it, how will you share it with everybody? - If you don't want to play the game that others want to play, what will you tell them? - If your friend gets upset over something you have done, how will you pacify him or her? there are no doctors/police, - What will you do if you feel uncomfortable when someone pulls your cheeks ? - Encourage logical thinking and let children express their feelings freely, talk about feelings and emotion management, talk about strategies on safety of self.

Activity Variation 	During circle time, snack time or playtime encourage children to reason and logically think and discuss on different concepts like “Food”, “Play”, “Good touch bad touch”, “Friendship” etc 60
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Me and my Family’, “My Body”, “My Village/My City”, “Tree and Plants”, “Fruits and Vegetables”, “Animals”, “Insects and Birds” we can ask questions related to these topics around predicting and guessing impact of events, or sharing solutions ideas etc.
Teacher Notes 	• Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language.
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts ◦ C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
Other competencies addressed 	Demonstrates willingness and participation in discussions, helps others and responds positively.
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing and asking questions related to predicting and guessing impact of events, or sharing solutions ideas. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. • Question Responses: Assess varied answers to open-ended questions, e.g., ‘Why should we eat food?’ Why should we sleep 9 hours a day?’ • Language and Creativity: Watch for vocabulary on different concepts.

ACTIVITY NAME		Exploring Food: Types, Tastes, Preferences, Nutrition		61
What materials will you need? 		Real food items and non-eatable objects or picture cards of different food items and non-eatable things		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Engage children in sorting cutouts/pictures of different fruits, vegetables, cooked and uncooked foods, drinks, and outdoor/indoor foods. 2. Encourage children to sort them based on taste (sweet, sour, salty), color, and whether they are summer or winter foods. 3. Discuss where each food grows (underground, trees, plants, etc.). 4. Encourage children to talk about their personal food preferences, likes, and dislikes.		1. Repeat Step of ages 3-4. 2. Ask children to match raw fruits and vegetables with their cooked counterparts. Also talk about change of taste, texture, and appearance of food. 3. Encourage children to select and make their own individual plates of healthy food using cutouts/pictures. Discuss the benefits of a balanced diet for overall health and well-being. 4. Let children do food-themed art and crafts activities, such as making fruit prints using sliced fruits as stamps or creating vegetable collages.		1. Repeat Step of ages 3-4 and 4-5. 2. Take children on a nature walk to identify edible plants and discuss their nutritional value. 3. Introduce basic cooking techniques through simple recipes that children can help prepare. 4. Introduce children to different local foods, both national and international, through pictures and discussions.
Activity Variation 		• Discuss the concept of vegetarian and non-vegetarian foods, as well as plant-based vs. animal-based products. • Sensitise them not to waste food, and to share food with the needy people. Show the pictures/posters of leftover food during parties/feast or foods thrown in dustbins and not getting any food to eat • Introduce children to different local foods, both national and international, through pictures and discussions.		
Theme Connect (Example) 		If you are conducting these activities where the theme of the month is 'Fruits and Vegetables' and 'food' etc., discuss the variation in food and encourage children to share their experiences with them.		
Teacher Notes 		• Inclusion of all children: Introduce all names in children's home languages and allow them to respond in their home language. • Support children with special needs. • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality		
Targeted Curricular Goal and Competency 		• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.1: Shows a liking for and understanding of nutritious food and does not waste food • CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them		

Other competencies addressed



Observation, vocabulary development, creative self-expression, communication, self-care and hygiene, sensory perception, visual memory, shows liking for healthy food and learn not to waste food.

61

What can be observed?



- The child identifies things that can be eaten, names variety of foods, eats
- food independently without spilling during meal time, identifies healthy
- or unhealthy food, uses memory, recalls food which can be eaten, etc.
- The child values food, eats without wasting food, takes appropriate
- portions of food to eat.

ACTIVITY NAME		Stamp & Print: Fruits & Vegetables Create & Guess impressions		63	
What materials will you need? 		Paper sheets, some locally available materials (leaves, twigs, fruits, and vegetables), non-toxic colours or dyes (turmeric, roli, etc.), bowls for colours/dyes & water, paintbrushes, aprons/ old shirts, newspapers.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Collect and bring objects from the immediate environment (like leaves, twigs, and flowers) and assist children in identifying and naming their natural shapes. 2. Dip these materials in locally sourced colours/dyes and let the children stamp them on the paper. 3. Collaboratively create a group artwork by combining individual stamped shapes on a large sheet of paper.		1. Provide each child with their own set of natural materials and ask them to independently stamp shapes on their individual papers. 2. Ask them to identify and describe each natural shape. 3. Collaboratively create a large-scale artwork by combining individual pieces.		1. Introduce the concept of noticing and describing details of locally available materials. 2. Encourage children to notice and describe specific details of the natural shapes they are using. 3. Provide a variety of locally available materials and collaboratively create a mural on a wall or a floor rangoli, emphasising collaboration and teamwork.	
Activity Variation 		Introduce different locally available colours/dyes (turmeric, roli/ kumkum) made from natural sources. Encourage children to explore the concept of size by creating both small and large natural shapes			
Theme Connect (Example) 		Connect the activity to a theme like "Nature in Our Neighbourhood" and discuss common natural shapes found in the local environment.			
Teacher Notes 		• Encourage children to explore their surroundings for natural materials. • Emphasise the use of locally sourced colours and dyes for a more sustainable approach. • Foster a sense of appreciation for the environment and local resources. • Provide positive reinforcement and praise for their efforts.			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			
Other competencies addressed 		Observation, Aesthetic sense, Teamwork, Self awareness and Physical motor development.			
What can be observed? 		• Active Exploration: Observe the children's ability to identify and describe natural shapes. • Language and Creativity: Note the details and descriptions provided by older children during the activity. Watch their creativity skills of representing something on paper with colours. • Motor Skills: Hand-eye coordination and fine motor skills. • Social interaction/ Working with others (5-6 years): Assess their level of collaboration and teamwork during the creation of large-scale artwork.			

ACTIVITY NAME		Artistic Adventure: Free Painting & Drawing		64	
What materials will you need? 		Old newspapers, paper sheets, crayons, paintbrushes, water bowls, aprons, newspapers.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1.Encourage the children to draw simple shapes and familiar objects such as their favourite toys, animals or family members. 2.Ask simple questions about their drawings, such as "What did you draw?" or "Tell me about the colours you used." 3.Use positive reinforcement and praise to acknowledge their efforts & creativity.		1.Continue with paper & crayons, introduce watercolours for experimenting. 2.Ask simple questions like- "How does your drawing make you feel?"		1.Introduce larger paper and additional supplies like glue, glitter, and cut-out shapes. Prompt them by saying "Think of a big idea for our group artwork. What should we create together?" 2.Encourage group activities, have children collaborate on a mural or group project.	
Activity Variation 		Nature Drawing or Observation Drawing can be introduced. Children’s work can be clubbed to form a larger mural. For older children, you can also ask them to illustrate simple short stories.			
Theme Connect (Example) 		This activity can be used during various themes such as ‘Festivals and Celebrations’ wherein children can engage in drawings related to local festivals and cultural celebrations, ‘My Community’ where children can illustrate different scenes like market scene or ‘Fantasy’ where children are encouraged to explore their creativity.			
Teacher Notes 		• Provide a supportive and non-judgmental environment where children feel free to express themselves through art. • Actively listen to children as they discuss their artwork, showing genuine interest and appreciation for their creativity. • Encourage local cultural elements, allowing children to draw inspiration from their immediate surroundings. • Focus on the process of creation rather than the end result, valuing each child's unique approach to art.			
Targeted Curricular Goal and Competency 		• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			

Other competencies addressed



Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, preserving the environment.

What can be observed?



- **Fine Motor Skills:** Children's grasp and manipulation of drawing tools, such as pencils & crayons.
- **Creativity and Imagination:** Noting the originality & creativity displayed in the children's artwork, including the use of colours, shapes & imaginative elements
- **Language Development:** Observing how they describe their drawings, express their thoughts & engage in discussions with peers.
- **Attention and Focus:** Observe children's ability to sustain attention and focus on their artwork, as well as their persistence in completing their drawings or paintings.

ACTIVITY NAME		Sandy Discoveries: Free Sand Play		65
What materials will you need? 		Play sand or Clay dough, various sculpting tools (plastic knives, cookie cutters, shapers, small containers) & some natural materials such as small pebbles, twigs, or leaves for added texture.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1.Encourage children to feel the texture of the sand and clay dough, exploring the materials with their hands and fingers. 2.Prompt the children to create simple objects or shapes from their imagination, such as a ball, a snake, or a flower, using the sand or clay dough.		1.Introduce simple sculpting tools such as mini shovels, spatulas, or textured rollers to allow children to explore more advanced sculpting techniques, building on their previous experience. Alternatively, you can use small toys, empty containers, cups or spoons to scoop, pour, or dig in the sand.		1. Guide them to use twigs, flowers, colour, etc., to decorate their creation. 2. Let the older children help younger ones to play and have conversations with them, guide them to use tools well, not dirty their clothes and shoes.
Activity Variation 		Provide children with clay to mould into wheels for a cart. Once the wheels have dried, allow the children to paint and decorate them. Then, guide them in using sticks, wheels, and string to construct a small cart. They can also engage in imaginative play by pulling their carts and dramatising the transportation of objects from one place to another.		
Theme Connect (Example) 		Extend the activity by introducing Indian cultural themes where children can mould a lump of clay into diyas, utensils, or simple forms of animals. You can also choose a specific theme or prompt for the children to incorporate into their sculptures.		
Teacher Notes 		• Safety: Ensure that the materials used are age-appropriate and non-toxic. Supervise the children during the use of sticks and strings to prevent any accidents. • Inclusivity: Encourage all children to participate in the activity, providing support and assistance as needed to ensure that everyone can engage in imaginative play. • Storytelling: Prompt the children to share their stories or narratives as they play with their creations, fostering language development and creativity.		
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		

Other competencies addressed 	65 Sensory exploration & tactile development through the use of sand and clay dough; Creativity & imagination & Fine motor skill development through manipulation of sculpting tools & materials. Communication and expression as they share & discuss their creations with peers.
What can be observed? 	• Cultural Elements: Observe how children integrate cultural symbols or elements from their surroundings into their sculptures, reflecting their connection to Indian traditions & nature. • Fine Motor Skills: Observe their hand-eye coordination & finger dexterity as they manipulate the natural materials & clay dough, assessing their fine motor skill development in a sensory context.

ACTIVITY NAME**My Storage Box: Decorate & Create Personal Storage Box****What materials will you need?**

Shoe boxes, non-toxic finger paints, large stickers, fabric scraps, markers, child-safe scissors (to be used under supervision)

**HOW TO CONDUCT THIS ACTIVITY****Ages 3-4**

1. Provide each child with a shoe box/ cardboard box.
2. Encourage them to use finger paints, large stickers, and fabric scraps to decorate their storage boxes. Prompt them by asking- "What colours do you want to use to decorate your box?"
3. Assist them in using markers to add personal touches to their boxes. You can ask- "Can you tell me about the shapes and patterns you are creating?"

Ages 4-5

1. Guide them to practise cutting and pasting, adding more intricate details & personalization to their storage boxes.
2. Encourage them to share stories or narratives related to the items they choose to store in their personalised boxes.

Ages 5-6

1. Encourage them to use assorted decorations & additional materials to further customise their storage boxes, fostering more intricate designs and personal expression aligned with their age and developmental stage.
2. You can guide them by asking- "How can you use these decorations (beads, ribbons) to make your box unique?" "What will you store in your box?"
3. Prompt them to share stories or narratives related to the items they choose to store in their personalised boxes

Activity Variation

You can take children on a nature walk to collect small natural treasures such as leaves, pebbles or flowers. Back in the classroom, assist the children in decorating their boxes with the natural items & encourage them to share stories about their treasures, promoting a connection to nature & imaginative storytelling.

Theme Connect (Example)

You can use this activity to bring 'Nature and Environmental Awareness' wherein children engage with their natural environment, collect treasure & appreciate them. Children can also design these as gifts to their friends during the 'Birthday' theme.

Teacher Notes

- Provide clear instructions and demonstrate the use of materials for each age group.
- Ensure the safety of the children when using scissors or other potentially hazardous materials.
- Encourage children to verbalise their choices and stories related to their personalised storage boxes.

Targeted Curricular Goal and Competency

- **CG-1:** Children develop habits that keep them healthy and safe
 - **C-1.3:** Keeps school/classroom hygienic and organised

Other competencies addressed

Creativity and imagination, hand movement, precision and control, hand-eye coordination, differentiates shapes, colours; patterns.

What can be observed?

- Observe fine motor skills development during the activity, especially in cutting, pasting, and detailing.
- Note the level of creativity and personal expression displayed by each child.
- Assess language development through children's storytelling about the items they intend to store in their boxes.

ACTIVITY NAME		Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings		67
What materials will you need? 		Newspaper, origami paper, glue, scissors, old magazines, etc. 		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Guide the children to tear sheets of paper into small pieces. 2. Help them crumple the pieces into small paper balls. 3. Encourage them to dip the paper balls into the paints and then paste them within the animal outlines. 4. Prompt them to identify the animals & the colours they are using.		1. Introduce more intricate animal outlines, encouraging the children to focus on smaller details and patterns. 2. Discuss the habitats of the animals, promoting awareness of different environments and animal characteristics.		1. Encourage the children to create a background for their animal collages, depicting the animals in their natural habitats. 2. Discuss the unique features and behaviours of the chosen animals, prompting the children to narrate short stories or descriptions about their collages.
Activity Variation 		For an added variation, introduce textured materials such as cotton balls, yarn, or fabric scraps for the children to explore different sensory experiences while creating their collages. Encourage the older children to work together to create a larger collaborative collage, promoting teamwork and cooperation.		
Theme Connect (Example) 		You can use this activity while talking about ‘Animals & their Shelters’, or use outlines of fruits or vegetables during ‘Food’ theme.		
Teacher Notes 		• Ensure that the paper balls and animal outlines are age-appropriate, considering the fine motor skills and attention span of the children. • Provide guidance and support as the children engage in the activity, encouraging them to express their creativity and observations.		
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 		Fine motor skills, cognitive growth through animal identification and colour choices, social skills through collaboration & language development through discussions about their creations.		
What can be observed? 		• Observe the children's fine motor skills as they manipulate the paper balls & glue them onto the outlines. • Take note of the children's choices of colours & placement of the paper balls, reflecting their creativity & attention to detail. • Observe the children's engagement with the activity & their ability to identify and discuss the animals.		

ACTIVITY NAME		Origami Fun: Paper Folding		68
What materials will you need? 		Paper / newspaper, handkerchief, napkin, towel, colours		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Provide children with napkins and handkerchiefs. 2. Let them fold these in one or two folds. 3. Share bigger such objects like towels and encourage children to do 2 or more folds of these.		1. Provide children with paper / newspaper. 2. Let them fold these in two to three folds. 3. Encourage children to make simple and easy to make objects like boats, birds, caps, fish, ice cream etc. and colour them.		1. Provide children with paper / newspaper. 2. Let them fold these in three or more folds. 3. Encourage children to make simple and easy to make objects like boats, birds, aeroplanes, fish, ice cream, flowers etc. and colour them.
Activity Variation 		Children will draw scenarios using different colours on paper. Encourage children to paste their paper folding in the scenarios and talk about it.		
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Animals, Insects and Birds', encourage children to make their favourite animal etc by paper folding and ask them to explain what they have made.		
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile materials that children can touch and feel. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Creating a safe and secure environment for children: Appreciate children for their responses and participation • Contextual Environment: Suggest and make contextually seen objects for a more sustainable approach. • Ensure and Encourage Gender Equality in classroom: Give equal opportunities for all to participate		
Targeted Curricular Goal and Competency 		• (CG-12) Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ (C- 12.1) Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 		• Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects while creating them		
What can be observed? 		• Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects while creating them • Language and Creativity: Note the details and descriptions provided by older children during the activity. Watch their creativity skills of representing something through paper folding. • Motor Skills: Hand-eye coordination and fine motor skills. • Social interaction/ Working with others (5-6 years): Assess their level of collaboration and teamwork during the creation of large-scale artwork.		

ACTIVITY NAME		Animal Face Mask: Create & Role Play	69
What materials will you need? 	Plain white sheets of paper, Stencils, Thick Crayons, Food toys or food drawings/ picture cards		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Provide face masks to the little ones. 2. Encourage them to identify animals, make sounds, and mimic their walk. 3. Foster a playful atmosphere as they engage in imaginative animal play.	1. Distribute pre-cut face masks and drawings of various foods/food toys. 2. Prompt the children to identify, color, and sort the face masks based on animal food habits. 3. Facilitate discussions on animal habitats, food, and the classification of animals as domestic or wild.	1. Equip children with stencils to draw and color their animal face masks. 2. Initiate a conversation about habitat, food preferences, and classification. 3. Encourage creative expression through the creation of two-dimensional artworks.	
Activity Variation 	Visit to a farm, to talk, observe and discuss about care of farm animals.		
Theme Connect (Example) 	Animals		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel instead of face masks. You can also make animal/bird sounds to help them identify different pictures. • Make children comfortable when they enact, make sounds or walk like different animals		
Targeted Curricular Goal and Competency 	• (CG-7) Children make sense of world around through observation and logical thinking • (C-7.1) Observes and understands different categories of objects and relationships between them • (CG-12) Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways • (C- 12.1) Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 	Language skills, artistic skills, general knowledge about habitat/other information of animals, classification skills		
What can be observed? 	• Developing speaking and interaction skills • Level of participation in the activity • Creative enactment of animals • Fine motor skills and hand-eye coordination in crafting animal masks		

ACTIVITY NAME		Thank You Card-Gratitude to Our Helpers	70
What materials will you need? 	1.Flashcards of helpers, and their tools 2.Plain white sheet 3.Thin and thick crayons, fevicol 4.Decorating materials like flowers, beads, glitter, leaves		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1.Revisit the conversation on helpers via discussion. 2.Identify the helpers using flashcards. 3.Create a thank-you card using crayons and basic decorating materials.		1.Match the helpers with their different tools using flashcards. 2.Make a personalised thank you card with images of specific helpers. Decorate with flowers, leaves, beads, glitter, stickers.	1.Draw detailed pictures of helpers and their tools on the thank-you cards. 2.Decorate with flowers, leaves, beads, glitter, stickers
Activity Variation 	Step out into the community to distribute the crafted cards. Encourage children to greet and express gratitude to people within the community.		
Theme Connect (Example) 	Our Community Helpers		
Teacher Notes 	Inclusion of children’s home languages:Talk and introduce new(if any) names (of tools) in children’s home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 	(CG-4) Children develop emotional intelligence (C-4.1) Starts recognising ‘self’ as an individual belonging to a family and community (CG-12) Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways (C- 12.1) Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 	Language skills, emotional skills such as empathy towards helpers, understanding of social relationships, sensitization towards the helpers, creativity skills		
What can be observed? 	- Emotional responses during discussions about helpers - Vocabulary development in relation to community helpers - Creativity and innovative ideas expressed through card-making		

ACTIVITY NAME		Let's Cook: Make Fruit and Vegetable Chaat	71
What materials will you need? 	Fresh cut fruits and vegetables, Big and small bowls, spoons, salt, pepper		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Show children pre-cut fruits and vegetables, prompting them to recognise each. 2. Talk about the taste, colour, smell and then their favourite fruit and vegetable. 3. Provide children with chaat. Ask about the mixed taste of the chaat, exploring their senses.		1. Talk about the taste, texture, smell, colour and anything they know about the benefits of eating them 2. Guide children to wash and cut the produce independently, stressing the importance of cleanliness. 3. Facilitate a collaborative effort in making chaat, allowing 5-6-year-olds to assist and take a leadership role.	1. Ask children to make their own chaat in their own bowls by adding salt and pepper too. 2. Ask to help 3-4 and 4-5yrs olds in making chaat. 3. Ask about the taste, texture, smell.
Activity Variation 	Identify foods which can or can not be eaten by using pictures Also about how different foods are eaten differently.		
Theme Connect (Example) 	Fruits and vegetables		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use the whole fruit and vegetables which are not cut so that children can touch, feel and identify. • Also for those who can't speak, ask them to match the non-cut vegetables with cut vegetables. • Inclusion of children's home languages: Allow them to respond in their home language.		
Targeted Curricular Goal and Competency 	• (CG-1) Children develop habits that keep them healthy and safe ◦ (C- 1.1) Shows a liking for and understanding of nutritious food and does not waste food • (CG-2) Children develop sharpness in sensorial perceptions ◦ (C- 2.4) Differentiates multiple smells and tastes		
Other competencies addressed 	Perceptual skills (taste, smell, colour), Language skills		
What can be observed? 	• Question Responses: Assess varied answers to open-ended questions, development of language vocabulary, etc. • Active Exploration: Observe children engaging senses in the environment, e.g., touching textures, smells and tastes the chaat		

ACTIVITY NAME		72
Fun with Clay: Compare Creations using Relational Vocabulary		
What materials will you need? 	Clay	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Roll a clay stick and demonstrate its length. 2. Encourage children to roll sticks longer than yours. 3. Discuss concepts of more and less while comparing the number of sticks.	1. Roll another stick and ask them to create more sticks than you did. 2. Ask about who has less, who has more.	1. Set a one-minute timer for everyone to make as many sticks as possible. 2. Compare the number of sticks made by you and the children. 3. Discuss concepts of most, more, and less.
Activity Variation 	Repeat the activity for the concept of heavy and light depending upon the quantity of the clay taken to make a similar shape/object by you and children.	
Theme Connect (Example) 	Our environment	
Teacher Notes 	• Allow children to make the said things in their own way. • Inclusion of children - can show the actual or object made of clay to let them make their own (long, short, more, less)	
Targeted Curricular Goal and Competency 	• (CG-8) Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures ◦ (C-8.9) Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment • (CG-12) Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ (C- 12.1) Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	
Other competencies addressed 	Language, artistic, quantitative comparison, participation skills	
What can be observed? 	• Question Responses: Assess varied answers to open-ended questions, development of language vocabulary, etc. • Active Exploration: Observe children engaging senses in the environment, e.g., touching textures, smells and tastes the chaat	

ACTIVITY NAME		Food Magic: Recognise Smell, Taste, Texture & Cook		73
What materials will you need? 		Common fruits, vegetables and condiments- salt, pepper, lime, orange, banana, mango, cucumber, tomato, onion, coriander, bitter gourd etc.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Introduce food items like banana, lime, and salt. 2. Encourage them to guess the taste by smelling it. 3. Have children taste the item and share if their guesses were correct or not.		1. Have children close their eyes and guess the food item by smelling it. 2. Emphasize hygiene, instructing children to wash hands. 3. Guide them in preparing simple dishes like sandwiches, discussing tastes and textures. 4. Foster a collaborative environment as they enjoy the prepared dishes together.		1. Explore a variety of ingredients and tastes, encouraging curiosity. 2. Facilitate the preparation of dishes like laddoos and bhelpuri. 3. Discuss food safety and nutritional aspects. 4. Share a list of simple non-fire recipes for them to try at home.
Activity Variation 		Make fruits and vegetables sandwiches, meanwhile talking about hygiene and washing hands before cooking. Eat and enjoy together.		
Theme Connect (Example) 		Food/Fruits and vegetables/health and safety(only in activity variation)		
Teacher Notes 		• Inclusion of children - can make children touch and feel by handing over the food item to children instead of just showing it • Ensure the full participation of all children		
Targeted Curricular Goal and Competency 		• C-1 Children develop habits that keep them healthy and safe ◦ C-1.1 Shows a liking for and understanding of nutritious food and does not waste food • C-2 Children develop sharpness ◦ C-2.4 in sensorial perceptions, differentiates multiple smells and tastes		
Other competencies addressed 		Language skills, socialisation, self care and hygiene, differentiates smell and taste, like/dislike, preferences.		
What can be observed? 		• Accuracy in identifying tastes • Activity enjoyment • Differentiating between tastes • Identifying tastes—sweet, salty, bitter, spicy, etc.		

ACTIVITY NAME		Artistic Adventure: Tearing and Pasting		74
What materials will you need? 		Large sheets of paper, coloured paper/ origami sheets, glue & some decorating material (beads, ribbon etc.).		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Draw a simple, spacious outline on a large sheet of paper. 2. Apply glue within the outline. 3. Provide coloured papers to children and encourage them to tear and paste within the outlined area.		1. Draw an outline of an animal or object on a large piece of paper. Put glue on it. 2. Ask the children to tear pieces of paper given to them and paste the pieces of paper within the outline. The outline could be that of a tree, a hut, a ball, a cat, etc.		1. Allow children to decorate a shoe or gift box using tearing and pasting. 2. Provide various coloured papers and guide them in expressing creativity within the boundaries of the box. 3. Encourage conversation on shapes and colours while they work.
Activity Variation 		Ask children to draw any outline/drawing of their own choice and then do tearing - pasting activity.		
Theme Connect (Example) 		Animals, Colours		
Teacher Notes 		• Allow children the way they want to do • Give space to their imagination and creativity		
Targeted Curricular Goal and Competency 		• CG-3: Children develop a fit and flexible body • C-3.3: Shows precision and control in working with their hands and fingers • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways • C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 		Creativity and imagination, hand movement, precision and control, hand-eye coordination, differentiates shapes, colours.		
What can be observed? 		• The child's ability of tearing and pasting , • Understanding of oral instructions • innovation in doing the activity • working imaginatively.		

ACTIVITY NAME

Shelter: Talk About Need & Create Using Different Materials

75

What materials will you need?



Flashcards of different animal, bird, human shelters; Craft materials like clay, stones, leaves, hay, twigs, bricks etc.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

Ages 4-5

Ages 5-6

1. Initiate a free conversation about what children have observed on their way from home to school, including animals, birds, vehicles, and people.
2. Talk to the children about different animals and their homes.
3. Encourage them to make any type of house using clay.

1. Show children pictures of some animals' houses and ask them to recognize them.
2. Use clay to make houses of different animals, like nest, dog kennels.

1. Discuss the differences between human and animal shelters.
2. Facilitate a conversation about the comforting things needed in a house.
3. Provide craft materials like clay, stones, hay, and sticks to build human homes and animal shelters.

Activity Variation



Discuss on how human and animal shelters look different. Facilitator draws animal and human houses on paper, then make children paste sticks, twigs, cotton, etc.

Theme Connect (Example)



Shelter

Teacher Notes



- Encourage and accept all children's responses regarding comforting things in their homes.
- Facilitate discussions on empathy towards animals and birds.

Targeted Curricular Goal and Competency



- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.1:** Observes and understands different categories of objects and relationships between them

Other competencies addressed



Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships.

What can be observed?



- Observe children's feelings in proximity to animals and birds (joy, happiness, fear, sympathy, etc.).
- Observe how children utilize natural materials/resources in their play or creative activities.

ACTIVITY NAME		Create with Clay: Make Different Tools, Discuss & Use for Role-play	76
What materials will you need? 	Modeling Clay, Hardboard, Images or simple illustrations of tools TV, remote, mobile, camera, washing machine, grinder, stethoscope, thermometer, laptop, computer, printer, electronic weighing machine, microwave, air conditioner, etc		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1.Show illustrations of simple tools like a TV, remote, or mobile and discuss their basic function. 2.Provide soft, colourful clay to children and encourage them to mould it making the tools. 3.Encourage pretend play where children act out using the clay tools they've created. Ask questions like, "What show are you watching on your TV?"	1.Show illustrations of other tools like a laptop, camera, or printer and discuss their uses and basic functions. 2.Provide soft, colourful clay to children and encourage them to mould it making the tools. 3.Encourage pretend play where children act out using the clay tools they've created. Ask questions like, "What pictures have you clicked through your camera?"	1.Show illustrations of other tools like a washing machine, grinder, stethoscope etc and discuss their uses and basic functions. 2.Provide soft, colourful clay to children and encourage them to mould it making the tools. 3.Encourage pretend play where children act out using the clay tools they've created. Ask open ended questions like, "How to use this tool? What other functions can this tool serve?"	
Activity Variation 	Encourage children to create tools by moulding clay and encourage children to perform socio-dramatic play by using the tools.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Our Community Helpers’, ask children to make tools used by different community helpers like screwdrivers by plumber, books by teacher, sewing machine by tailor, stethoscope by doctor etc. and discuss what they have made.		
Teacher Notes 	• Creating a safe and secure environment for children: Listen, appreciate and ask questions to children. • Inclusion of all children: To support children with special needs, use different objects in which children touch, feel and can create/extend patterns. • Ensure and Encourage Gender Equality: Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Use of contextually relevant material: Emphasise the use of locally sourced materials for a more sustainable approach.		
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.3: Uses appropriate tools and technology in daily life situations and for learning • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		

Other competencies addressed



- Language skills, cognitive skills of understanding and using vocabulary of different tools and their uses.
- Aesthetic sense, Team-work, Self awareness and Fine motor development.

76

What can be observed?



- **Active Exploration:** Observe the children's ability to replicate details of the chosen tool.
- **Language and Creativity:** Note the details and descriptions provided by older children during the activity. Watch their creativity skills of representing something with clay.
- **Motor Skills:** Hand-eye coordination and fine motor skills.
- **Social interaction/ Working with others (5-6 years):** Assess their level of collaboration and teamwork.

ACTIVITY NAME	Let's Dance!: Create body movement patterns & perform to fast/slow beats	 77
What materials will you need? 	Dholak/drum, dafli, music on mobile	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Start a game by asking children to imitate you while clapping at varying speeds i.e. fast, slow. 2. Repeat this same activity with different bodily movements like clapping, tapping, walking etc. 3. Encourage children to produce sounds by different body movements.	1. Divide children in groups and ask them to create a dance movement by a few actions. This activity can be done with class as a larger group as well. 2. Children repeat the moves in the same order with two varying tones / tempo. The tune can be played on mobile or any musical instrument.	1. Divide children in groups and ask them to create a dance movement by a few actions. This activity can be done with class as a larger group as well. 2. Children repeat the moves in the same order with more than two varying tones / tempo. The tune can be played on mobile or any musical instrument.
Activity Variation 	Encourage children to create their own beats using different musical instruments or bodily movements. Help them explore different patterns in the sounds by repeating them.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Plants and Trees', ask children to make musical instruments from natural things around them like tapping twigs, rustling of leaves, stones in a container. Encourage children to talk about their musical instruments.	
Teacher Notes 	• Creating a safe and secure environment for children : Listen, appreciate and ask questions to children. • Inclusion of all children: To support children with special needs, use different objects in which children touch, feel and can create/extend patterns. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Use of contextually relevant material: Emphasise the use of locally sourced materials for a more sustainable approach.	
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways. ◦ C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement. ◦ C-12.4: Works collaboratively in the arts	
Other competencies addressed 	• Language skills, cognitive skills of sequencing and patterning & introduction to numeracy skills such as counting as children create patterns • Aesthetic sense, Team-work, Self awareness and Physical motor development.	
What can be observed? 	• Participation: Observe and identify children who are actively participating. • Active Exploration: Observe children engaging their senses and using everyday objects while repeating, extending and creating different patterns. • Creativity: Ways the pattern can differ for e.g. ABAB, ABCABC, AABB.	

ACTIVITY NAME		Fun with Patterns: Create Art/Craft/ Beading/Body-Movement Patterns		78
What materials will you need? 		Beads of three different colours, thread, three coloured sheets, vegetables, non-toxic colours/dyes, water, bowls or plates for colours, adhesive, paper sheets		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Provide children with three red, three blue, and three yellow beads along with a thread. 2. Ask them to arrange the beads in a certain pattern by putting into thread, say, red, blue, and yellow and then repeat the sequence. 3. Encourage them to explore different arrangements of beads.		1. Give children sheets of paper in three colours (say red, blue and yellow) and ask them to tear strips. 2. Guide them to paste the paper strips in various colour patterns on the paper.		1. Cut out the top section of two different vegetables (say, lotus stem/capsicum and ladyfinger) for printing on paper. 2. Instruct children to use different colours (like, red colour for lady finger and green colour for lotus stem) 3. Ask them to print patterns of in alternate manner (like 2 red print marks, 1 green print mark, again 2 red print marks and so on) 4. Discuss the possibility of extending the pattern on both sides of the paper.
Activity Variation 		Play a game in which children follow a pattern of movements that you demonstrate. They can then continue the pattern and try to make up some movement sequences of their own. Here are two examples: (a) Clap, click, turn around and repeat. (b) Jump, nod and put your hands up in the air.		
Theme Connect (Example) 		Connect the theme with nature and fruits and vegetables and encourage experimenting with making patterns.		
Teacher Notes 		• Emphasise the use if non-toxic colours/dyes. • Foster a sense of appreciation for the environment. • Praise children for their efforts.		
Targeted Curricular Goal and Competency 		• CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures ◦ C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 		Language development, social skills, aesthetic and creative development, fine muscle coordination, musical understanding, attention, memory work collaboratively, observation, innovation.		
What can be observed? 		• Active Exploration: Observe children's recognition and creation of patterns using various materials. • Social Interaction: Assess their ability to work in groups and cooperative skills. • Language: Note the vocabulary used and the level of creativity in pattern-making discussions. • Motor Skills: Observe hand-eye coordination and fine motor skills during art and craft activities.		

ACTIVITY NAME

Stamping & Painting: Things Around Me

What materials will you need?



Paper sheets, some locally available materials (leaves, twigs, fruits, and vegetables), paint colours or turmeric powder, kumkum, bowl of water, paintbrushes, hardboard as base



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Take children to a nature walk. Collect different materials from the immediate environment (like leaves, twigs, paper ball, thread etc).
2. Dip the collected materials in paint colours and let children stamp them on the sheet of paper.
3. Discuss what they have created.

Ages 4-5

1. Conduct a nature walk, collecting different materials from the environment.
2. Ask children to dip materials in paint colours and stamp them on paper.
3. Encourage sharing and discussion about colours and materials used.

Ages 5-6

1. On a nature walk, collect materials of different shapes (square, triangle, circle, oval, star, etc.).
2. Dip materials in paint colours and let children stamp them on paper.
3. Encourage sharing, discussing colours, materials, shapes, and patterns used.

Activity Variation



Encourage children to look at each others' drawings and guess which objects have been used for stamping.

Theme Connect (Example)



If you are conducting this activity where the theme of the month is 'Fruits and Vegetables', provide children with cut outs and slices of different vegetables and fruits like ladyfinger, potato, onion etc. Ask children to stamp these objects on sheets of paper and create their own drawings. Later, children can be asked specific questions related to their drawings like which objects they have used the most during this activity and why?

Teacher Notes



- Encourage children to explore their surroundings for natural materials.
- Emphasise the use of locally sourced colours and dyes for a more sustainable approach.
- Foster a sense of appreciation for the environment and local resources.
- Provide positive reinforcement and praise for their efforts.

Targeted Curricular Goal and Competency



- **CG-12:** Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways
 - **C-12.1:** Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

Other competencies addressed



Observation, Aesthetic sense, Team-work, Self awareness and Physical motor development.

What can be observed?



- **Active Exploration:** Observe the children's ability to identify and describe natural shapes.
- **Language and Creativity:** Note the details and descriptions provided by older children during the activity. Watch their creativity skills of representing something on paper with colours.
- **Motor Skills:** Hand-eye coordination and fine motor skills.
- **Social interaction/ Working with others (5-6 years):** Assess their level of collaboration and teamwork during the creation of large-scale artwork.

ACTIVITY NAME	Identify, Draw & Share Feelings	80
What materials will you need? 	Emotion cards, paper, crayons, face cutouts	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Provide children with different emotion cards. 2. Present some situations and children will pick the emotion card for how they feel for the situations. 3. Situation may be presented as how you'd feel when- your icecream drops, you receive a gift, your grandparents visit you etc.	1. Provide face cut outs to children and give different situations 2. Encourage children to draw on the face cutouts to represent how they would feel in each situation. 3. Have conversations about the children's responses, drawings and their reasons for feeling that way.	1. Provide children with paper and crayons and give them different situations. 2. Instruct children to draw on the papers with crayons to represent their feelings for each situation. 3. Have each child give a random situation to another child, and then they can all draw their own feelings on the paper. 4. Encourage discussion and sharing of feelings among the children.
Activity Variation 	Draw a big face on a board at child's eye level with cutouts of different types of eyes, eyebrows, lips, etc. Children can choose and velcro these features to talk about different expressions and associated feelings. They can guess or discuss what others have created or use the board to share their own feelings	
Theme Connect (Example) 	Connect the activity with themes like "Me and My Family" and accept children's social experiences as well as their ways of expression.	
Teacher Notes 	• Listen to children's experiences and their connection with situations. • Give situations as per children's understanding level. • Encourage their level of expression.	
Targeted Curricular Goal and Competency 	• CG-4: Children develop emotional intelligence ◦ C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	
Other competencies addressed 	Language skills, socio-emotional skills, and cognitive skills. Listens to comprehends and appreciates stories, understands oral instructions, explores and plays with own voice, understands cause and effect relationships, recognizes different emotions.	
What can be observed? 	• Active Participation: Observe if children are actively participating and taking initiative. • Identifying Emotions: Note if children are understanding one another's emotions. • Expressions: Notice children's ways of expressing their emotions. • Understanding of Given Situations: Assess how well children understand the situations presented to them	

ACTIVITY NAME		Wonders in our Bin: Reuse & Recycle Safe Waste Creatively	
What materials will you need? 		Objects that can be recycled or reused - Cardboard boxes / tetra packs, old magazines, newspaper, bottles etc, child safe scissors, glue stick, vegetables and fruit peels	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Encourage children to imagine and share ways in which non-consumable objects like cardboard boxes/tetra packs, old magazines, newspapers, and bottles can be reused and recycled. 2. Collect responses from children on different uses and help them create objects using the materials provided.	1. Engage children in a discussion to identify objects that are consumable and non-consumable. 2. Encourage children to share ways to recycle non-consumable objects into potted plants, storage spaces, puppets, paper mache, etc. 3. Provide materials and supervise as children create these objects.	1. Discuss with children the difference between biodegradable and non-biodegradable objects. 2. Ask children to sort the objects into categories and dispose of them accordingly. 3. Introduce the concept of a compost pit and explain its purpose in simple language. 4. Encourage children to follow up on the compost pit regularly.	
Activity Variation 	Conduct similar activities periodically throughout the year, varying the materials and emphasizing different aspects like recycling, composting, and reusing. Introduce a small gardening project using recycled containers for planting.		
Theme Connect (Example) 	Connect the activity with themes such as "Plants and Trees" by asking children to plant seeds in their recycled containers and take care of them. Encourage children to record their weekly observations of their potted plants.		
Teacher Notes 	• Ensuring safety of children: All materials provided should be safe for children i.e. non-toxic, no sharp edges. • Health and Hygiene: Emphasis on the importance of washing hands after such activity. • Environmental Awareness: Generating awareness on minimising use of one-time use items • Inclusion of all children: To support children with special needs, use tactile picture cards of familiar pictures or objects. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Foster a sense of appreciation for the environment and everyday resources.		
Targeted Curricular Goal and Competency 	• CG-1: Children develop habits that keep them healthy and safe. ◦ C-1.3: Keeps school/classroom hygienic and organised.		
Other competencies addressed 	This activity promotes language development through everyday object vocabulary, memory recall of object names and uses, sensory exploration, fine motor skills through cutting, and emotional expression by sharing preferences for characters or objects.		
What can be observed? 	• Conversations children have about their environment and their understanding of cause-effect relationships. • Vocabulary usage and comprehension of objects and their usability. • Active participation, language talents, body movements, ease in interactions, etc., among children.		

ACTIVITY NAME		Fun with Pictures: Cut/Tear Along the Outline		82	
What materials will you need? 		Newspaper / Old magazines, child-friendly scissors, glue, cutouts of different shapes - circle, square, triangle, objects of in sky, land, water etc			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Draw dotted lines of primary shapes (circle, square, triangle) on old magazines or newspapers. 2. Provide child-friendly scissors and demonstrate how to cut along the dotted lines. 3. Encourage children to identify the shapes or object names and discuss them.		1. Introduce objects from different themes like animals, birds, vegetables, fruits, transport, household objects, and play objects. 2. Draw dotted lines of objects related to each theme on the paper and provide child-friendly scissors to cut along the lines. 3. Encourage children to identify the shapes or objects and talk about them.		1. Repeat the activity with more complex shapes and objects, reinforcing what was done during the week. 2. Provide options for children to paint the cutouts using colours or create collages by pasting bits of colorful papers. 3. Encourage creativity and imagination while discussing the shapes and objects.	
Activity Variation 		Share pictures of different objects and encourage children to cut and color them while initiating conversations around the objects.			
Theme Connect (Example) 		Align the activity with themes like "Animals, Insects, and Birds" by asking children to draw different animals, birds, etc., on paper, color them, and cut them out. Children can later engage in role-play activities using these cut-outs.			
Teacher Notes 		• Progression of the concept: The activity should start with pictures of simple and everyday objects and move to complex everyday objects and scenarios for 4-6 age groups. • Inclusion of all children: To support children with special needs, use tactile picture cards of familiar pictures or objects. Also, make adaptive aids like thickened handles of scissors, thick paper for better grasp and use. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well • Foster a sense of appreciation for the environment and local resources.			
Targeted Curricular Goal and Competency 		• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes • CG-1: Children develop habits that keep them healthy and safe ◦ C-1.4: Practises safe use of material and simple tools			

Other competencies addressed



Language skills (names of animals/birds/insect), Memory skills (recalling the names & characteristics of the animal/insect/birds), Use of senses for exploration (listening, identifying different types of creatures, objects and other finer details in the environment), Fine motor skills (cutting the outlines of the pictures/objects) and Emotional responses (expressing their likes and dislikes for a character/creature/object).

What can be observed?



- Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc.
- Observe the kind of conversations children have of their environment and what cause-effect relationships they understand
- Observe children for the vocabulary they use when they respond to questions like —Which object has a longer outline? What will take more time to cut?

ACTIVITY NAME		Music Patterns: Create, Compare-High/Low Pitch, Loud/Soft Sounds	83
What materials will you need? 		Steel Katoris, Sticks / spoons, cardboard, glue, stones, ghungroos, rice / lentils	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1.Fill bottles with lentils, stones, or rice grains and seal them securely. 2.Let children shake the bottles to create free music.		1.Fill bottles with lentils, stones, or rice grains, and seal them securely. Alternatively, fill steel bowls with different levels of water. 2.Guide children to shake the bottles and strike the steel bowls filled with water with sticks/spoons. 3.Encourage children to produce different patterns of sounds.	1.Repeat the previous activity, but this time, help children identify if the pitch of sounds is different when they increase or decrease the quantity of water and lentils.
Activity Variation 		Show children picture cards or real-life musical instruments and encourage them to identify the process of using these instruments.	
Theme Connect (Example) 		Align the activity with themes like "Animals, Insects, and Birds" by asking children to identify different sounds around them. Encourage discussions on which sounds they would like to hear more often and the differences in sounds heard near a park versus those near a road.	
Teacher Notes 		• Progression of the Concept: Start with simple everyday objects and progress to more complex ones for older age groups. • Inclusion of All Children: Provide support for children with special needs, including tactile picture cards and multilingual instructions. • Foster a Sense of Appreciation: Encourage appreciation for the environment and local resources through exploration and experimentation.	
Targeted Curricular Goal and Competency 		• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways. ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes. ◦ C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement.	
Other competencies addressed 		Language skills (vocabulary related to animals/birds/insects), Memory skills (recalling different sounds), Use of senses for active exploration while feeling and creating music.	
What can be observed? 		• Observe and identify children who are actively participating, their language talents, body movements, ease in interactions, etc. • Observe the kind of conversations children have of their environment and what cause-effect relationships they understand • Observe children for the vocabulary they use when they respond to questions like — Which object is louder/softer? What will not sound and why? What do you think will happen if we put a set of objects instead of another?	

ACTIVITY NAME		Fun with Lines: Identify & Create-Curved, Zig-zag, Straight Lines	 84
What materials will you need? 	Clay, Chalk, Crayons, Tactile cards of different lines, Dupatta, Sand, Stick, Water, Beads, Buttons, Rope		
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Provide children with tactile cards of different lines and encourage them to feel and guess the type of lines. 2. Help them create straight, curved, and zigzag lines using materials like clay, chalk, or crayons.		1. Provide children with different materials like clay, sand, paint, and colors. Instruct them to make straight, curved, and zigzag lines using these materials. 2. Draw these lines on the floor and ask children to walk, hop, jump, or crawl on them. Use a rope or dupatta to create lines they can interact with physically.	1. Repeat the previous activity of creating lines with various materials. 2. Give children dotted lines on paper and ask them to trace them with thick crayons to reinforce their understanding of line types.
Activity Variation 	Introduce the concept of straight, curved, and zigzag lines in writing numbers and letters of the alphabet.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is ‘Our Community Helpers’, have a conversation with children on types of patterns or textures through lines on their clothes and objects around. Explore some man-made and some naturally available patterns.		
Teacher Notes 	• Encourage children to explore their environment and use different types of lines to create textures. • Foster appreciation for the environment and local resources. • Ensure inclusion by providing support for children with special needs and creating a multilingual learning environment. • Create a safe and secure environment for children, ensuring gender equality.		
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways • C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
Other competencies addressed 	• Creativity: Exploring and creating patterns from objects around. • Sensory Perception: Maximizing the use of senses. • Fine Motor Skills: Utilizing small motor muscles like fingers to grasp, touch, and feel objects.		
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects. • Selective attention: Paying attention to patterns and designs of different objects • Language and Creativity: Noting details and descriptions provided by older children during the activity and observing their creativity in representing something on paper with colors. • Social interaction/ Working with others (5-6 years): Assessing their collaboration and teamwork during the creation of large-scale artwork.		

ACTIVITY NAME		Fun with Shapes: Draw, Colour, Trace & Paint Shapes		85	
What materials will you need? 		Sheets of paper / newspaper / mud, crayons, stencils, stamps or objects around with geometric shapes like bottle caps etc, dry leaves, stones			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Collect a few objects from surroundings which will serve as stencils. Identify the object and its shape with children. 2. Encourage children to trace those objects in the mud/ paper with the help of crayon and talk about it.		1. Encourage children to make rangoli designs by tracing different shapes and talk about the design like which figures are repeating? 2. Ask children to decorate the outlines with stones, dry leaves etc.		1. Encourage children to make rangoli designs by tracing different shapes and talk about the shapes used in the design like which figures are repeating? 2. Ask children to colour within the outlines of each shape and decorate the outlines with stones, dry leaves etc. 3. Repeat this activity with a combination of objects.	
Activity Variation 		Children will draw pictures using different stencils/objects on paper. Encourage children to colour within the outlines using crayons and paint colours.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is ‘Tree and Plants’, encourage children to use dry leaves, other natural things as stencils and trace them on paper. Help children notice the finer details i.e. veins of leaves, breaks and ask questions like does the traces look different for different leaves etc.			
Teacher Notes 		Inclusion of all children: To support children with special needs, use tactile materials that children can touch and feel. Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. Creating a safe and secure environment for children: Appreciate children for their responses and participation Contextual Environment: Use of locally available resources for a more sustainable approach. Ensure and Encourage Gender Equality in classroom: Give equal opportunities for all to participate			
Targeted Curricular Goal and Competency 		(CG-8) Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. (C-8.1) Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements. (CG-12) Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways. (C- 12.1) Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			

Other competencies addressed



Observation, Aesthetic sense, Team-work, Self awareness and Physical motor development.

What can be observed?



- **Active Exploration:** Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects
- **Language and Creativity:** Note the details and descriptions provided by older children during the activity. Watch their creativity skills of representing something on paper with colours.
- **Motor Skills:** Hand-eye coordination and fine motor skills.
- **Social interaction/ Working with others (5-6 years):** Assess their level of collaboration and teamwork during the creation of large-scale artwork.

ACTIVITY NAME What materials will you need? 	Floor Art: Rangoli (Shapes, Pattern & more) Rangoli powder, grass, stones, paints, safe mirrors, bottle caps, leaves, pulses, painted stones	 86
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Make a simple rangoli outline on the floor with 4-5 sections. 2. Ask children to fill colours in it following a simple pattern like red, yellow, then repeat. 3. Help children complete the rangoli by guiding them through the process.	1. Make a rangoli outline on the floor with different and particular shapes and designs repeated. 2. Have children decorate specific shapes and designs with the same objects and colours. For example, color all circles red, put stones on the outermost outline, put grass on the strips made inside, etc.	1. Make a rangoli outline design with chalk on the floor. 2. Ask children to fill it with colours and locally available materials, encouraging creativity and imagination. 3. Introduce children to different names for rangoli in various states with flashcards, such as Ranjoli in Maharashtra, Alpana in Assam and West Bengal, Kolam in Tamil Nadu, and Mandana in Rajasthan.
Activity Variation 	Make state-specific rangolis with children to explore cultural diversity and traditions.	
Theme Connect (Example) 	Connect the activity with the theme of Festivals and Celebrations to enhance children's knowledge of different state-specific decorations and aesthetic sense.	
Teacher Notes 	• Encourage children to explore their natural environments and emphasize the use of locally available materials. • Increase children's knowledge about geometrical designs and cultural diversity through the activity. • Foster cooperation, creative expression, language, cognitive, and socio-emotional development. • Develop imagination, vocabulary, and aesthetic sense through hands-on experience.	
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	
Other competencies addressed 	• Cooperation and peer interaction. • Motor skills development, including fine motor hand movements and eye-hand coordination.	
What can be observed? 	• Observation skills- Observe children's active participation, indulgence, and mindfulness. • Peer interaction- Assess the cooperation and involvement with other children • Motor skills- Use of fine motor hand movements. • Eye-hand coordination	

ACTIVITY NAME		Let's Create: Common spaces in neighbourhood		87 	
What materials will you need? 		Various craft materials (paper, cardboard, clay, fabric, sticks, etc.), Scissors Glue Markers or paint Images or illustrations of common neighborhood spaces (such as houses, parks, schools, etc.), Open space for modeling and creating.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1.Help children recognise and name common places in their neighbourhood (e.g., houses, parks, schools, playgrounds). 2.Support children in understanding the concept of different places they see every day (e.g., What do you see when you walk to the park?).		1.Assist children in creating simple pictures or models of neighbourhood spaces using basic craft materials (e.g., paper houses, cardboard parks). 2.Encourage children to express their thoughts and observations about their surroundings (e.g., What do you like about the playground?).		1.Guide children in creating more detailed models of neighbourhood spaces using a variety of craft materials (e.g., clay houses, fabric parks). 2.Foster creativity and imagination while exploring different aspects of their community (e.g., What other features can we add to our model to make it look more like the park?).	
Activity Variation 		• Provide tactile materials like textured paper or fabrics for children to explore the sense of touch (e.g., using fabric for the grass in the park). • Encourage children to share stories or experiences related to the neighbourhood spaces they are creating (e.g., "I remember playing with my friends at the playground").			
Theme Connect (Example) 		Connect the activity with the theme of "Our Community Helpers" to help children understand their environment and foster a sense of belonging (e.g., discussing how each neighborhood space contributes to the community).			
Teacher Notes 		• Use simple language and gestures to explain the activity to children (e.g., "Today, we're going to create models of the places we see in our neighbourhood"). • Demonstrate how to use the craft materials before letting children work independently (e.g., showing how to cut and glue paper to make a house). • Provide encouragement and praise for children's efforts and creativity (e.g., "I love how you added swings to the park!").			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical thinking ◦ C-7.1: Observes and understands different categories of objects and relationships between them • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			

Other competencies addressed 	87 Teamwork and cooperation, Critical thinking and Spatial reasoning skills.
What can be observed? 	• Observe children's ability to recognize and name common neighborhood spaces (e.g., "Can you point to the house in our model?"). • Assess their fine motor skills and creativity as they create their models (e.g., "How did you decide to make the trees in your park?"). • Note their communication and collaboration skills during group work (e.g., "How are you going to work together to finish the playground?").

Festivals: Celebrate & Learn/ Appreciate Diversity		88
ACTIVITY NAME		
What materials will you need? 	Stationery	
HOW TO CONDUCT THIS ACTIVITY		
Ages 3-4	Ages 4-5	Ages 5-6
1. Gather all the children in a circle and discuss different festivals in a simple and inclusive manner. 2. Ask children to create a card for their favorite festival. 3. Provide assistance to children in making their cards, ensuring they feel involved and valued.	1. Show images of various festivals to the children, sparking discussion and curiosity. Have them draw a picture depicting how they celebrate any festival with their family or friends. 2. Encourage them to share their drawings and describe them to the group.	1. Engage children in a discussion about the significance of different festivals, highlighting values and lessons learned from each celebration. 2. Encourage children to exchange drawings they made with each other and guess what each drawing represents. 3. Provide opportunities for children to express their creativity through various mediums such as drawing, colouring, verbal expression, writing etc.
Activity Variation 	Allow children to organize a mock celebration for a festival or special occasion, assigning different roles and responsibilities to each child.	
Theme Connect (Example) 	Connect the activity with the theme of Festivals and Celebrations to promote cultural awareness, diversity, and inclusivity.	
Teacher Notes 	• Foster a supportive and inclusive environment where every child feels valued and respected. • Ensure that the activity does not promote or demote any specific religious values or sentiments. • Encourage creativity, cooperation, and teamwork among the children. • Provide opportunities for language development through verbal expression and communication.	
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	
Other competencies addressed 	Develops creativity, socio-emotional development, addresses diversity and cultural integration, and language development.	
What can be observed? 	• Children's active participation and engagement in creative artwork. • Cooperation and teamwork demonstrated through sharing and caring behavior. • Observation of creativity in drawing, coloring, verbal expression, etc.	

ACTIVITY NAME**Making Classroom Rules Poster/Wall****What materials will you need?**

A big chart paper, a marker, flashcards showing icons like throwing garbage in dustbin, raising hands etc

**HOW TO CONDUCT THIS ACTIVITY****Ages 3-4**

1. Discuss with the children the rules they would like to have in their classroom.
2. Show flashcards or pictures illustrating some rules, such as throwing garbage in the dustbin, speaking by raising hands, walking in a queue, etc.
3. Note down the rules shared by the children on the chart paper.

Ages 4-5

1. Repeat the process of discussing rules and noting them down on the chart paper.
2. Show flashcards or pictures of rules and encourage children to draw icons representing these rules and color them

Ages 5-6

1. Discuss classroom rules with the children and note down their suggestions on the chart paper.
2. Show flashcards or pictures of rules and guide children to draw icons representing these rules and color them.
3. Use the chart to remind the class of the rules, emphasizing concepts such as sharing, taking turns, road safety, etc., and revisit these ideas regularly.

Activity Variation

Extend the activity to include rules for different spaces like the playground or for road safety, engaging children in thinking about and creating specific rules for each context.

Theme Connect (Example)

If the theme of the month is "My Village/My City," discuss safety rules with the children and relate them to the concept of community and public spaces.

Teacher Notes

- Avoid imposing rules on the children; instead, involve them in the process of rule-making.
- Ensure that children understand the rationale behind each rule.
- Maintain flexibility in applying and adapting the rules as needed.
- Utilize creative methods to help children follow the rules, such as making cardboard cutouts for hand-raising or using name chits to monitor children going outside the classroom.

Targeted Curricular Goal and Competency

- **CG-4:** Children develop emotional intelligence
 - **C-4.5:** Understands and responds positively to social norms in the classroom and school
- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.2:** Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
- **CG-13:** Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
 - **C-13.4:** Classroom norms: Adopts and follows norms with agency and understanding

Other competencies addressed

Language development, Cognitive development & Socialisation.

What can be observed?

- Active participation in discussing and creating classroom rules.
- Cooperation and teamwork demonstrated through sharing and cooperative behaviour.
- Creativity in drawing, colouring and verbal expression.

ACTIVITY NAME		Wrap It Up: Shapes, Boxes, and Decorations		 90	
What materials will you need? 		Newspaper, bubble wrap, tape, rope, glue, plain paper, different shape and sizes boxes.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Provide children with objects and packaging materials. 2. Encourage them to touch, feel, and describe the texture of the material inside (e.g., hard, soft, rough, smooth) and the objects provided. 3. Assist the children in unpacking and then repacking the objects using newspaper.		1. Provide children with objects of different shapes (e.g., ball, small box, conical cap) to pack with newspaper. 2. Discuss which objects were easy or difficult to pack and how their shapes were different from others. 3. Assist the children in unpacking and then repacking the objects using newspaper.		1. Provide children with objects of different shapes (e.g., ball, small box, conical cap, diamond and star shaped object) to pack with newspaper. Children can decorate these with materials like rope, pebbles etc. 2. Discuss which objects were easy or difficult to pack and how their shapes were different from others. 3. Assist the children in unpacking and then repacking the objects using newspaper.	
Activity Variation 		Encourage children to guess the shape of the objects packed by their peers. Let children feel what has been packed and guess the object inside.			
Theme Connect (Example) 		Connect the activity with the theme of Trees and Plants, encouraging children to use various leaves, pebbles for packaging purposes. Ask them which leaves will be best to be used in place of paper, ribbons etc.			
Teacher Notes 		• Provide assistance to children as needed during the packing process. • Support children with visual impairments in making sense of the objects they touch. Use tactile materials for packaging. • Encourage exploration and discussion during the activity to enhance learning.			
Targeted Curricular Goal and Competency 		• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.5: Develops discrimination in the sense of touch • CG-3: Children develop a fit and flexible body ◦ C-3.3: Shows precision and control in working with their hands and fingers • CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			
Other competencies addressed 		Language skills, socialisation, sensorial perception, understands oral instructions, converses fluently, explores and plays with a variety of objects, works collaboratively.			
What can be observed? 		• Sensory perception: Children differentiate between hard and soft, rough and smooth surfaces. • Comparison ability: Children compare objects based on texture using appropriate vocabulary. • Sorting skills: Children accurately sort objects based on texture. • Motor skills: Observation of fine motor muscle usage. • Eye-hand coordination: Observation of coordination during packing activities.			

ACTIVITY NAME		Make your own rhyme/song		 91	
What materials will you need? 		Picture cards of animals, vehicles and other different categories, thick crayons			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Sit with children in a circle and place a bowl with picture cards in the centre 2. Each child will take turns, pick one picture card and tell what is happening in that picture. 3. Recite rhythmic songs relating to picture cards. Children can repeat and colour the flashcards during this activity.		1. Children can be encouraged to repeat and extend the song while colouring the flashcards during this activity.		1. Encourage children to create their own rhymes and songs.	
Activity Variation 		Encourage children to create their own rhymes and songs and have them create illustrative flashcards.			
Theme Connect (Example) 		You can connect this activity to any theme of the month. If the theme of the month is "Animals, Insects and Birds" related short rhymes and stories on animals, their food, shelter can be created.			
Teacher Notes 		• Support children while creating rhyme/stories. • Help children in articulating their sentences into a rhythmic structure. • Use of flashcards while reciting the poems/songs/stories			
Targeted Curricular Goal and Competency 		• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.6: Narrates short stories with clear plot and characters			
Other competencies addressed 		Communication with peers, social development, vocabulary enhancement, differentiates sounds and sound patterns, recognises different emotions, interacts comfortably, creates simple songs/ rhymes, knowing and using words effectively, develops phonological awareness, rhythmic awareness			
What can be observed? 		• Active participation in the creative processes. • Language development - rhythm, use of vocabulary, facial expressions.			

ACTIVITY NAME What materials will you need? 	Craft & Creativity: Create Paper-Mache Art & Objects Newspaper, bowl, plate, water colours, paint brushes, glue, water	 92
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Give children paper mache paste made from dipping newspapers/ used paper in water. 2. Ask them to use the paper mache and spread it on a plate in the form of a sheet. 3. Leave the sheet to dry and later ask children to observe the sheets made by them.	1. Give children strips of paper and ask them to dip them in water for sometime to form paper mache. 2. Encourage them to develop different art objects and sculptures using paper mache and glue. You can suggest themes around which they can develop these. 3. Display the objects made by children and encourage a discussion around it.	1. Give children sheets of paper and ask them to create paper mache. 2. Encourage them to develop different art objects, utility objects and sculptures using paper mache and glue. You can suggest themes around which they can develop these. 3. Display the objects made by children and encourage a discussion around it. You can also ask children to paint these sculptures using colours.
Activity Variation 	Ask children to create sceneries, puppets using paper mache. Children can be encouraged to create stories using these.	
Theme Connect (Example) 	You can connect this activity to the theme of the month is 'Plants' you can ask children to draw flowers, leaves on it or draw animal faces/ patterns during the 'Animal' theme.	
Teacher Notes 	• Encourage children to create different objects, utility materials out of these. • Assist children in making effective use of these materials.	
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	
Other competencies addressed 	Eye-hand coordination, expressing emotions, spatial sense creativity, explores and plays with a variety of material.	
What can be observed? 	• Creativity - Reusing basic everyday materials and recycling them as new objects. • Active participation in creative processes. • Motor coordination - use of fine motor muscles in moulding of paper mache, cutting, tearing of paper strips.	

ACTIVITY NAME		Draw What You See: Perspective Based Drawing			
What materials will you need? 		3-D objects like a Cuboidal box, Conical cap, big dice, 2-D images of different objects, plain papers, crayons			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Hold a 3-D/ cuboidal box & initiate a discussion with children asking- what they are able to see (one or more faces of the object, how many edges, are we able to understand that it is a box by observing only one side etc). 2. Rotate the object and help them notice if their observation has also changed or not. 3. Emphasise that one object can have different perspectives.		1. Divide children into groups and hold an object (cuboidal box, conical cap, big dice etc) in front of them. Initiate a discussion around what they are able to see. 2. Ask them to draw the object how and from the place they see it. 3. Engage in a conversation with different drawings by children and how they are different from one another.		1. Divide children into groups and place one 3-D object (cuboidal box, conical cap, big dice etc) in front of each group. 2. Encourage to draw the object how and from the place they see it without changing its position. 3. Ask each group to present their drawings and encourage their peers to guess the object drawn by looking at the key characteristics represented in the drawings.	
Activity Variation 		Have children look at 2D pictures & talk about what is/ isn't visible for an object/living being placed at different positions from the picture. If they were to imagine seeing this in real and taking a round around this object/being then what all they could see which they cannot now.			
Theme Connect (Example) 		If the theme of the month is 'Shelter' children can be asked to draw how homes of different animals like hare-burrow, ant-ant nests/ hills, bird - nests look from different angles. Ask questions around the shapes (square, circle, oval, triangle etc), types of lines (straight, zigzag etc) etc.			
Teacher Notes 		• Use simple language & provide continuous assistance to children as they engage in understanding perspective drawing. • Support children with visual impairments by sharing some tactile objects/flashcards with them with touch and feel structures. • Encourage exploration and discussion during the activity to enhance learning.			
Targeted Curricular Goal and Competency 		• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes ◦ C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage			
Other competencies addressed 		Eye-hand coordination, expressing emotions, spatial sense and creativity, understands and responds positively, shows care and joy, sorts, explores and plays with a variety of material.			
What can be observed? 		• Observation - Ability to notice finer details of objects. • Communication - Ability to explain the details put in their drawings. • Selective attention - Ability to look at a part of the whole object. • Active participation - participating in the activity.			

ACTIVITY NAME**Little Authors:
Design your own picture book****What materials
will you need?**

Blank sheets, colours, brushes, crayons, glue

**HOW TO CONDUCT THIS ACTIVITY****Ages 3-4**

1. Discuss with children their favourite stories of all times.
2. Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their personal book.
3. Encourage children to share their story books with their peers.

Ages 4-5

1. Ask children to think about creating their own stories. Here, they can think of a story plot, its characters and the overall structure from beginning till end.
2. Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their book.
3. Encourage children to share their story book with their peers.

Ages 5-6

1. Ask children to think about creating their own stories. Here, they can think of a story plot, its characters and the overall structure from beginning till end.
2. Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their book.
3. Encourage children to think of a title to their stories, put page numbers and share their story book with their peers.

**Activity
Variation**

Ask children to share and read their books out to others. Encourage each child to comment, praise and share their inputs for others' books. These books can be later presented in display in a Bal-Mela, Parent- Teacher Meeting.

**Theme Connect
(Example)**

If the theme of the month is 'Animals, Insects and Birds' ask children what all stories they have heard relating to animals. Listen to their experiences and ask them to create their own stories specific to the theme. Later, you can ask questions like: why did you choose this character as your main character in the story, what all animals have you selected for the story and why? What would you think if you can choose a different end to the story? etc.

Teacher Notes

- Provide continuous assistance to children while they are making these story books.
- Support children with different needs to use different tactile objects to stamp and create the stories.
- Encourage exploration and discussion during the activity to enhance learning.

**Targeted Curricular
Goal and
Competency**

- **CG-10:** Children develop fluency in reading and writing in Language 1
 - **C-10.9:** Shows interest in picking up and reading a variety of children's books (L1)

**Other competencies
addressed**

Eye-hand coordination, expressing emotions, spatial sense and creativity, understands and responds positively, shows care and joy, sorts, explores and plays with a variety of material.

**What can be
observed?**

- **Observation** - Ability to add details in the illustrations and plot of the story.
- **Active participation** - participating in the activity
- **Storytelling as a skill** - Ability to narrate their stories to a larger audience
- **Self of belongingness and self advocacy** - Ability to answer/solve their doubts or questions relating to your story
- **Other emergent literacy skills** - Turning pages, use of a book, putting finger below the text to read etc

ACTIVITY NAME		Keep Me Where I Belong: Sort & Store Objects Appropriately	
What materials will you need? 		Empty Cartons, Shoes, Old Magazines & Newspapers, Utensils, Toys, Vegetable Peels, Gum, Chart.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Invite children to an engaging play area setup and encourage free exploration while emphasising the importance of organisation. 2. Guide them in placing items back in designated spots after playtime.	1. Introduce a task of disposing vegetable peels or waste paper in the dustbin. 2. Facilitate a group discussion on the significance of cleanliness. 3. Discuss the positive impact on personal and collective well-being.	1. Guide children in creating visual charts showcasing proper places for items. 2. Facilitate a discussion on the benefits of maintaining order. 3. You can also ask children to create organising spaces for classroom objects using empty carton boxes, newspapers etc.	
Activity Variation 	Extend the lesson to involve a corridor or school ground decoration and cleanliness drive, aligning with the Swachh Bharat Abhiyan initiative.		
Theme Connect (Example) 	This activity can be combined with routine activities like indoor play, craft work etc. wherein children practise organisation skills and maintain daily hygiene.		
Teacher Notes 	• Inclusion of all children: Support children with special needs in organising and cleanliness. • Inclusion of children's home language: Discuss the activity and encourage responses in their home language.		
Targeted Curricular Goal and Competency 	• CG-1: Children develop habits that keep them healthy and safe. ◦ C-1.3: Keeps school/classroom hygienic and organised.		
Other competencies addressed 	Language skills, Cooperation skills, Understanding of social relationships, Empathy about maintaining cleanliness.		
What can be observed? 	• Active Exploration: Observe children keeping things in the right place. • Emotional Response: Note expressions of joy, curiosity & fear during organisation. • Question Responses: Access varied answers to questions about material placement.		

ACTIVITY NAME

Grow a Plant: Nurture, Understand Parts & Function

What materials will you need?



Sapling, Child-sized gardening equipment, art material, Flash card, Visual aid.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

Ages 4-5

Ages 5-6

1. Invite children to the garden area and demonstrate how to plant a sapling using the gardening equipment.
2. Engage in a discussion about plant care, including watering, adding manure, and removing weeds.

1. Help children identify 3-4 plants or trees.
2. Facilitate a discussion about the parts of the plant and reasons for providing water and manure.

1. Using visual aids introduce the concept of shrubs, herbs & trees using flashcards.
2. Encourage children to colour pictures of plants and participate in discussions about different plant types, their need for survival.

Activity Variation



Extend the lesson to visit the kitchen garden and farm to discuss care of plants and animals.

Theme Connect (Example)



You can conduct this activity during the theme “PLANTS AND ANIMALS”, discussing the importance of plants and animals in the environment, you can foster empathy and respect towards all living things.

Teacher Notes



- **Inclusion of all children:** Support children with special needs to actively participate in gardening and farm visits.
- **Inclusion of children's home language:** Encourage discussions in children's home languages to promote inclusivity and engagement.

Targeted Curricular Goal and Competency



- **CG-4:** Children develop emotional intelligence.
 - **C-4.6:** Shows kindness and helpfulness to others (including animals, plants) when they are in need

Other competencies addressed



Language skills, Cooperation skills, Understanding of social relationships, Kindness, mutual respect & empathy

What can be observed?



- **Active Exploration:** Observe children engaging in gardening and farm visits.
- **Emotional Response:** Note expressions of joy, curiosity, and fear, and observe how tasks and responsibilities are divided among the children.
- **Question Responses:** Assess varied answers to open and closed-ended questions, observing language use and creativity during the activity.

ACTIVITY NAME

Scavenger Hunt: Find Objects of Different Colour &/or Shape

**What materials
will you need?**



Shape and colour cards, Paper, Crayons, Chalk, Items of different shapes and colours in the classroom.



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Create different shape and colour cut-outs using paper.
2. Distribute these cut-outs among children.
3. Encourage them to pick a cut-out & talk about its colour and shape.

Ages 4-5

1. Divide the children into two groups and have them collect 5 different materials inside the classroom.
2. Each child from a group should talk about the shape and colour of the materials they collected.
3. Discuss the shapes & colours of other materials in the classroom.

Ages 5-6

1. Divide the children into two groups and take them to the playground to collect 6 items of different shapes and colours.
2. Each child should talk about the colours and shapes of the items they collected.
3. Discuss the shapes and colours of items related to their breakfast, such as the colour and shape of a roti or the colour of curd.

Activity Variation



Extend the lesson to sorting items by shape, making and extending patterns using the shape cut-outs, and drawing incomplete shapes into complete ones.

Theme Connect (Example)



You can conduct this activity during the theme "NATURE", children can be encouraged to find natural items of different shapes and colours, or depict them.

Teacher Notes



- **Inclusion of all children:** Support children with special needs to actively participate in the item collection and identify any disabilities such as colour blindness.
- **Inclusion of children's home language:** Encourage discussions in children's home languages to promote inclusivity and engagement.

Targeted Curricular Goal and Competency



- **CG-2:** Children develop sharpness in sensorial perceptions
 - **C-2.1:** Differentiates between shapes, colours, and their shades
- **CG-8:** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
 - **C-8.12:** Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.

Other competencies addressed



Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.

What can be observed?



- **Active Exploration:** Children's ability to recognize colours and shapes during the scavenger hunt.
- **Emotional Response:** Observing expressions of joy, curiosity, and enjoyment during the activity.
- **Question Responses:** Assess varied answers to open and closed-ended questions related to colours and shapes.
- **Language and Creativity:** Observe vocabulary use and creativity during the identification of shapes and colours.

ACTIVITY NAME		Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds	98
What materials will you need? 		No special material is required, you can use objects in the classroom to create sounds.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Invite children to assemble outside of the classroom. 2. Encourage children to listen to the sounds like traffic sounds, bird chirping, dog barking etc. 3. Prompt them to differentiate the animal, birds and human sounds.		1. Engage the children in comparing two sounds to determine which is soft and which is loud. 2. Discuss the sounds they hear in the morning and whether they are loud or soft. 3. Introduce rhymes and songs in different pitches, and encourage the children to identify high and low-pitched sounds.	1. Continue the discussion on high and low-pitched sounds, emphasising rhythm and tempo. 2. Encourage the children to sing local songs at different pitches.
Activity Variation 		The Musical Instrument available in the Anganwadi encourages children to play simple instruments.	
Theme Connect (Example) 		Consider incorporating musical instruments and encouraging the children to play simple instruments. Use animal/bird/music/other common object sounds and relate to different themes.	
Teacher Notes 		• Ensure the inclusion of all children, including those with special needs, in the activity. • Discuss the activity with children in their home language and encourage their responses in the same language.	
Targeted Curricular Goal and Competency 		• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo	
Other competencies addressed 		Sense of sound, Memory, Environmental Awareness, Joy & Enjoyment, Appreciation of Sound & Music.	
What can be observed? 		• Active Exploration: Children's ability to recognize and differentiate between different sounds. • Emotional Response: Expression of joy, curiosity, and enjoyment while listening to various sounds. • Language and Creativity: Children's ability to produce different sounds and engage in creative expression.	

ACTIVITY NAME		Clean, Clean, Clean: Learn Why, When & How About Washing Hands	
What materials will you need? 		Water bucket, Soap Towel, Sequence cards, Dummy fruits & vegetables.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1. Guide children to wash their hands with action and reciting poems. 2. Discuss the benefits of hand washing.		1. Discussion around steps of handwashing. 2. Create a sequence card demonstrating all the steps of hand washing & invite children to arrange them in the correct order of hand washing.	1. Provide children with dummy vegetables & fruits in separate groups. 2. Encourage them to wash these properly. 3. Discuss the necessity of washing fruits and vegetables before eating.
Activity Variation 		During snack time, teach about good habits like waiting for others, expressing gratitude, and maintaining cleanliness. For older children (5-6): You can incorporate the 'snakes and ladders' game by using it to teach children that following healthy habits allows them to climb up the ladder, while following unhealthy habits causes them to come down. Written by Chatsonic	
Theme Connect (Example) 		You can emphasise the connection between handwashing and overall health, highlighting the importance of cleanliness in preventing the spread of germs and illnesses under the theme 'Health and Well-being', 'Community & Cooperation'.	
Teacher Notes 		• Ensure support for children with special needs to wash their hands properly. • Engage children in discussions in their home languages and encourage responses in the same language.	
Targeted Curricular Goal and Competency 		• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.3: Keeps school/classroom hygienic and organised	
Other competencies addressed 		Development of healthy habits, Fine motor development, Vocabulary development, Understanding cause & effect of hygiene & Self-care awareness.	
What can be observed? 		• Active Exploration: Children maintain cleanliness and practice self care • Emotional Response: Note expression of joy, curiosity, enjoyment etc. around hand washing and hygiene without other help. • Question Responses: Access varied answers to open and closed ended questions e.g, ' What if the vegetable and fruit are not washed before cooking?'	

ACTIVITY NAME What materials will you need? 	Nature Exploration: Categorize pictures/objects in groups Flashcards with images of animals, birds, insects, fruits, vegetables, domestic animals, and wild animals.	 100
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Begin by gathering children in a small group setting. 2. Show flashcards of animals and fruits/vegetables. 3. Call out the name of each item, asking children to point and recognise. 4. Guide children in sorting the flashcards into these categories.	Ages 4-5 1. Divide the children into smaller groups. 2. Provide each group with a set of flashcards. 3. Instruct them to categorise the flashcards into animals, birds, insects, and fruits/vegetables. 4. Encourage discussion within the groups about why they placed certain items in specific categories.	Ages 5-6 1. Introduce the concept of domestic and wild animals. 2. Ask the children to create two subcategories within the broader category of animals- domestic and wild. 3. Encourage them to explain their reasoning for categorising each item.
Activity Variation 	You can connect sorting to finding real items in a garden (Nature Hunt) or challenge older children (5-6 years) towards time based sorting by introducing stopwatch or timer.	
Theme Connect (Example) 	You can link this activity with different themes, like talking about things found in 'Home', 'School', 'Market', 'Park/ Garden', 'Plants & Animals' etc.	
Teacher Notes 	• Inclusion of all children: Use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds for identification & engagement. • Inclusion of children's home languages: Introduce names in & allow them to respond in their home languages.	
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of the world around them through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them	
Other competencies addressed 	Fine motor skills, Sorting, Classification, Observation & Communication skills.	
What can be observed? 	• Age 3-4: Basic recognition and sorting of items into broad categories. • Age 4-5: Improved categorization skills with the introduction of more categories. • Age 5-6: Advanced categorization with subcategories. Clear articulation of reasoning during discussions.	

ACTIVITY NAME**All We Use: Match Objects with their Uses****What materials will you need?**

Various objects representing daily items (pencil, eraser, duster, chair, book, paper, soap, bottle, bed, umbrella, slippers, scissors, mobile, etc.); Images or picture cards with pairs of related objects (socks-shoes, gloves-hands, tv-remote, keypad-computer, camera-photograph, bottle-lid, chalk-blackboard, etc.).

**HOW TO CONDUCT THIS ACTIVITY****Ages 3-4**

1. Introduce each object in a playful manner, using simple language. For example- "This is a pencil. What do we do with a pencil? Can you pretend to write?"
2. Emphasise the use of each object by demonstrating and encouraging children to mimic the actions. Repeat this process for every object.

Ages 4-5

1. Divide children into small groups.
2. Provide each group with a set of objects.
3. Ask them to discuss and match objects with their uses. Guide them with questions like, "Which object do we use for sitting? Can you find it?"

Ages 5-6

- Pairs of Related Objects:
1. Introduce pairs of related objects, either through picture cards or actual objects.
 2. Discuss the relationships between the objects in each pair. Encourage conversation by asking- "Why do we wear socks? What goes with shoes?"
 3. Encourage children to come up with their own pairs.

Activity Variation

Object-Use Pairs Scavenger Hunt: Hiding pairs of related objects around the room, ask children, individually or in pairs, to search for the objects and match them based on their uses.

Theme Connect (Example)

You can connect the understanding of object use with 'Daily Habits' or facilitate a discussion on 'Tools & their Uses' ensuring personal hygiene and safety.

Teacher Notes

- Use tactile picture cards for inclusivity.
- Incorporate hands-on experiences with objects & introduce names in home languages.

Targeted Curricular Goal and Competency

- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.1:** Observes and understands different categories of objects and relationships between them
- **CG-1:** Children develop habits that keep them healthy and safe
 - **C-1.2:** Practises basic self-care and hygiene

Other competencies addressed

Vocabulary, Observation, Logical thinking & Reasoning skills.

What can be observed?

- **Age 3-4:** Basic recognition and sorting of items into broad categories.
- **Age 4-5:** Improved categorization skills with the introduction of more categories.
- **Age 5-6:** Advanced categorization with subcategories. Clear articulation of reasoning during discussions.

ACTIVITY NAME

Experiment with Air: Observe what blows in wind and what does not

What materials will you need?



- Some light objects (feathers, thermocol balls)
- Tissue paper or cotton balls
- Various materials like paper, plastic, etc., for advanced experiments



HOW TO CONDUCT THIS ACTIVITY



Ages 3-4

1. Create a basic introduction to the concept of air (invisible friend surrounding us).
2. Engage children in simple activities like feeling the air around them (taking deep breathes in & out).
3. Use props like feathers or light objects to demonstrate the movement of air.

Ages 4-5

1. Extend the introduction to air and its properties (takes space, can make things move).
2. Conduct simple experiments with blowing objects, such as tissue paper or cotton balls.
3. Encourage children to share their observations about what happens when they blow air.

Ages 5-6

1. Introduce the idea of cause and effect in relation to air.
2. Conduct more advanced experiments, like observing the effects of air on different materials (paper, plastic, etc.).
3. Ask open-ended questions to encourage children to form simple assumptions about the outcomes.

Activity Variation



Children, individually or in pairs, blow air to move the light weight objects, discovering the effects of air movement.

Theme Connect (Example)



Air and Weather:

- Connect the exploration of air to the broader theme of weather.
- Discuss how wind is a natural movement of air and how it influences the weather.

Teacher Notes



- **Foster Curiosity:** Spark interest by asking questions about everyday experiences with air. For example, inquire about the wind rustling leaves.
- **Guided Exploration:** Facilitate hands-on experiments, encouraging children to predict and describe outcomes when blowing air on objects.
- **Encourage Verbal Expression:** Prompt children to express their observations, fostering language development and understanding of cause and effect.

Targeted Curricular Goal and Competency



- **CG-7:** Children make sense of world around through observation and logical thinking
 - **C-7.2:** Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

Other competencies addressed



Children develop both gross and fine motor skills through activities involving air movement. Observes and understands different aspects of the environment, including the effects of air on objects.

What can be observed?



- **Age 3-4:** Basic understanding of the presence of air. Simple observations of the movement of lightweight objects.
- **Age 4-5:** Improved recognition of cause and effect related to air. Development of basic assumptions about the effects of blowing air.
- **Age 5-6:** Advanced understanding of cause and effect relationships involving air. Ability to articulate more detailed assumptions and explanations for the observed effects of air.

ACTIVITY NAME		Sorting Activity: Sort basis colour, shape, size & other criteria		103	
What materials will you need? 		Objects representing various shapes, colours, and sizes (cards or actual objects) Opaque bags or boxes for the variation activity.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Introduce basic shapes, colours, and sizes. 2. Use visual aids such as cards or actual objects to represent different shapes, colours, and sizes. 3. Demonstrate sorting by asking children to group objects based on one property (e.g., all red items).		1. Expand the sorting activity to include multiple properties. 2. Provide a mix of objects with variations in colour, shape, and size. 3. Guide children to sort objects based on more than one property, such as grouping red circles or small blue items.		1. Introduce a variety of objects with intricate differences in shapes, colours, and sizes. 2. Encourage children to create sub-groups within the main groups, adding more properties like-weight, area. 3. Hold discussions about the criteria they used for sorting, promoting critical thinking.	
Activity Variation 		Mystery Sorting: Place objects in opaque bags or boxes. Children feel the objects without seeing them and sort them based on their properties.			
Theme Connect (Example) 		Nature Exploration: Connect the sorting activity to nature. Discuss how objects in nature come in various colours, shapes, and sizes, encouraging children to explore and appreciate the diversity in the natural world.			
Teacher Notes 		Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.			
Targeted Curricular Goal and Competency 		CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures C-8.1: Sorts objects into groups and sub-groups based on more than one property CG-2: Children develop sharpness in sensorial perceptions C-2.1: Differentiates between shapes, colours, and their shades			
Other competencies addressed 		Develops hand-eye coordination and fine motor skills through sorting objects. Recognizes and identifies basic geometric shapes, contributing to early maths/cognitive skills.			
What can be observed? 		Age 3-4 Basic recognition and sorting based on one property (e.g., colour). Simple observations of similarities and differences in shapes, colours, and sizes. Age 4-5 Improved ability to sort based on multiple properties. Development of basic sorting strategies. Age-5-6 Advanced sorting skills, including creating sub-groups. Enhanced critical thinking and ability to articulate sorting criteria.			

ACTIVITY NAME	Means of Transport: Identify, Describe & Compare	
What materials will you need? 	Flash card, cut-out, chart paper.	
HOW TO CONDUCT THIS ACTIVITY		
Ages 3-4	Ages 4-5	Ages 5-6
1. Everyday Observation: Encourage children to observe different vehicles/transport on their way to Anganwadi centre every day. 2. Show flash/picture cards and encourage them to identify the vehicles/transport. 3. Facilitate a discussion on vehicles/transport and means of transport with children.	1. Create 3 groups of children, provide chart paper to each group of children. 2. Assign each group a mode- land, air and water. 3. Provide cut-outs of different modes and encourage them to place the cut-outs in the chart as per the mode mentioned.	1. Invite children to play a circle game. One child plays "Mamaji" and tells where they want to go. Others make sound appropriate to the mentioned transport. 2. Give situations and tell children to select the most appropriate mode of transport based on distance, number of people, and water routes.
Activity Variation 	Give situations and tell children to select most appropriate mode of transport to reach that place- depending on distance, number of ppl travelling, whether it has sea/water routes available guess game basis characteristics of a mode shared by teacher land-air-water game- floor sections to be made using dupattas or coloured chalk and children hop between the 3 basis the transport teacher names and where it moves	
Theme Connect (Example) 	If you are conducting this activity where the theme of month is "MODE OF TRANSPORT"	
Teacher Notes 	• Inclusion of all children: to support children with special needs, help them to be involved in the activity. • Inclusion of children's home language: Discussion of activity with children in their home language and encouraging them to respond in their home language. • Make a cut-out of all modes of transport and distribute equally in each group.	
Targeted Curricular Goal and Competency 	• CG-7: Children make sense of the world around through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them	
Other competencies addressed 	• Language Skills • Understanding of Social Skills • Physical and Motor Development • Creative and Aesthetic Development	
What can be observed? 	• Active Exploration: Observe and identify children who are actively participating. • Language and Creativity: Watch for vocabulary, remember things and follow instruction during the activity and notice how creativity during the circle game. • Emotional Response: Note expression of joy, curiosity, enjoyment etc. during the circle game and placing the cut out on chart paper.	

ACTIVITY NAME		How my family looks!: Draw, Paint, Create Using Clay	
What materials will you need? 		Modeling Clay, Hardboard	
			
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	
1. Encourage them to draw faces of their parents and siblings. 2. Guide them to add basic details like eyes, nose, and mouth. 3. As children draw, ask simple questions about each family member. Engage in a discussion about their parents and siblings.		1. Provide children with modeling clay. 2. Encourage them to make faces using the clay. 3. Guide them to add simple details like eyes, nose, and mouth. Ask children to draw a setting for their family – a house or a ground. 4. Facilitate a discussion about each family member, appreciating diversity.	
Ages 5-6		1. Encourage children to make faces of family members and friends. 2. Ask children to add finer details to the faces like: Nose, eyes, ears etc. and draw them in a house / ground. 3. Engage in discussion with children by identifying each family member and appreciate different types of families.	
Activity Variation 		Encourage children to make finger puppets of themselves and their family members, friends. Involve children in role playing of different family members.	
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Me and my Family', ask children to make puppets, clay moulds of different family members and friends. Discuss various questions like: Who is your favourite family member and enact like him / her, In what tasks is each family member occupied? Etc.	
Teacher Notes 		• Creating a safe and secure environment for children : Listen, appreciate and ask questions to children. • Inclusion of all children: To support children with special needs, use different objects in which children touch, feel and can create/extend patterns. • Ensure and Encourage Gender Equality : Providing each one of them opportunities to participate. Learning to appreciate the work of each family member; dignity of labour. • Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Use of contextually relevant material: Emphasise the use of locally sourced materials for a more sustainable approach.	
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.1: Starts recognising 'self' as an individual belonging to a family and community ◦ C-4.3: Interacts comfortably with other children and adults	
Other competencies addressed 		Language development : Using appropriate vocabulary to address different family members and relationships Expresses feelings appropriate to the situation without inhibitions	
What can be observed? 		• Exploration, Creative skills, communication, social interaction, self and social development, storytelling	

ACTIVITY NAME		Nature Walk: Sort & classify different objects			106
What materials will you need? 		Leaves, pebbles, sticks, grass feathers and flowers etc.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Invite children on a nature walk and let them collect various items. 2. Encourage children to classify items into heaps, such as leaves, pebbles, and sticks separately. 3. Discuss with children which items are more and which are less, fostering a sense of quantity.		1. Invite children to collect items on nature walks and classify them, arranging in order of size (bigger to smaller or smaller to bigger). 2. Facilitate a discussion about big and small, encouraging children to talk about the characteristics of different sizes.		1. Children collect items and classify them based on weight, arranging from lighter to heavier or heavier to lighter. 2. Facilitate discussions about light and heavy, prompting children to explore the characteristics of weight.	
Activity Variation 		Extend the lesson with items like flowers, grass, mud, and feathers for further exploration and classification.			
Theme Connect (Example) 		If you are conducting this activity where the theme of month is “ OUR SURROUNDING“			
Teacher Notes 		• Inclusion of all children: to support children with special needs, help them to be involved in the activity. • Inclusion of children’s home language: Discussion of activity with children in their home language and encouraging them to respond in their home language.			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of the world around them through observation and logical thinking. ◦ C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis • CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. ◦ C-8.1: Sorts objects into groups and sub-groups based on more than one property. ◦ C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.			
Other competencies addressed 		• Language Skills • Understanding of Social Skills • Physical and Motor Development • Creative and Aesthetic Development			
What can be observed? 		• Active Exploration: Observe and identify children who are actively participating. • Language and Creativity: Watch for vocabulary, remember things and follow instruction during the activity and notice how creativity during the discussion.. • Emotional Response: Note expression of joy, curiosity, enjoyment etc. during the collection of things and sorting of items. • Question Responses: Access varied answers to open and closed ended questions e.g., ‘What is big and small ?			

ACTIVITY NAME		Animals, insects & birds around me: Identify, Name & Describe	
What materials will you need? 		Picture/Flash card of Animal, Birds and Insects , chart paper,Cutting of bird and animal from magazines.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4		Ages 4-5	Ages 5-6
1.Divide children into smaller groups and provide the Picture/Flash card. 2.Encourage them to share the animals, birds and insects they observe in their surroundings. 3.Facilitate discussion about animals,insects and birds and the difference between wild and pet animals.		1.Divide children into smaller groups and provide cutouts of animals, birds, and insects. 2.Encourage children to place cutouts under respective headings (e.g., animals, birds). 3.Facilitate discussion of differences between animals, birds and insects how animals are different from human..	1.Encourage free discussion about observations from home to Anganwadi, identifying birds and animals. 2.Encourage them to identify animals and birds beyond their immediate surroundings (lion and monkey). 3.Discussion about wild and pet animals- What they have seen surrounding and in farms are wild or pet animals? 4.Discussion how human beings and animals are different- Do animals and birds take baths ? What do they do when they fall ill?
Activity Variation 		Extend the lesson to encourage children to identify the sound of animals and birds they produce. Have classroom displays and models with their own children's drawings.	
Theme Connect (Example) 		If you are conducting this activity where the theme of month is "BIRDS AND ANIMALS"	
Teacher Notes 		• Inclusion of all children: to support children with special needs, help them to be involved in the activity. • Inclusion of children's home language: Discussion of activity with children in their home language and encouraging them to respond in their home language.	
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of the world around them through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them	
Other competencies addressed 		• Language Skills • Emotional skills such as empathy towards animals and birds. • Understanding of social relationship • Preserving the environment.	
What can be observed? 		• Active Exploration: Observe and identify children who are actively participating. • Language and Creativity: Watch for vocabulary, remember things and follow instruction during the activity and notice how creativity during the discussion. • Emotional Response: Note expression of joy, curiosity, enjoyment etc. during the discussion and placing the cut out on chart paper. • Question Responses: Access varied answers to open and closed ended questions e.g., ' What is difference between Animals, birds and human beings?	

ACTIVITY NAME		Roll & Slide: Predict, Experiment, Find out			
What materials will you need? 		Bag, bottle, can, marker, box, Large ball, Smooth cylindrical block or container or cardboard tube (for example, a mailing tube), Square or rectangular block, wooden plank, chart paper, sketch pen.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Provide a bag full of some objects present in the surroundings. 2. Introduce the term roll and slide by performing the activity. 3. Encourage them to find out what object is present inside the bag rolls and what all slides.		1. Encourage the learners to collect some objects from surroundings in a basket. 2. Let them perform the activity by making them roll and sliding the objects from the plank. 3. Encourage them to sort the objects according to the nature of the object like whether it rolls or slides.		1. Encourage the learners to collect some objects from surroundings in a basket. 2. Let them perform the activity by making them roll and sliding the objects from the plank. 3. Encourage them to sort the objects according to the nature of the object like whether it rolls or slides. 4. Make them draw the sliding and rolling objects on a chart.	
Activity Variation 		Encourage children to understand the term curve, flat surface and its relevance with rolling and sliding. By exploring the objects around them.			
Theme Connect (Example) 		Connect the activity while introducing the sorting, colours and shapes concept.			
Teacher Notes 		• Handle Variations in Learning • Creating a safe and secure environment for children • Ensure Careful Inclusion of Children with Disability			
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical Thinking ◦ C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space			
Other competencies addressed 		• Anticipation, Analyzation skills are enhanced in the activity. • Exploration, vocabulary development can be observed in the activity. • Experiment and test how objects of different shapes move. • Predict how the shape of an object will affect how it moves.			
What can be observed? 		• Active Exploration: All children participate and explore the environment using their senses. • Anticipation: All children are trying to anticipate the upcoming scenario or nature of the object. • Social behaviours: All children are trying to wait for their turn and understanding the relevance of wait time.			

ACTIVITY NAME		What am I feeling?: Talk, Label, Understand Emotions	
What materials will you need?		Emoji chart, posters	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Create a chart with emojis representing happy, sad, angry, and fear. 2. Call out different emotions and let children point to the corresponding emoji on the chart. 3. Encourage children to share their own feelings and experiences.	1. Display the emoji chart and present situations for learners to identify related emotions. 2. Divide learners into groups and provide scenes (e.g., parks, railway stations). Ask them to identify and discuss emotions portrayed in the scenes - “Tiya is eating a sweet apple and suddenly falls on the ground. How is she feeling now?” 3. Create opportunities for children to share their feelings within the larger group setting.	1. Provide scenes of various settings and ask groups to identify and understand the emotions depicted in the posters. 2. Encourage learners to discuss and share their observations of emotions in the scenes. 3. Facilitate a session where children openly share their feelings and experiences.	
Activity Variation 	Encourage children to frame situations around the feelings. (happy,sad,angry,fear,jealousy,excited)		
Theme Connect (Example) 	Make learners replicate their feelings during welcome time. Keep a feeling check time in class for children to share their feelings after every activity.		
Teacher Notes 	• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. • Create a Multilingual Learning Environment: Provide instructions in children’s home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well.		
Targeted Curricular Goal and Competency 	• CG-4: Children develop emotional intelligence ◦ C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately		
Other competencies addressed 	• Anticipating the situation and associating it with emotions. • Identifying the emotions • Expressing their own emotions		
What can be observed? 	• Active Exploration: Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes. • Emotional Responses: Note expressions of joy, curiosity, fear, etc. Liking for different family members.		

ACTIVITY NAME		Can you find me?: Find objects basis shared criteria		110	
What materials will you need? 		No Material required, only arrange the class properly.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Show all objects to learners and let them touch each one. 2. Have them close their eyes and hide one object in the class. 3. Ask them to name the hidden object and encourage them to search for it.		1. Show all objects and let them touch each one. 2. Hide one object and instruct them to find a round-shaped, yellow-colored thing in the class.		1. Show all objects and let them touch each one. 2. Hide one object and instruct them to find rough-textured, wooden objects.	
Activity Variation 		This activity can be conducted outside the class to explore the surroundings. Increase complexity by adding more specific instructions like finding a pink-colored, squared-shaped object from the right side of the class.			
Theme Connect (Example) 		• Colour identification. • Sensory games like touch and feel. • Identification of shape.			
Teacher Notes 		• Handle Variations in Learning • Creating a safe and secure environment for children • Ensure and Encourage Gender Equality • Ensure Careful Inclusion of Children with Disability			
Targeted Curricular Goal and Competency 		• CG-9: Children develop effective communication skills for day-to-day interactions in two languages ◦ C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others			
Other competencies addressed 		• Anticipation • Observation • Identification • Exploration			
What can be observed? 		• Question Responses: Assess varied answers to questions, e.g., 'Do you think this is the object?' • Language and Creativity: Watch for vocabulary on family members and notice how natural materials are creatively used in play. • Understanding the instruction and following it.			

ACTIVITY NAME		Touch, Feel, Recognise: Understand & Compare Textures			
What materials will you need? 		Soft ball, clay ball, feather, pebble, scrub, sandpaper, velvet cloth piece, a bag			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Create a feely bag and place objects inside. 2. Encourage children to put their hands in the bag, feel an object, and identify its texture (e.g., smooth or rough). 3. Have them share their findings with the whole group.		1. Create a feely bag with various textured objects. 2. Encourage children to feel the texture and shape of an object inside the bag. 3. Let them share their observations with the whole group. 4. Encourage the class to identify the object correctly.		1. Introduce an advanced feely bag with objects of varying complexities in texture (e.g., bumpy, granular, velvety). 2. Challenge children to identify & compare the textures and describe them using richer vocabulary. 3. Facilitate a discussion where children guess the materials based on touch.	
Activity Variation 		• Encourage learners to search objects of various textures and make a texture box. • Like-soft texture box-feather, velvet piece of cloth, pom-pom, tassels etc.			
Theme Connect (Example) 		• Colour identification. • Sensory games like touch and feel. • Identification of shape.			
Teacher Notes 		• Create a Multilingual Learning Environment: Provide instructions in children's home languages and allow them to respond in their home language (L1). Additionally, introduce common vocabulary for objects and actions in their L2 as well. • Handle Variations in Learning • Creating a safe and secure environment for children			
Targeted Curricular Goal and Competency 		• CG-2: Children develop sharpness in sensorial perceptions ◦ C-2.5: Develops discrimination in the sense of touch			
Other competencies addressed 		• Anticipation • Observation • Identification • Exploration			
What can be observed? 		• Activity exploration • Identification of objects and stating the texture. • Taking initiatives			

ACTIVITY NAME		Dressing up: Understanding Need, Diversity & Practicing Autonomy		112
What materials will you need? 		Flash cards of various clothing materials, Pictures of women wearing pant shirt coats,men wearing dhoti kurta and sarees,old shirts,old pants.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1.Initiate a discussion on what children are wearing. 2.Encourage them to share their favourite clothes 3.Make them identify the clothes in flash cards.		1.Encourage children to identify the clothes type and sort them according to weather. 2.Making them sensitive towards clothes does not define gender. 3.Motivate to dress themselves in their favourite clothing and express themselves in front of class.		1.Provide various zipping, hooks, belting, lacing clothes to children in small groups and let them perform that small muscles work. 2.Encourage children to draw their dream clothes on a sheet and display it in class.
Activity Variation 		• Make children wear their regional traditional clothes and explain about it. • Encourage them to create a collage of various prints on clothes and types of fabric.		
Theme Connect (Example) 		• Pattern creation. • Sorting. • Seasons. • Fine motor development activities.		
Teacher Notes 		• Inclusion of all children: to support children with special needs, help them to be involved in the activity. • Inclusion of children’s home language: Discussion of activity with children in their home language and encouraging them to respond in their home language.		
Targeted Curricular Goal and Competency 		• CG-1: Children develop habits that keep them healthy and safe. Can wear clothes (without buttoning them) and put on their footwear with the help of adults		
Other competencies addressed 		• Observation • Expression • Imagination • Physical development		
What can be observed? 		• Active Exploration: Observe and identify children who are actively participating. • Language and Creativity: Watch for vocabulary, remember things and follow instruction during the activity and notice how creativity during the circle game. • Emotional Response: Note expression of joy, curiosity, enjoyment etc. during the circle game and placing the cut out on chart paper.		

ACTIVITY NAME		Disability & Inclusion: Recognise, Include, Understand & Respect		113	
What materials will you need? 		Blindfolds or hankies for tying eyes Cotton balls for simulating hearing disability Strips of cloth for tying legs Pictures of aids used by individuals with disabilities Child-friendly Audiovisuals			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1.Begin by introducing the concept of differences and diversity in a simple manner. 2.Demonstrate the game by tying a hanky around your eyes and attempting an activity. 3.Engage children in a discussion about recognizing things without seeing.		1.Extend the game by involving different disabilities. 2.Tie cotton balls in ears to simulate a hearing disability and tie strips around legs for a locomotor disability. 3.Discuss the difficulties children faced during the activity and relate it to real-life experiences.		1.Facilitate a discussion about disabilities and inclusion. 2.Ask children to pair up and talk about how each child is different from the others. 3.Introduce pictures of aids used by individuals with disabilities, explaining their names and purposes.	
Activity Variation 		Show child-friendly audiovisuals explaining disabilities and the importance of inclusion.			
Theme Connect (Example) 		- Celebrating Diversity: - Connect the activity to the theme of diversity. - Discuss how embracing differences makes our communities richer and more vibrant.			
Teacher Notes 		Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. Inclusion of children’s home languages: Introduce all names in children’s home languages and allow them to respond in their home language.			
Targeted Curricular Goal and Competency 		CG-4: Children develop emotional intelligence. C-4.1: Starts recognising ‘self’ as an individual belonging to a family and community. C-4.3: Interacts comfortably with other children and adults. C-4.4: Shows cooperative behaviour with other children CG-7: Children make sense of world around through observation and logical thinking. C-7.3: Uses appropriate tools and technology in daily life situations and for learning			
Other competencies addressed 		- Children develop a sense of identity and belonging through understanding differences. - Children understand and appreciate the diversity within the community.			
What can be observed? 		Age 3-4: - Basic understanding of differences and trying simple activities with blindfolds. - Recognition of the importance of sight in recognizing things. Age 4-5: - Recognition of different types of disabilities through simulated experiences. - Beginning to understand the challenges faced by individuals with disabilities. Age 5-6: - Advanced discussions about differences and the importance of inclusion. - Developing empathy and respect for individuals with disabilities.			

ACTIVITY NAME		Let's discuss: Safe & unsafe situations around us			114
What materials will you need? 		• Picture cards depicting safe and unsafe situations • Flashcards with scenarios (road safety, electrical safety, stranger danger, etc.) • Visual safety chart for AWC • Numbers for child helpline, police, medical emergency, etc.			
HOW TO CONDUCT THIS ACTIVITY					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Introduce the concept of safe and unsafe situations using simple narratives and pictures. 2. Use flashcards with basic scenarios like crossing the road with an adult. 3. Talk about safe people, such as parents, teachers, and caregivers. 4. Encourage discussion on who they can reach out to for help.		1. Use picture cards to illustrate different situations, both safe and unsafe. 2. Discuss each scenario and ask children to identify whether it is safe or unsafe. 3. Utilize flashcards with scenarios related to electrical safety, stranger danger, etc. 4. Encourage children to suggest what one can do to stay safe in each situation.		1. Work together to create a visual safety chart for the AWC. 2. Include do's and don'ts for various situations discussed. 3. Discuss the importance of emergency numbers and how to use them. 4. Include child helpline, police, medical emergency, etc.	
Activity Variation 		Engage children in role-playing safe and unsafe situations. Encourage them to demonstrate the correct actions to stay safe.			
Theme Connect (Example) 		• Connect the activity to the broader theme of prioritizing safety in different situations • Discuss how being aware and making safe choices contributes to their well-being.			
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.			
Targeted Curricular Goal and Competency 		• CG-1: Children develop habits that keep them healthy and safe ◦ C-1.6: Understands unsafe situations and asks for help			
Other competencies addressed 		• Children develop emotional intelligence • Displays confidence in interacting with familiar and unfamiliar individuals • Recognizes the importance of communication in seeking help and expressing feelings			
What can be observed? 		Age 3-4: • Basic recognition of safe and unsafe situations. • Emerging awareness of safe people. Age 4-5: • Improved ability to distinguish between safe and unsafe scenarios. • Beginning to understand the importance of reaching out for help. Age 5-6: • Advanced discussions on safety measures and precautions. • Increased understanding of emergency numbers and their significance.			

ACTIVITY NAME	Logo Wall / Word Wall	115
What materials will you need? 	Children's name cards, labeling of objects in class in home language (L1) and regional/English language (L2), Big Books, One line picture Books, Texture/Board Books, collection of wrappers of different objects, old calendars/charts	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-5		Ages 5-6
1. Handover name cards of individual's name to the children in their home language (L1) and regional/English language (L2) to familiarize children with their names in written form. 2. Make a collection of wrappers and flash cards of different objects and place symbols such as biscuits, school name's logo, toffee, story books, containers etc. and guide children in recognizing them by their colours, logos, symbols etc. 3. Label objects in the classroom such as chair, table, window, door, bottle, bag etc. in children's home language (L1) and regional/English language (L2) and encourage them to recognize and establish symbol-word correspondence. 4. Motivate children for their efforts in recognizing and identifying logos, symbols, story books, their names, labels etc.		1. Follow the same steps as 3-5 age groups. 2. Guide children to identify common words from the story books read during "Read aloud" and "Shared reading" process repeatedly. 3. Write sight words on the board/chart paper/old calendar in the classroom and encourage children to repeat and recognize those words regularly. 4. Motivate children for their efforts in recognizing and identifying logos, symbols, words in story books, their names, labels, sight words etc.
Activity Variation 	Ask children to match name cards to the respective child and flash cards with objects' names with the objects.	
Theme Connect (Example) 	N/A	
Teacher Notes 	• Name cards in the form of ID cards can be made for all the children in their home language (L1) and regional/English language (L2). Other details such as home address, parents' name, school name, teacher name can also be added. • Labeling of objects in the classroom can be done in children's home language (L1) and regional/English language (L2) in the beginning of the session. • Collection of wrappers, story books, old calendars etc. can be made throughout the session.	
Targeted Curricular Goal and Competency 	• CG-10: Children develop fluency in reading and writing in Language 1 ◦ C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks ◦ C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	
Other competencies addressed 	Comprehension; vocabulary building; imagination; memory; exploration, creativity, develop self expression and development of self esteem.	
What can be observed? 	• Observe children's recognition of their names in both home and regional languages through name cards. • Observe children's ability to identify objects and symbols by colour and attributes in flashcards and wrappers. • Assess children's recognition of labeled objects in the classroom and their establishment of symbol-word correspondence. • Evaluate children's motivation and efforts in identifying logos, symbols, words, and sight words in various materials and contexts.	

ACTIVITY NAME		Big Feelings: Express, Release & Manage		116
What materials will you need? 		• Emotion flashcards or pictures • Drawing/painting supplies • Display wall chart materials (chart paper, markers)		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1.Show emotion flashcards (happy, sad, angry). 2.Encourage children to express feelings through words or actions. 3.Discuss how different feelings affect their bodies.		1. Engage in a guided conversation about the acceptability of all feelings. 2. Discuss how everyone experiences various emotions. 3. Introduce managing feelings in a healthy way (hug yourself, take deep breaths, draw).		1.Facilitate a discussion on different strategies to manage emotions. 2.Encourage children to complete sentences like "When I feel sad, I..." 3.Role-play scenarios and practice strategies like deep breaths, counting, or drawing. Alternatively, • Practice Session: Sit in a circle, share preferred methods. • Display Wall Chart: Create a colorful chart with strategies. • Hang it as a reminder, encourage use and reminders among children.
Activity Variation 		Interactive Storytelling: Narrate a story with emotional characters, discussing how they manage feelings.		
Theme Connect (Example) 		Understanding Emotions: Focusing on emotional intelligence development, fostering creativity, self-awareness, and effective communication.		
Teacher Notes 		• Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel. You can also make animal/bird sounds to help them identify different pictures. • Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.		
Targeted Curricular Goal and Competency 		• CG-4: Children develop emotional intelligence ◦ C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately		
Other competencies addressed 		This activity encourages children to express themselves emotionally, fostering creativity, self-awareness, and effective communication.		
What can be observed? 		• Ages 3-4: Basic recognition and simple expression of emotions (happiness, sadness, and anger). • Ages 4-5: Improved identification and awareness of acceptable feelings, managing emotions. • Ages 5-6: Advanced recognition, understanding, and participation in emotional management discussions and role-playing.		

ACTIVITY NAME		Shadow Game: Understand, Create & Guess		117
What materials will you need? 		Torch, Paper, Magazine, Stone, Solid Box		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Gather the children outside the classroom. 2. Encourage them to observe shadows of trees, plants, animals, and themselves. 3. Prompt them to notice different types of shadows and discuss why shadows are created.		1. Assemble children outside at different times of the day (morning, afternoon, evening). 2. Have them observe the size variations in shadows of trees, plants, animals, and themselves. 3. Discuss why shadow sizes differ at different times due to light angles.		1. Use the torch to create shadows with various materials like paper, magazines, stones, and solid boxes. 2. Demonstrate how one object can produce multiple shadows by reflecting light from different angles. 3. Invite children into a dark room to show that no shadow is produced without light. 4. Encourage discussion on why shadows are created and how their size depends on different light angles.
Activity Variation 		Encourage children to use their hands, fingers, and other solid objects to create shadows and discuss them.		
Theme Connect (Example) 		This activity can be conducted during the theme "PLANT AND ANIMAL," encouraging children to understand the life cycle stages of different creatures.		
Teacher Notes 		• Inclusion of all children: Support children with special needs to actively participate in the discussion around stages of lifecycle. • Inclusion of children’s home language: Encourage discussions in children's home languages to promote inclusivity and engagement.		
Targeted Curricular Goal and Competency 		• CG-7: Children make sense of world around through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them		
Other competencies addressed 		Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.		
What can be observed? 		• Active Exploration: Children's ability to recognize different sizes of shadow. • Emotional Response: Observing expressions of joy, curiosity, and enjoyment during the activity. • Question Responses: Assess their responses to open and closed-ended questions related to size of image. • Language and Creativity: Observe vocabulary use and creativity during the image identification.		

ACTIVITY NAME		Lifecycle: Discuss & Understand Different Life Forms		118
What materials will you need? 		Flash card, Chart paper and magazine/ newspaper cut out		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Use flashcards to illustrate the different stages of the human life cycle, such as child → youth → old age. 2. Encourage children to talk about their own life cycle stage, explaining that they are children now but will grow up to be adults like their parents, and eventually, they will age like grandparents. 3. Discuss the concept of growth and life cycles with the children.		1. Use flashcards to demonstrate the life cycles of plants and animals, such as seedling → plant → tree. 2. Prompt discussions about the various stages of plant and animal life cycles, encouraging children to observe their surroundings, like how a small mango plant grows into a tree. 3. Engage children in discussions about the life span of plants, animals, and humans.		1. Use flashcards to explore life cycles of humans, insects, plants, and animals, discussing birth and aging. 2. Provide chart paper for children to draw the life cycles of the creatures they observe around them. 3. Encourage discussions about different life cycle stages and their significance.
Activity Variation 		Extend the lesson to include animals from various environments such as land, water, and birds based on geography.		
Theme Connect (Example) 		This activity can be conducted during the theme "PLANT AND ANIMAL," encouraging children to understand the life cycle stages of different creatures.		
Teacher Notes 		• Inclusion of all children: Support children with special needs to actively participate in the discussion around stages of lifecycle. • Inclusion of children’s home language: Encourage discussions in children's home languages to promote inclusivity and engagement.		
Targeted Curricular Goal and Competency 		• CG-6: Children develop a positive regard for the natural environment around them ◦ C-6.1: Shows care for and joy in engaging with all life forms • CG-7: Children make sense of world around through observation and logical thinking. ◦ C-7.1: Observes and understands different categories of objects and relationships between them		
Other competencies addressed 		Problem-solving, critical thinking skills, positive learning habits, collaborative work, innovation & imagination, exploration & play with a variety of materials.		
What can be observed? 		• Active Exploration: Children's ability to recognize different stages of lifecycle. • Emotional Response: Observing expressions of joy, curiosity, and enjoyment during the activity. • Question Responses: Assess varied answers to open and closed-ended questions related to human and plant life cycle. • Language and Creativity: Observe vocabulary use and creativity during the identification of stages.		

ACTIVITY NAME		Countries & Culture: Know & Understand About the World	
What materials will you need?		World map, flash cards of various cultural dresses, example pheran from kashmir, kimono from Japan, and flash cards of various famous traditional food items, monuments, currency, culture symbols, vehicles, A4 size sheets, colours.	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Gather the children and show them a world map. 2. Showing picture flashcards, engage them in a simple conversation about different countries. 3. Show pictures of people from various countries, highlighting differences in appearance, clothing, hairstyles, food preferences, dance styles etc. Encourage them to notice and discuss the differences.	1. Post discussion, display flashcards or pictures depicting cultural diversity, such as traditional clothing, food items and landmarks. 2. Have them draw their favourite cultural dresses. 3. Show children pictures of famous landmarks, animals, or cultural symbols from different states of India or countries. Encourage them to match the pictures to the state or country. 4. Pick specific corners of the world/country and talk about regions, similarities/dissimilarities in culture, weather etc.	1. Facilitate a discussion about the importance of respecting and appreciating different cultures. Use simple language to convey the message of acceptance and inclusivity. 2. You can also show videos or read stories about kids from other countries. 3. Engage children in creating art and craft projects inspired by different cultures. For example, they could make Japanese paper fans using simple materials like paper and crayons.	
Activity Variation 	• Incorporate music and dance from different cultures, allowing children to mimic the movements and rhythms. • Provide simple crafts or colouring sheets related to different countries' flags or symbols. Introduce basic greeting and other words from different languages.		
Theme Connect (Example) 	Connect the activity with theme “Our India” & let them explore, understand different cultures or to the theme “Seasons” and encourage children to know more about different seasonal changes & resulting food & clothing changes etc., pan country.		
Teacher Notes 	• Use clear and concise language suitable for young children in home language. • Be sensitive to cultural differences and avoid stereotypes or biases in discussions. • Inclusion of all children: To support children with special needs, use tactile picture cards or small animal toys that children can touch and feel, using audio visuals to support different learning modes.		
Targeted Curricular Goal and Competency 	• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage		
Other competencies addressed 	Language development through vocabulary related to different cultures (e.g., names of countries, foods, clothing) and Socio-emotional development by fostering empathy and respect for others' differences.		
What can be observed? 	• Engagement: See if children are actively participating and showing interest. • Understanding: Check if they are grasping the concepts being discussed. • Communication: Note how well they express themselves verbally. • Appreciation: Look for signs of respect and understanding towards different cultures and diversity.		

ACTIVITY NAME		Celebrating Heroes: Stories of National Pride		120
What materials will you need? 		Magazine & newspaper cutouts of various national heroes (Bhagat Singh, Rani Laxmi Bai, Mahatma Gandhi, Vir Savarkar, Subhash Chandra Bose, Lal Bahadur Shastri, Jawahar Lal Nehru, APJ Abdul Kalam, Sachin Tendulkar, Sania Mirza, Kalpana Chawla & others), Tiranga, A4 Sheets and some props for dramatisation.		
HOW TO CONDUCT THIS ACTIVITY				
Ages 3-4		Ages 4-5		Ages 5-6
1. Display pictures of national heroes, alongside the Indian flag. Prompt children to identify them using simple questions. 2. Engage in a brief conversation, highlighting basic facts (their names and importance). 3. Encourage simple role-playing activities where children can mimic actions associated with them, (marching like soldiers). 4. You can also give Tiranga cutout to colour.		1. Tell them stories of a few national heroes. 2. Encourage children to enact scenes or actions representing their favourite national heroes. Provide props or costumes to enhance their role-playing experience. 3. You can also provide children with image outlines of famous heroes & ask them to colour these.		1. Encourage children to create and act out skits or dramatisations based on the lives of national heroes. Allow them to collaborate in groups, assign roles.
Activity Variation 		Show age-appropriate documentaries or short films about national heroes to provide a visual understanding of their lives and achievements.		
Theme Connect (Example) 		You can do this activity on Independence day, Republic Day and under Know about our country theme.		
Teacher Notes 		• Keep explanations simple and age-appropriate. • Motivate children to actively participate and share their thoughts and ideas about the national heroes. • Consider conducting this activity around national holidays to reinforce the importance of honouring our heroes.		
Targeted Curricular Goal and Competency 		• CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways ◦ C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage		
Other competencies addressed 		Collaborative work, Language & Communication Skills, Innovation & imagination, Exploration & play with a variety of materials.		
What can be observed? 		• Engagement: Observe the level of engagement and interest displayed by children during the activity. • Comprehension: Assess the children's understanding of the significance of national heroes and their contributions. • Expression: Notice how children express their admiration for the heroes through discussions and role-play activities. • Creativity: Observe the creativity and imagination children demonstrate while enacting scenes or storytelling about the national heroes.		

ACTIVITY NAME		Throw and Catch The Ball	
What materials will you need? 		Big and small-sized lightweight balls balloons	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Provide a lightweight ball to the children for free play as a whole group or in small groups. 2. Guide the children to roll or throw the ball and let the others catch it. 3. You can also hang a tyre or a basket and ask children to throw a ball through it.	1. Form a circle with an empty bucket or carton in the centre. 2. Ask each child to throw a ball into it. 3. Wherever a ball enters the basket, ask the children to keep a count by asking questions like - Now, how many calls are in the basket?	1. Stand in the centre of a circle. Throw the ball randomly to each child. Ask the children to catch it. 2. If missed, that child goes to the centre and begins throwing the ball to others. When the next child misses the ball, they come in the centre. 3. Continue the game until every child gets the chance to come in the centre.	
Activity Variation 	• Distribute balloons to each child with their name. For younger children, blow a balloon for free play and older children, encourage them to blow the balloon on their own for free play. • Form a circle. One child holds the ball, says another child's name, and tosses the ball to them. Encourage focus and attention. • Make a pyramid of empty paper glasses or bottles and ask children to throw a ball at the pyramid. The pyramid falls down on throwing the ball, then ask the children to build the pyramid together again.		
Theme Connect (Example) 	If you are conducting this activity where the monthly theme is 'Fruits and Vegetables' or 'Animals and Birds', discuss their names with each throw and catch of the ball.		
Teacher Notes 	• Modify games for children with disabilities. Incorporate brightly coloured balls and bells inside them for visual and auditory cues. • Keep the environment safe and inclusive. • Encourage equal participation between boys and girls.		
Targeted Curricular Goal and Competency 	• CG – 3: Children develop fit and flexible ◦ C-3.1 Shows coordination between sensorial perceptions and body movements in various activities		
Other competencies addressed 	Concentration, attentiveness, cooperation, waiting for one's turn.		
What can be observed? 	• Accurately estimates distances in activities like throwing and building. • Participates actively in physical activities without quick fatigue. • Demonstrates flexibility by bending, twisting, or reaching easily. • Maintains strength and endurance in physical activities.		

ACTIVITY NAME		Keep your Balance	122
What materials will you need? 		Rope, chalk, bricks or a hula-hoop	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Draw two parallel lines on the floor and allow the children to walk between them. 2. To make it challenging, create a maze on the ground with chalk. Ask the children to reach the other end one by one. 3. Children can walk initially and then can add jumping with both legs/one leg into the game too.	1. Lay a rope/bricks in straight, curved, or zigzag lines. 2. Ask all the children to walk on it one by one without stepping sideways or using any support. 3. To make it more challenging, ask children to hop forward on one foot and count the number of times they can do it.	1. Organize a race where children have to walk carrying objects on their heads, in their hands, or in their mouth (e.g., a book on their head, a glass of water in their hands without spilling, or a spoon with a lemon in their mouth without dropping it). 2. To make it challenging, set up a hurdle race by placing 2–3 bricks, old tires, and cartons one after the other. Ask the children to walk or jump on them. 3. Arrange these objects in different shapes like triangular, square, zigzag, etc., to make the balancing activity more complex.	
Activity Variation 	• Let the children play on slopes by walking up and down the inclined position under supervision. • Let the children dramatize the situation to make the balancing activities complex by asking them to walk carefully on the lines without falling in the water, i.e. sideways of the lines. • Ask the children to balance and spin the hula-hoop around their body parts such as waist, arm or leg 5–10 times and gradually increase the number of spins as long as they can.		
Theme Connect (Example) 	N/A		
Teacher Notes 	• Modify games for children with disabilities. Use adaptable equipment and provide alternative options for mobility or balance support. • Creating a safe and secure environment for all children		
Targeted Curricular Goal and Competency 	• CG – 3: Children develop fit and flexible body ◦ C– 3.2 Shows balance, coordination, and flexibility in various physical activities		
Other competencies addressed 	Body strength, focus and concentration, flexibility, self-care, safe use of material, safety in movements, balance, coordination and flexibility in various physical activities.		
What can be observed? 	• Demonstrates body strength in activities requiring lifting, pushing, or pulling. • Maintains focus and concentration on tasks without getting easily distracted. • Uses materials safely, recognizing and avoiding harm to oneself or others. • Balances & coordinates movements in various physical activities with ease.		

ACTIVITY NAME		Yoga Exercises: Breathe, Stretch, Extend	 123
What materials will you need? 		Mat for the children to stand on	
HOW TO CONDUCT THIS ACTIVITY			
Ages 3-5		Ages 5-6	
1. Form a circle with the children, ask them to close their eyes and follow the instruction of breathing in and out with their hands on their knees. 2. Introduce some basic movements of stretching such as stretching upwards, sideways and downwards and encourage them to follow the instructions to do stretching step by step. 3. Guide children to follow instructions step by step to perform different yoga poses such as butterfly pose, mountain pose, cat-cow pose, mouse pose, snake pose, etc.		1. Guide children to follow step-by-step instructions for different advanced yoga poses like frog, tree, bridge, seated twist, plank, big toe, chair, etc. 2. Narrate steps of exercise to the children through a song and ask them to recite and follow the steps. For example- You put your left hand in, You put your left hand out; You put your left hand in, And you shake it all about. Do the boogie woogie And you turn yourself around. That's what it's all about!	
Activity Variation 	Let the children lead the activity by doing a yoga pose and other children repeating the pose.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Animals and Birds', discuss animals and birds, their movements and sounds and how they are connected to different yoga poses.		
Teacher Notes 	• Modify games for children with disabilities. Provide visual aids like picture cards, use tactile mats for better grip, and give clear, simple verbal instructions, for example, using a bell for attention before each pose. • Make it a daily practice to do yoga and exercise during morning time.		
Targeted Curricular Goal and Competency 	• CG-3: Children develop a fit and flexible body ◦ C-3.1: Shows coordination between sensorial perceptions and body movements in various activities ◦ C-3.2: Shows balance, coordination and flexibility in various physical activities		
Other competencies addressed 	Body strength, focus and concentration, flexibility, self-care, safe safety in movements, balance, coordination and flexibility in various physical activities.		
What can be observed? 	• Follows instructions accurately. • Balances body and develops awareness of the physical self. • Interacts comfortably with peers and adults. • Shows cooperative behaviour in group activities. • Responds positively to feedback and interactions.		

ACTIVITY NAME		Kick a Ball and Repeat	 124
What materials will you need? 		Medium/Big size ball, Big box, chalk	
HOW TO CONDUCT THIS ACTIVITY  			
Ages 3-4		Ages 4-5	Ages 5-6
1. Give a lightweight ball to the children for free play, either in a large group or smaller groups. 2. Help the children to stand in a row and encourage each child to kick the ball hard, without aiming in any specific direction. 3. Form a circle with the children and motivate them to pass the ball by kicking it to any other child in the circle. The child nearest to the ball should then kick it towards another child.		1. Draw a circle with chalk and place a box a short distance away. Ask the children to take turns standing in the circle and attempt to kick the ball into the box. 2. Split the children into small groups and have them line up at a distance from one another. The first child in line kicks the ball, then moves to stand next to the second child. The second child then kicks the ball and moves to the third child, and this continues down the line.	1. Draw a line on the ground with chalk at a distance from a wall or goalpost. Have the children take turns standing behind the line and kicking the ball towards the goalpost or wall. 2. Pair up the children and draw another line at a distance. 3. Give each pair a ball. The first child in each pair uses their left foot, and the second child uses their right foot. Together, they must move the ball forward while maintaining balance.
Activity Variation 	Have the children form a circle with a facilitator in the middle. The facilitator throws the ball randomly to the children, encouraging them to catch it. If a child doesn't catch the ball, they go to the centre to throw the ball for the others. The game keeps going like this.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Means of Transport', encourage children to pretend the ball is different vehicles moving towards a destination.		
Teacher Notes 	• Modify games for children with disabilities. Adapt activities with softer balls, allow hand use if needed, and provide visual or physical guidance for positioning and kicking. • Appreciate children for their efforts		
Targeted Curricular Goal and Competency 	• CG – 3: Children develop fit and flexible ◦ C-3.1 Shows coordination between sensorial perceptions and body movements in various activities ◦ C-3.2: Shows balance, coordination and flexibility in various physical activities		
Other competencies addressed 	Concentration, coordination, body strength, estimation.		
What can be observed? 	• Kicks the ball with accurate distance and speed estimation. • Concentrates on the target or goal with focused attention. • Participates actively and shows enjoyment in the activity.		

ACTIVITY NAME What materials will you need? 	Walking Straight, Walking Curved Coloured chalks, Rangoli flour, tape, daflī or drum, lemon, spoon	125 
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-6	
1. Draw wide, parallel lines on the ground, straight or curved, for children to walk between. 2. Start a walking game where children follow instructions like taking small or big steps, or walking slow or fast. 3. To make the activity more interesting, name familiar animals or birds, such as an elephant, monkey, or pigeon, and encourage children to mimic walking like them.	1. Use chalk to draw large shapes such as rectangles, triangles, and circles on the floor or ground. 2. Ask the children to walk along the outlines of these shapes while singing a song, for example, "Let's walk, let's walk on the triangle." 3. Play the beat of a drum or daflī and encourage the children to walk to its rhythm, changing their walking speed from fast to slow and back to fast as the beat changes. 4. To enhance the activity, ask children to change their pace of walking as per the varied beat of drum/daflī from 'fast' to 'slow' to 'fast' again, etc.	
Activity Variation 	• Encourage children to walk with weights or objects like lemon in a spoon, book on their head, ball in their hand etc. • Motivate the children to sing a song and walk according to the beats like hum aagey, aagey jaate hain; hum peechey, peechey jaate hain. • Stick a broad tape or draw a straight line/curved lines/zigzag lines with chalk and ask the children to walk in a line. Children may be asked to walk in a line while going for outdoor play/toilet, etc.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'My Body', have children walk along lines while pretending to move like different body parts, such as taking big steps like feet or wiggling like fingers.	
Teacher Notes 	• Modify games for children with disabilities. Create engaging sensory paths with tactile lines, shapes, and animal mimicry for an active and fun walking experience. • Creating a safe and secure environment for children • Allow children to move at their own pace.	
Targeted Curricular Goal and Competency 	• CG – 3: Children develop fit and flexible ◦ C3.4- Shows strength and endurance in carrying, walking and running	
Other competencies addressed 	Concentration, following instructions, coordination, and body strength, shows balance, coordination, flexibility, joy, and understands oral instructions.	
What can be observed? 	• Observe children's body movements, strength, ability to follow instructions, change direction, and flexibility. • Ensure children are correctly following instructions and completing activities. • Assess active participation and the enjoyment level of children, including their speed and willingness to participate.	

ACTIVITY NAME	Playing Statues	126
What materials will you need? 	Mobile phone or speaker	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4	Ages 4-5	Ages 5-6
1. Call out a word, such as "elephant," "cat," "pigeon," "lion," "car," and ask the children to imitate or represent it using their body posture. 2. Play a song and instruct the children to dance whenever the music is playing, and to stop immediately when the song stops.	1. Call out a word like "horse," "snake," "triangle," "circle," "train," or other names of shapes, animals, and objects. 2. Encourage children to mimic or represent the word using their body posture. 3. Play music and let the children move around while the music is playing. Pause the music suddenly, and instruct the children to stop moving their bodies immediately. 4. Ask them to create a specific body posture that corresponds to the word you called out earlier, whether it's an animal, shape, vehicle, or anything else. To make it more challenging, you can also ask children to move backwards.	
Activity Variation 	Motivate children to take turns calling out shapes, animals, or things, and the others will mimic them.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Festivals and Celebrations', ask children to represent different festive elements like fireworks, dancing, or traditional costumes through body postures and dance movements.	
Teacher Notes 	• Incorporate visual aids and clear verbal descriptions to make the activity inclusive for children with different abilities. • Provide verbal instructions in multiple languages.	
Targeted Curricular Goal and Competency 	• CG-3: Children develop fit and flexible ◦ C-3.1: Shows coordination between sensorial perceptions and body movements in various activities	
Other competencies addressed 	Concentration, follows instructions, coordination, and body strength, shows balance, coordination, flexibility, joy, understands oral instructions.	
What can be observed? 	• Observe children's body movements, strength, ability to follow instructions, change direction, and flexibility. • Check if children are correctly following instructions and completing activities. • Assess the level of active participation and enjoyment among the children.	

ACTIVITY NAME What materials will you need? 	Creeping, Crawling, Rolling like Animals Rope, picture cards of different animals, daily objects	127 
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Ask two children to hold a low-hanging rope. 2. Encourage other children to take turns crossing the rope using different movements like crawling under it and running back, and rolling under it. 3. Lay the rope flat on the floor and ask each child, one by one, to jump over it with both legs, then with one leg without touching the rope. 4. Instruct the children to roll forward and backward on the ground and practice the "rock and roll" movement.	Ages 4-5 1. Sit in a circle with the children and show them picture cards of different animals. 2. Choose a card, and have the children identify the animal by its name. 3. Ask the children to imitate the sounds, walk, and act like the animal on the card. Repeat this for each picture card. 4. Create straight lines on the floor using tape. Encourage the children to roll on these tape lines for a fun activity.	Ages 5-6 1. Play an attention game with children. 2. Give them instructions to change their movements, such as creating a movement pattern like creeping, crawling, hopping, and rolling, and having them repeat it. 3. Alternatively, instruct them to walk, jump, turn around, run, and repeat. For added challenge, vary the patterns or add more movements as needed. Make curve and zig-zag lines on the floor with tape, ask children to crawl or creep moving on them.
Activity Variation 	Ask children to reach distant objects by moving their bodies in different ways, such as rolling, hopping, running, crawling, walking slowly, or walking fast.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Health and Safety', teach children basic safety movements and exercises, such as crawling under the rope to demonstrate safety in low spaces and practising movement patterns to stay active and safe.	
Teacher Notes 	• Help children in making different movements. • Encourage them to give each other the required support. • Innovate the activity in many different ways to make it engaging and inclusive for them.	
Targeted Curricular Goal and Competency 	• CG -3: Children develop fit and flexible ◦ C-3.1: Shows coordination between sensorial perceptions and body movements in various activities	
Other competencies addressed 	Neuromuscular coordination, body movement, concentration, decision-making, socio-emotional development, cooperation.	
What can be observed? 	• Observe children's body movement and flexibility. • Ensure children are following instructions correctly and completing activities. • Assess the level of active participation and enjoyment among the children. • Evaluate children's awareness of their own bodies.	

ACTIVITY NAME What materials will you need? 	Run, Partner, Run! Chalk, a big ball, rope or cloth pieces.	
 HOW TO CONDUCT THIS ACTIVITY 		
Ages 3-4 1. Use chalk to draw 7 straight lines on the ground, with space between each line. 2. Instruct 6 children to run between every two lines and touch the front wall to win. 3. Ask children to run in different ways like running backward, running with shaking hands, or running with hands straight up to win. 4. Form pairs of children, with each child at opposite ends of the room/ground. 5. The first child runs with a ball, hands it over to the second child, and then runs back to the opposite end.	Ages 4-5 1. Create pairs of children by tying one child's left leg to the other child's right leg using rope or cloth. 2. Have the pairs stand at one end of a distance. 3. Place an object at the opposite end. 4. Instruct the pairs to participate in a three-legged race to reach the object, with the first pair to reach it winning. 5. Ask each child to try reaching the object individually by running with one leg.	Ages 5-6 1. Dodge Ball - Have 2 children stand in the center of the circle, and instruct them to avoid getting their lower body touched by the ball. 2. The ball will be thrown by the children standing at the circumference. 3. If a child in the center gets the ball touched on any lower body part, they join the circumference, and the game continues.
Activity Variation 	Play games like "Bandhi Chain," "Pakdam Pakdai," and organize a hurdle or relay race for children aged 4-6 years.	
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Means of Transport', organize races and activities that involve different modes of transportation, such as running races imitating various vehicles like cars and trains.	
Teacher Notes 	• Adapt running games by allowing alternative movements and providing support, such as visual cues, for children with disabilities. For example, use colorful cones as visual markers for direction. • Make children do warm up exercise before engaging in physical activities.	
Targeted Curricular Goal and Competency 	• CG-3: Children develop fit and flexible ◦ C-3.4: Shows strength and endurance in carrying, walking and running	
Other competencies addressed 	Estimation of distance, concentration, coordination, body strength, understands and follows oral instructions, attention, communication, vocabulary development.	
What can be observed? 	• Observe children running and their pace, as well as their coordination of body movements. • Monitor language development by observing their vocabulary use. • Assess their gross motor skills as part of motor development. • Evaluate their strength and efforts in competitive situations during games.	

ACTIVITY NAME		Jump Up, Jump Down, Jump All Around			
What materials will you need? 		Number cards, chalk., tape, small-medium boxes, soft and thick mattress, soft toys			
 HOW TO CONDUCT THIS ACTIVITY 					
Ages 3-4		Ages 4-5		Ages 5-6	
1. Draw a big circle with chalk and call it a pond. Ask children to become frogs and stand on the circle. 2. When you say “frog is thirsty,” children jump forward into the circle, acting like they are drinking water. If you say “frog is not thirsty now,” they jump backward out of the circle 3. Draw starting and ending lines with broad tape, and follow up with a frog or horse race.		1. Sit in a circle with number cards (1-10) and different jumping instructions written on them (e.g., 1 jump, 2 hop, 3 turn around with jumping, 4 jump forward, 5 jump backwards, etc.). 2. Select a card, and have the children perform the jump corresponding to that number of times. 3. Set up a hurdle jump using objects like toys, a soft mattress, or small boxes for the children to jump over.		1. Create a hopscotch grid on the floor using chalk, with numbers. 2. Ask children to jump on the grid, skipping the immediate number. 3. Start at "START" and instruct them to jump to specific numbers, like going from "START" to 2, then to 4, then to 6, and so on. 4. Encourage the children to say the numbers out loud as they land on them. 5. Add an extra challenge by having the children perform the jumps with only one leg, such as hopping on 1 with one leg, then on 3, then on 5, and so forth.	
Activity Variation 		Let two children hold a skipping rope a little above the ground. Get the other children to jump over it one by one.			
Theme Connect (Example) 		If you are conducting this activity where the theme of the month is 'Animals, Insects, and Birds', have children imitate frogs by jumping into the "pond" when they are thirsty and hopping out when they are not. Additionally, you can create a frog race or incorporate jumping and counting exercises to mimic animal movements.			
Teacher Notes 		• Help children in understanding the instructions using their home language. • Adapt the frog pond game by using visual cues like colored tape for direction, and offer options for seated or one-legged jumping for children with disabilities.			
Targeted Curricular Goal and Competency 		• CG-3: Children develop fit and flexible ◦ C-3.4: Shows strength and endurance in carrying, walking and running.			
Other competencies addressed 		Estimation of distance, concentration, following instructions, coordination, and body strength, recognises numerals and understands the quantity.			
What can be observed? 		• Assess attentiveness by observing if the child jumps or hops according to given instructions. • Evaluate quantitative skills, including numeral recognition and understanding of quantity. • Observe children maintaining balance, coordination, and flexibility in various physical activities.			

ACTIVITY NAME		Ribbon Dance	
What materials will you need? 		Ribbon pieces, dafli/dholak/drum, speaker/mobile phone	
 HOW TO CONDUCT THIS ACTIVITY 			
Ages 3-4	Ages 4-5	Ages 5-6	
1. Provide each child with a colourful ribbon and encourage them to express themselves through free dance, holding the ribbons. 2. Ask them to dance in response to the beats you demonstrate. Keep it simple, with 4-5 repetitive beats.	1. Play any song with beats and let children explore various dance movements with their ribbons, responding to the rhythm. 2. Extend the repetitive beats to 7-8. 3. Offer guidance on hand, leg and waist movements. 4. Help children experiment with different gestures while staying in sync with the music.	1. Tie ribbons on both hands of all children. Use a dafli/ dholak/ drum to provide a rhythmic beat. Children will clap, roll, and shake their hands and legs according to the beat. 2. Change the tempo of the beat from fast to slow and slow to fast. Children have to be very attentive to sync with upcoming beats. 3. Have one child call out any directions' names, other children will follow them and dance.	
Activity Variation 	Ask the children to stand in a semi-circle. Sing a song or rhyme on body parts. The children will have to put the ribbon pieces on their body part(s) accordingly. Song example:- Head, shoulders, knees and toes.		
Theme Connect (Example) 	If you are conducting this activity where the theme of the month is 'Music and Rhythm', provide children with colorful ribbons and encourage them to express themselves through dance, syncing their movements to different beats and rhythms to explore the world of music and movement.		
Teacher Notes 	• Use simple dance steps so that all children can do the same easily. • Use long beats to maintain the continuity of steps. • Enhance dance activities with ribbons by providing visual and rhythmic cues, and offering guidance for children with diverse abilities, such as using hand and leg movements for expression.		
Targeted Curricular Goal and Competency 	• CG – 3: Children develop fit and flexible ◦ C–3.1- Shows coordination between sensorial perceptions and body movements in various activities		
Other competencies addressed 	Concentration, creative self-expression, phonological awareness, rhyming, vocabulary development.		
What can be observed? 	• Assess children's awareness of sounds as part of language development. • Observe creative and aesthetic aspects by noting what new creations children make from typical dance movements. • Evaluate attentiveness by observing if children pay attention to beats and various dance forms.		

ANNEXURES



Annexures

Annexure I - Internal Committee on the National Early Childhood Care and Education (ECCE) Curriculum, 2024

Ministry of Women and Child Development Internal Committee on the National Early Childhood Care and Education (ECCE) Curriculum, 2024

Terms of Reference (ToR) and Composition

The National Education Policy (NEP) 2020, with its vision of universal access to early childhood care and education (ECCE), highlights the need for an evolved curriculum for the foundational stage of learning from 3-8 years. It provides an opportunity to strengthen the entire framework of ECCE in Anganwadis in alignment with the National Curriculum Framework for Foundational Stage (NCF-FS) 2022. The policy recommends that children would attend ECCE programs in Anganwadi centres (located in the community or co-located with schools), pre-primary classes in schools (government or private), and standalone pre-schools.

The Ministry of Women and Child Development (MWCD) has developed the National ECCE Curriculum Framework (2013), Quality Standards for ECCE, and a national prototype for a pre-school kit, age-appropriate workbooks and child assessment cards (2017). These resources were shared with all States/UTs for contextualization and implementation at all Anganwadi Centres (AWCs). Many States/UTs have developed and finalized their annual contextualized ECCE curriculum based on the 2013 National ECCE Curriculum released by MWCD.

As per the recommendations of the ECCE Task Force constituted by MWCD in March 2022, the existing National ECCE Curriculum Framework 2013 needs to be reviewed in light of NEP, 2020 and NCF-FS, 2022. The National Institute of Public Cooperation and Child Development (NIPCCD) has been entrusted with this responsibility.

To ensure the creation of a holistic curriculum, an Internal Committee has been constituted.

The objective of this committee is to draft a holistic curriculum for early childhood care and education (3-6 years) and early stimulation (0-3 years) which integrates the National ECCE Curriculum 2013 with NCF-FS, best practices from States Curriculum documents, latest science on child development, and the needs of Divyang Children. The curriculum should be practically implemented by States and Anganwadi functionaries.

The curriculum will contain the following key features:

- **Catering to the complete Early Childhood Continuum:** Addressing critical stages from birth to six years old, the document will serve as a contextual guide for Anganwadi Workers based on Indian and international ECCE research and pedagogical practices. It will emphasize age-appropriate, stimulation activities and responsive caregiving suggestions for ages 0-3. 0-3 years stimulation is being covered for the first time. For 3 to 6-year-olds, the curriculum will introduce competency-based lesson plans and a monthly thematic approach.
- **Aligned with NCF-FS:** The ECCE curriculum will cover all domains of learning, aligning seamlessly with the goals and competencies outlined in NCF-FS.

- **Aligned with State Curriculum Documents:** Monthly themes, daily structure, competency progression and activity suggestions shall be incorporated after carefully studying at least 15 state curriculum documents, including Uttar Pradesh, Maharashtra, Odisha, Meghalaya, Haryana, Madhya Pradesh, Chandigarh, Rajasthan, Chhattisgarh, Delhi, Punjab, Kashmir, Nagaland, Tamil Nadu and Telangana.
- **Stimulation Activities:** For ages 0 to 3 years, the curriculum shall detail stimulation activities and provide a robust communication plan for Anganwadi educators on educating and including caregivers at home. This will enable them to engage in structured, holistic and age-appropriate child development stimulation activities at home.
- **Lesson Plans for Daily Use:** For ages 3 to 6, the curriculum shall introduce detailed competency-based lesson plans, together with a monthly thematic approach for Anganwadis, fostering engaging and enriching environments. The daily (4 hour schedule), weekly (6 days) and monthly lesson plans shall detail out specific activities with gender and disability inclusion nuances, suggested toys and Teaching Learning Material, activity variations catering to diverse age and capacity/skill set of children in the centre. Lesson plans shall be designed ensuring sufficient time and flexibility to monitor learning pace, reinforce, repeat and revisit key learning outcomes to strengthen them.
- **Continuous and Comprehensive Evaluation (CCE) and robust assessment:** The curriculum shall provide comprehensive tools including worksheets, checklists for weekly, monthly and quarterly observation and assessment of children. Observation and assessment helps to ensure careful understanding of the development and learning trajectory of each child, aligned to specific competencies and learning outcomes.

The composition of the Internal Committee is as follows:

Constitution of the Internal Committee to finalize the National Early Childhood Care and Education (ECCE) Curriculum Framework, 2024, MWCD		
S. No.	Name	Designation
1.	Prof. Venita Kaul, Professor Emerita, Ambedkar University- Delhi	Chairperson
2.	Ms. Tripti Gurha, Joint Secretary (MWCD) & Director (NIPCCD)	Member
3.	Dr. Shubhra Chatterjee, Director, Vikramshila Education Centre	Member
4.	Ms. Sunisha Ahuja, Education Specialist	Member
5.	Dr. Reetu Chandra, Deputy Secretary (ECCE & FLN Policy), MoE	Member
6.	Dr. Vibha Krishnamurthy, Ummeed	Member
7.	Prof. Suniti Sanwal, Child Development Department of Elementary Education, NCERT	Member
8.	Dr. Shobhna Gupta, Deputy Commissioner and In-charge (Child Health & RBSK), MoHFW	Member
9.	Ms. Namya Mahajan, Co-Founder, Rocket Learning	Member
10.	Ms. Jyotika, Deputy Secretary, MWCD	Member
11.	Dr. Geeta Chopra, Professor, Institute of Home Economics, University of Delhi	Member
12.	Dr. Rita Patnaik, Joint Director, NIPCCD	Member Secretary

In order to synthesize the document, based on the valuable recommendations of the Internal Committee Members, a Working Group was constituted comprising of Dr. Rita Patnaik from NIPCCD, and Ms. Sukhna Sawhney, Ms. Sanjana Manaktala and Ms. Vibha Iyer from Rocket Learning.

Annexure 2 - Disability Screening Schedule (DSS)

PLEASE NOTE: The Disability Screening Schedule (DSS) is a broad based screening tool for screening of disabilities in early childhood years. The DSS can be used by community workers including Anganwadi Workers, Creche workers or ASHA's for preliminary screening for identification of 'warning signs' or 'red flags' of having a disability or of being 'at risk' of developing a disability. DSS is not meant to diagnose disability or disease as it is not a diagnostic test. In case a child shows one or more of the warning signs detailed in it, the child should be referred to PHC/CMO/DEIC/Rehabilitation Practitioners for proper diagnosis and intervention.

Instructions:

1. AWW can administer this easy-to-use checklist to all children under six years.
2. The checklist aims to identify early warning signs of delay or deviance in development.
3. If the child screened by the community worker shows any 'warning signs'/ early signs of disability/ red flags in development, then the steps for referral as per the Divyang Protocol must be followed.
4. The AWW must remain in touch with the family of this child and must follow up on the actions taken by the parents.

Information about the Child

1. Name of the Child:
2. Mother's Name:
3. Father's Name:
4. Address:
5. Gender of the Child:
 - a. Boy
 - b. Girl
6. Date of Birth:
7. Age of Child:
 - a. 0-3 months
 - b. 3-6 months
 - c. 6-12 months
 - d. 1-2 Years
 - e. 2-3 Years
 - f. 3-4 Yrs
 - g. 4-5 Yrs
 - h. 5-6 Yrs.

Part A: Please ask the following from the parent/observe in child and fill the response

S.No.	QUESTION	YES/NO	COMMENTS
1.	Did you experience any complications during your pregnancy? For example, high blood pressure, diabetes, anemia, or diseases like measles, mumps, or rubella?		If the answer to any of these questions is yes, the child should be watched carefully as they are at risk of having a disability.
2.	Did you experience any of the following complications during childbirth? For example: Very long delivery, Surgery, Forceps delivery, Premature delivery, Baby was born with low birth weight		
3.	Did the child have any problems at birth or soon after? For example, delayed birth cry, jaundice, blueness, or high fever.		
4.	Was the color of the child unusual at birth? (Blue /Yellow /Pale)		
5.	Did the child have feeding difficulties such as suckling or swallowing during mother's feeding?		
6.	Has the child ever had fits or lost consciousness since birth?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
7.	Do the child's eyes frequently turn red or water?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
8.	Is there frequent pus or watery discharge from the child's ears?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
9.	Does the child frequently complain about ear aches or headaches?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
10.	Does the child have any missing or deformed body parts?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
11.	Is the child too small or too weak compared to other children of similar age?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.

S.No.	QUESTION	YES/NO	COMMENTS
12	Does the child's body have uncoordinated or jerky movements, or does the child have poor balance while walking?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
13.	Does the child walk with a limp?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
14.	Can the child not walk, or did the child start walking much later than other children?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
15.	Is there a lump or bump on the child's backbone?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
16.	Do the child's eyes squint?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
17.	Are the pupils of the child's eyes gray or white?		If yes, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
18.	Does the child often bang into objects while walking, or do they fall frequently? Do they have difficulty seeing at night?		If the child cannot visually track the object, this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
19.	Are the child's ears deformed or missing?		If the child doesn't turn their head toward the source of the sound then this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
20.	Move any object, such as a toy or a pen, about 12-20 inches in front of the child. Move it around within their visual field. Does the child move their head with the movement of the object?		If the child doesn't turn their head toward the source of the sound then this is a red flag or warning sign. Please refer the child for diagnosis and treatment.
21.	Take a rattle/ bell/ utensil about 1-3 feet from the child's ear. Be careful that the child is not looking toward you. Now, make a sound by shaking/ banging the object. Does the child turn their head toward the source of the sound?		If the child doesn't turn their head toward the source of the sound then this is a red flag or warning sign. Please refer the child for diagnosis and treatment.

PART B: Age-specific milestones

If a delay is observed by the worker or reported by parents, the child should be referred to a health facility or rehabilitation center for early diagnosis and early intervention.

S.No.	MILESTONE	TIME BY WHICH IT SHOULD BE ACHIEVED	ACHIEVED/DELAYED
1.	No big smiles or other warm, joyful expressions	by 6 months	
2.	Supports one own neck		
3.	Turns over belly to back and back to belly	by 7-8 months	
4.	Sits without support	by 9 months	
5.	Provides back-and-forth responses with sounds, smiles, or other facial expressions		
6.	Makes babbling sounds like 'ba ba' 'ma ma' 'da da'	By 12 months	
7.	Responds to own name		
8.	Does back-and-forth gestures such as pointing, showing, reaching or waving		
9.	Speaks a few words	By 16 months	
10.	Walks without support	By 18 months	
11.	Follow the instructions when asked to do something, like 'come here' or 'give me the glass'	By 18 months	
12.	Speaks a few words	By 24 months	
13.	Can say own name	By 3 years	
14.	Achieve toilet control	By 4 years	
15.	Avoids simple hazards	By 4 years	
16.	Eats by themselves	By 4 years	
17.	Dresses up on their own	By 5 years	

Annexure 3 - NIPUN Bharat Competencies

Physical Development

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-1: Children develop habits that keep them healthy and safe	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food	- Identifies things that can be eaten and cannot be eaten - Begins to eat and name a variety of foods with adult prodding	Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support	Eats from a variety of food groups independently
		Names a few healthy food items and a few unhealthy food items	- Identifies healthy and unhealthy food items in a shop - Gives reasons for why some food is healthy	- Recognises foods from different food groups and explains the benefits/ ill-effects of different food groups - Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth)
		NA	Follows picture recipes to prepare simple snack	Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpuri) with adult support
		NA	Eats without spilling	Eats without wasting food when served appropriate portions

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-1.2: Practices basic self-care and hygiene	Gets help to wash and dry hands before and after using the toilet or eating	Begins to wash and dry hands before and after using the toilet or eating	Always washes and dries hands before and after using the toilet or eating
		NA	- Begins to use personal care objects (combs, toothbrush) on their own - Begins using needle and thread to do small mends under supervision	
	C-1.3: Keeps school/classroom hygienic and organised	Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc.	Keeps and retrieves their personal belongings from the correct place	Maintains their personal belongings in good shape
		Places soiled plates and utensils in the designated space with the help of adults	Identifies and uses clean glasses and plates, and places soiled plates and utensils in the designated space independently	Washes their plates and utensils
		Uses dustbin with assistance	Begins to use a dustbin to dispose of waste	Always uses a dustbin to dispose of waste
	C-1.4: Practices safe use of material and simple tools	voids danger by not touching harmful objects like fire, hot stove, knife, electric plugs	Handles harmful or dangerous objects with care like scissors, knife, matchstick	Uses scissors, knife with care under supervision
	C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	Identifies road safety as important, holds hands of adults and walks on the road	Looks both ways before crossing the road, holds hands of peers or adult, and walks safely	- Follows road safety rules (walking on the side, crossing road, etc) independently - Identifies traffic symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge etc)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-1.6: Understands unsafe situations and asks for help	Differentiates between familiar and strange adults	- Communicates discomfort with trusted adults when asked - Does not accept toys, chocolates, money, or other things from strangers	- Understands the difference between safe and unsafe touch - Maintains distance from strangers - Communicates discomfort with trusted adults on their own
		NA	NA	- Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock) - Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc
CG-2: Children develop sharpness in sensorial perceptions	C-2.1: Differentiates between shapes, colours, and their shades	Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown)	Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)	Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink)
		Groups objects based on their colour (e.g., all red things together)	Groups objects based on dimension - length, breadth, height (e.g., all long things together)	Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-2.2: Develops visual memory for symbols and representations	Matches two visual symbols with same pattern and orientation and size (e.g., match with, match ∞ with ∞)	Matches two visual symbols with same pattern but different orientation and size (e.g., match with, match ∞ with)	Recalls and matches visual symbols from memory (e.g., memory game using cards)
	C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo	Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc	Distinguishes between high (uncha swar) and low pitches (neecha swar) in the sounds of birds and animals, musical instruments and the human voice	Able to recognise the mid-range in pitch (madhyam swar)
		Differentiates loud and soft sounds	Distinguishes between slow and fast tempo (dheemi, teevra gati) in rhythmic beats (taal)	Recognises the mid-range in volume and tempo
	C-2.4: Differentiates multiple smells and tastes	Identifies good and bad smell (perfume, flowers, garbage etc)	Differentiates fragrance of flowers, perfumes, food items etc	Recognizes smells that indicate danger (e.g., smoke, rotten eggs)
		Identifies sweet, salty, bitter, sour, and hot (spicy) taste	Explores different tastes and textures from different kinds of food	NA
	C-2.5: Develops discrimination in the sense of touch	Differentiates hard and soft, hot and cold, rough and smooth surfaces	Compares two objects based on hard and soft, hot and cold, rough and smooth	Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of experiences	• Blows breath with force	• Bows light objects (e.g., paper)	• Breathes in and out rhythmically
		NA	• Sits or lies still for a short duration	• Sits still and pays attention to their breath for a short duration
CG-3: Children develop a fit and flexible body	C-3.1: Shows coordination between sensorial perceptions and body movements in various activities	• Begins to catch, throw and kick balls with very basic control	• Catches a large ball, throws and kicks balls forward with good force • Shows some accuracy in aiming throws within short distances	• Improves catching, throwing, and kicking using different sized balls
	C-3.2: Shows balance, coordination and flexibility in various physical activities	• Stands on one foot with support/aid	• Stands on one foot for longer periods without support • Hops 4-5 steps	• Hops 10-15 steps
		• Balances on one leg for a short time	• Balances on variety of surfaces (e.g., bricks, ladders)	• Balances things on head/hand (e.g., walks with a book on their head) • Shows good body balance (e.g., rides bicycle without support)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-3.3: Shows precision and control in working with their hands and fingers	Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work)	Exhibits motor control for tasks that require fine-motor, eyehand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/unscrewing bottlecaps, drawing with crayons)	Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight or curved line, threading small beads, legible writing of letters, stringing flowers, colouring within closed figure)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		MORE EXAMPLES • Holds glass with one hand • Holds crayon with thumb and fingers • Involves in spontaneous drawing: Scribbles, Paints with some wrist actions • Rolls clay into balls or squiggly worms • Holds spoon with less spilling of liquids • Makes simple one level fold of paper • Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissor, paste small pieces of	MORE EXAMPLES • Serves food to self without assistance. • Uses spoon properly while eating. • Uses various drawing and art materials (crayons, brushes, finger paint, etc) • Copies shapes shown in the book of blocks • Cuts in a straight line or curve line • Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers etc • Builds tower of small blocks (8-10 blocks) • Strings the Stringing board, Strings whole flowers (may not follow a pattern) • Independently uses both hands for building things • Writes some letters or numbers that can be recognized • Uses one hand consistently for drawing and writing	
	C-3.4: Shows strength and endurance in carrying, walking, and running	• Walks in straight line • Able to walk backwards • Walks on tiptoe (6+ steps) • Walks, and runs easily changing direction and speed comfortably	• Walks on straight and curved line/ zigzag with ease • Walks on 6-inchwide beam with balance • Walks up and down stairs, on alternating feet with ease • Crawls inside tunnels, etc.	• Walks and runs easily, coordinating body movements harmoniously • Walks on toes with hands held above the head (e.g., tadaasana) for 10 metres

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		• Jumps in place, jumps across one short hurdle • Jumps landing on feet (height 2½-3 feet)	• Jumps on both feet and over short objects without/ with little support	• Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet)
		• Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another)	• Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)	• Shows comfort in executing tasks that require strength in play situations (e.g., play tug of war)

9.2.2 Socio-Emotional and Ethical Development

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-4: Children develop emotional intelligence	C-4.1: Starts recognising 'self' as an individual belonging to a family and community	• Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing)	• Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles	
		• Says own first and family (last) name	• Shares other identifying information (e.g., parent's name)	• Shares personal identifying information such as home address, details of family members, school, etc
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately	• Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out) • Recognizes simple emotions (fear, joy, sadness)	• Associates emotions with words and facial expressions • Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings)	• Describes their feelings and their causes (e.g., I am angry because he broke my block tower) • Shares with others (peer and familiar adults) their feelings/emotions
		NA	NA	• Agrees to change of activity when upset/ angry to help themselves calm down
	C-4.3: Interacts comfortably with other children and adults	Identifies/names close family members/particular adults • Interacts comfortably with familiar adults		• Begins to interact comfortably with less familiar adults
		• Demonstrates comfort in staying in the classroom without parents or familiar adults	• Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary	• Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		NA	NA	• Separates willingly from adults to play with peers, most of the time
		NA	NA	• Makes and maintains a close friendship with at least one child • Asks for help from familiar adults
	C-4.4: Shows cooperative behaviour with other children	• Begins to play with other children	• Enjoys playing with other children	• Initiates playing with other children and makes plans (e.g., what, how, when to play)
	C-4.5: Understands and responds positively to social norms in the classroom and school	• Participates in everyday activities	• Enjoys everyday activities with other children	• Demonstrates independence in daily activities, • Takes responsibility for completing own work • Shares discomfort and seeks help when in need
		Follows simple instructions with teacher's support	• Waits for their turn • Follows short simple instructions	• Follows simple rules in school without adult reminders
	C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need	NA	• Shows affection towards other children and adults	• Shows care in handling materials
	C-4.7: Understands and responds positively to different thoughts, preferences, and emotional needs of other children	NA	• Plays and interacts with all children irrespective of background or ability	• Begins to notice similarities and differences among children (e.g., height, gender, skin colour, way of speaking, eating preferences)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-5: Children develop a positive attitude towards productive work and service or 'Seva'	C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others	Places materials and toys back in their appropriate locations after use	Assists the teacher and organizes the classroom	- Cleans own plates or tiffin after eating food - Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)
CG-6: Children develop a positive regard for the natural environment around them	C-6.1: Shows care for and joy in engaging with all life forms	Shows curiosity in observing plants and animals	Does not harm plants and animals unnecessarily	- Shows joy in engaging with plants and animals in the local environment - Shows no discomfort in physical engagement with nature (e.g., in garden or parks)

9.2.3 Cognitive Development

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-7: Children make sense of world around through observation and logical thinking	C-7.1: Observes and understands different categories of objects and relationships between them	Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance	Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own	Notifies and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models (e.g., the big door in the house)
		Identifies the missing part of a familiar picture of familiar object	Identifies 3-5 missing parts of a picture of familiar object	Identifies 4-6 missing parts of a picture of familiar object
		- Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) - Makes comparisons within and between categories - Plays using object substitution (e.g., uses banana as telephone) - Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)		
	C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	NA	NA	- Recognizes the effect of one object on another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt) - Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes) - Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
				Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)
		Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating)	Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book)	Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape)
		Differentiates between day and night	- Identifies summer and winter - Names objects in the sky (sun, moon, stars, clouds)	- Explains clothing and food for summer and winter - Connects sunrise and sunset today and night
		Makes choices and expresses preferences	Expresses own preferences, interests and makes choices	Takes responsibility and makes choices based on own preferences and interests
		NA	Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers	Collaborates with peers to come up with answers to questions related to natural phenomenon that can be investigated (e.g., what floats and sinks, which objects do magnets attract)
		Explains the impact of one's actions/behaviour on others (e.g., hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water)	Expresses views on needs of plants, birds and animals	Explains the concept of shared natural resources (e.g., water is used by us, birds, plants)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	Shows dexterity in using simple tools for drawing/colouring	- Shows inclination to use simple tools while playing - Shows attention and regulation when interacting with digital audiovisual material	- Chooses appropriate tools for appropriate work when doing land work or in arts/crafts - Engages with digital technology like smartphones/tablets with the assistance of the teacher
CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	C-8.1: Sorts objects into groups and sub-groups based on more than one property	Sorts objects into 2 groups based on size, length, height, and weight (big-small, Long - Short)	Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized)	Sorts objects into groups based on attributes that they recognize
	C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers	- Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A pattern) - Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.) - Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)	- Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/pictures/ shapes repetitions ABC (penbook -pencil; pen-bookpencil in ABC ABC ABC pattern) - Recognizes, repeats and extends the pattern of action/sounds - Recognizes and repeats patterns of 3 different bodily movements clearly	- Creates new pattern based different features – colour, shape, size - Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-8.3: Counts up to 9 both forwards and backwards	- Says/sings number names verbally till 5 in correct sequence/order with context - Imitates adults while counting using one to one correspondence between number names and objects till 3 - Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3) - Counts given manipulatives or objects and can pick and give up to 5 things - Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects - Recognizes instantly the count of a collection of 2 or 3 objects	- Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5 - Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5 - Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils) - Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps) - Counts forward up to 10 from memory in correct sequence - Begins to count up to 20 - Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)	- Says/sings number names in correct sequence up to 10 and keeps one to one correspondence with counting words and counting objects till 10 - Counts objects with understanding of cardinality till 10 accurately - Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately) - Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?) - Demonstrates the understanding of the numeral as face value and positioning value (ordinality). And ordinal position of an object from left to right vice versa - Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting)
	C-8.4: Arranges numbers up to 9 in ascending and descending order	Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)	Arranges up to 5 objects based on size/ length/ weight in increasing or decreasing order

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Compares two numbers (orally) up to 3 and uses vocabulary like more and less	- Recognizes numerals up to 5 - Compares two numbers up to 5 and uses vocabulary like more than, less than	- Recognizes Indian numerals up to 9 - Writes comfortably numerals up to 9 - Compares two numbers up to 9 and uses vocabulary like more than, less than
	C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally	- Combines two groups up to 5 objects and recounts. (e.g., there are 2 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) - Takes out up to 5 objects from a collection and recounts	- Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) - Takes out up to 9 objects from a collection and recounts
	C-8.7: Recognises multiplication as repeated addition and division as equal sharing	NA	NA	Makes small groups of objects and counts the total number of objects and groups
		Distributes a given set of objects to multiple recipients	Shares objects (up to 6) equally to 2 recipients	Shares objects (up to 10) equally to 3-4 recipients

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	- Matches by shape, size or colour by one attribute - Compares and classifies objects by one factor like shape, colour and size - Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table	- Matches shapes of with different size and colours - Compares and classifies objects by two factors (e.g., shape & colour, colour and size) - Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners) - Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words – in between, above, below)	- Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes?) - Compares and classifies objects by three factors (e.g., shape, colour, size) - Uses positional words (e.g., besides, inside, under) to describe objects - Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners) - Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface - Draw 2D shapes free hand with some accuracy and control
	C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Length Uses vocabulary (length, width, height) to express length through poems and stories	Length Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than	Length Compares three objects in terms of their lengths as longest/ shortest tallest/ shortest

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		Weight • Uses vocabulary to express weight through poems, and stories	Weight • Compares two objects in terms of their weight as heavier than/ lighter than	Weight • Compares three objects in terms of their weight as heaviest/ lightest
		NA	Volume • Uses vocabulary to express volume through poems and stories	Volume • Compares volumes of two vessels like bottles, glasses, bucket etc.
	C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months	• Uses vocabulary in daily life like today, tomorrow, and yesterday	• Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)	• Knows the names of the days of the week and months of the year
	C-8.11: Performs simple transactions using money up to INR 100	• Uses vocabulary related to money using poems and stories	• Identifies Indian currency coins	• Identifies Indian currency notes
	C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.	• Names shapes and a few properties of shapes	• Listens to and comprehends simple instructions using number words and shape names • Uses number words, and shape names appropriately	• Uses number words and operations, shape names, and measurements appropriately
	C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	• Solves simple inset puzzles with geometric and nongeometric shapes	• Creates specific figures from tangram shapes	• Uses their number knowledge to solve simple riddles and puzzles

9.2.4 Language and Literacy Development

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-9: Children develop effective communication skills for day-to-day interactions in two languages	C-9.1: Listens to and appreciates simple songs, rhymes, and poems	Listens to a wide variety of songs and poems	Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood	Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them
		Repeats a simple song or a rhyme	Sings along to songs and rhymes with intonation and gestures	Sings/recites short (4-5 sentences) songs/poems
	C-9.2: Creates simple songs and poems on their own	Enjoys familiar songs and poems	Enjoys rhyming words in songs and poems	Identifies rhyming words from familiar poems and creates new rhyming words
	C-9.3: Converses fluently and can hold a meaningful conversation	Listens attentively and speaks in short conversations with familiar people around	Initiates conversations in daily life with peers and teachers in a variety of school settings	Engages in conversations based on events, stories, or their needs and asks questions
		Expresses their needs and feelings through short meaningful sentences	Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/ whom, etc	Narrates daily experiences in elaborate descriptions and asks why questions too
	C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.)	Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).	Follows instructions comprising of several steps - 4 to 5 instructions at a time

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		NA	NA	• Gives clear instructions to accomplish short tasks to other children or adults
	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	• Listens attentively to stories for a short period of time (5-7 minutes)	• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.	• Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story
	C-9.6: Narrates short stories with clear plot and characters	NA	NA	• Imagines and narrates personalized endings of the story
	C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	• Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big)	• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations	• Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.
CG-10: Children develop fluency in reading and writing in Language 1	C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1	• Sings rhymes	• Identifies rhyming words and alliterations	• Produces rhyming words and alliterations
		• Mimics and reproduces syllabic sounds	• Identifies the beginning and end syllables in words	• Breaks down syllables into their consonant and vowel sounds

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		NA	Combines 2-3 syllables to form simple words	Combines sounds (vowel and consonant) to form the most familiar words
	C-10.2: Understands basic structure/ format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover)	Holds the book, opens it and flips the pages to explore	Describes that printed material provides information (book, newspaper, pamphlet)
		Distinguishes between printed text and pictures	Follows words from left to right and from top to bottom on a printed page	NA
		Pretends to read familiar books based on pictures in the story	Pretends to read while making appropriate word-like sounds while following a text	Speaks about the book by looking at the cover page (prediction using the cues on the cover)
	C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	Knows that words are made of letters	Begins to visually recognize and connects commonly occurring letters (Moolaksharas/ Bharakadi/ Kaguniita) to corresponding sounds	Recognizes most frequently used aksharas (including samyuktaksharas) and connects to corresponding sounds
		NA	Reads simple two-syllable words that are familiar and with known aksharas	Reads simple three to four-syllable words (including a few commonly occurring doubleconsonants) that are familiar and with known aksharas

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		NA	Recognizes as sight words their names and labels of objects in their environment	Recognizes as sight words commonly used articles, pronouns, and connecting words
	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation	NA	Reads short sentences of known words by recognizing individual letter sounds and sight words	Reads a few sentences of familiar words with accuracy
	C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)	Listens to “Read Alouds” and responds to questions posed by the Teacher	Participates in “Shared Reading” along with the Teacher and in discussions about the reading	Participates in “Guided Reading” along with the Teacher and in discussions about the reading
		Reads picture books and identifies objects and actions	Reads picture books and identifies characters and plots and narrates the story in short sequence	Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration
	C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)	NA	NA	NA
	C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (L1)	NA	NA	Reads a short set of simple written instructions and follows them

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-10.8: Writes a paragraph to express their understanding and experiences (L1)	• Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons in	• Uses writing/ drawing instruments with ease and fluency	NA
		NA	• Begins to write the aksharas they recognize and uses them to form simple words	• Writes aksharas with accuracy and forms simple words and sentences
		• Draws and colours, and orally expresses the intent of the drawing	• Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting	• Draws/paints and adds simple words/sentences to the drawing/ painting (including invented spellings)
	C-10.9: Shows interest in picking up and reading a variety of children's books (L1)	• Shows interest in stories and poems being read out	• Picks one out of several books offered by the teacher and explains why they have chosen the book	• Picks and reads short picture books on their own, and talks about the book to other children
		• Handles books with care	• Puts books back in their appropriate place in the classroom	NA
CG-11: Children begin to read and write in Language 2	C-11.1: Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	NA	NA	• Sings rhymes

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		NA	NA	• Mimics and reproduces syllabic sounds
	C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences	NA	NA	NA

9.2.5 Aesthetic and Cultural Development

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Grasps relevant art materials, tools, and instruments	Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	
		Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks		Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community
		Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)	Creates three-dimensional forms by rolling and patting materials like clay or dough	- Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement - Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects
		Creates imprints using blocks, stencils, found objects and natural materials		Creates simple patterns using blocks, stencils, found objects and natural materials

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	• Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments	• Distinguishes fast, medium, and slow tempo while playing with voice, body or other instruments
		• Produces a variety of sounds by playing with voice, body, objects and instruments	• Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.)	• Explores the difference between their singing voice and speaking voice and uses both playfully • Differentiates between instrumental and vocal music and explores both
		• Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects		• Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations
		• Explore silence and stillness in everyday situations	• Play with moments of silence and stillness through music, drama and movement practices	
	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts	• Observes their surroundings, local culture and examples of art to make connections with their own explorations	• Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples	• Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations
		• Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences	• Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes	• Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-12.4: Works collaboratively in the arts	• Explores sound and movement produced individually and in groups	• Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers	• Attempts to coordinate speech, movement and sound while playing or performing in pairs or groups • Collaborates with peers and facilitator in the spatial arrangement or display of art works
	C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	• Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views	• Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)	• Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses
		• Acknowledges the presence of others during activities related to the arts	• Shares responses and ideas in the peer group during arts processes	• Recognises that personal preferences in the arts differ from one person to another

9.2.5.1 Positive Learning Habits

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) • Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)	• Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction • Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)	• Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence • Sustains engagement with a task that interests them for long periods of time (e.g., painting for 20 minutes) • Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)
	C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	• Practices remembering by recalling a story or verbally describing a picture no longer in view • Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from shelf)	• Repeats a list of items needed for self-care or play • Plays simple memory and matching games • Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") • Remembers actions that go with stories or songs	• Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group back) • Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) • Remembers and recalls short stories and songs of up to 5 sentences.

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
		• Adjusts to changes in routines • Identifies signals for changes between activities • Makes transitions that are part of a daily schedule	• Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) • Shows ability to shift attention from one task or activity to another when necessary	• Adapts to new rules in game or activity (e.g., sorting cards by colour and then by shape) • Considers ideas from adults and other children in finding a solution or strategy • Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) • Responds consistently to adult suggestions to try out different activities
		• Begins to take turns and waits in line for short periods of time with adult support	• Seeks adult help when distressed with behaviour of or interaction with a peer • Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support • Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator’s reminder)	• Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) • Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity

Curricular Goal	Competency	Learning Outcomes		
		3-4	4-5	5-6
	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	Enjoys spending time in the garden/ outdoors	Shows curiosity and wonder in the natural environment	Draws, paints, sings, dances to express their joy and wonder
		Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with adult support	Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support	Shows curiosity and wonder in exploring collections from the nature/ immediate surroundings
	C-13.4: Classroom norms: Adopts and follows norms with agency and understanding	Observes and imitates adult behaviour for classroom norms	Follows classroom norms with Teacher's cues	- Follows and assists others in following classroom norms - Creates do-it-yourself (DIY) classroom job charts/posters with the support of Teachers and follows it

Annexure 4 - MWCD Guidelines for Monthly ECCE Days (2023)

PDF document of notification : [Drive URL](#)

File No.ECCE-13/13/2016-ECCE
Government of India
Ministry of Women & Child Development

Shastri Bhawan, New Delhi,
Date: 29th November, 2023

Dear Sir/Madam,

Subject: Guidelines for organisation of fixed monthly ECCE days and provision of PSE kit at Anganwadi Centers (AWCs)

As you are aware, HMWCD has launched Poshan Bhi Padhai Bhi (PBPB) initiative on 10th May 2023, under Saksham Anganwadi and Mission Poshan 2.0 scheme. The objective of PBPB is to improve the quality of early childhood care and education (ECCE) in the Anganwadi Centres (AWCs), along with the focus on nutrition. In this regard, steps such as new guidelines for organisation of monthly ECCE days and increased allocation of budget for PSE kits per AWC are being implemented.

2. Past guidelines on ECCE days were issued by MWCD via letter dated 5th August 2013, vide F. No. 1-6/2013-ECCE with subject "Organisation of 'Fixed monthly ECCE day' under ICDS at Anganwadi Centers (AWCs)". It is noted that updation of these guidelines is in order, given the release of National Education Policy 2020 and National Curriculum Framework for Foundational Stage 2022. New guidelines for conducting the fixed monthly ECCE days under various themes have been enclosed herewith in **Annexure 1** for immediate reference and action accordingly. These guidelines outline details of different types of events that can be conducted by the Anganwadi Worker with the parents and community, aligned with the academic calendar, to help children with school-readiness and life skills.

3. Further, reference is drawn to point 2 (iv) of the letter dated 1st August 2023 with subject "Administrative Approval of Annual Programme Implementation Plan (AIP) 2023-24 for 'Mission Saksham Anganwadi and Poshan 2.0' - Reg". It may be noted that the allocation of budget for Pre School Education Kits has been increased from Rs. 1000/- to Rs. 3000/- per AWC per year. This additional budget outlay should be spent to ensure adequate Teaching-Learning Material at each AWC, supplemented by States' own spending. Existing PSE kit guidelines were published by MWCD in September 2017. Supplementary guidelines for provision of PSE Kits have been enclosed herewith in **Annexure 2**.


29/11/2023

(Jyotika)
Deputy Secretary
(Saksham Anganwadi & Mission Poshan 2.0
(Anganwadi Services, SAG),)

Encl: As above.

To

State Directors/In-Charge of ICDS of all States/UTs

Copy to,

1. PPS to AS (ADR), WCD
2. PPS to DS (AD), WCD
3. PPS to JS (TG), WCD

Annexure 1 - Guidelines for ECCE Days and Community Based Events (CBE)

Under the Poshan Bhi Padhai Bhi Initiative of Saksham Anganwadi and Mission Poshan 2.0, it is envisioned that Anganwadi centres become vibrant learning centres in the community, for the timely and holistic development of children. This involves a whole-of-government and whole-of-community approach, for engagement with parents, caregivers, and the community.

While a fixed monthly ECCE Day is mandatory to be observed by all AWCs in all States, the themed activities offer a bouquet of ideas to States, to take up depending on local contexts. They are also aligned with the academic calendar/financial year, together with AWW retirement dates, i.e, from April to April, for seamless transition of children to school. This document contains an indicative list of community engagement activities that can be conducted during the 12 monthly ECCE days, or in separate Community Based Events once in six months. Each ECCE day session is recommended to be at least 2 hours, with adequate planning and advance communication to all parents and caregivers to ensure maximum attendance. One event must be conducted per month, while flexibility remains with the States on topics and themes.

	Name/ Theme of Activity	Description	Venue
Q1 (April - June)			
1	PBPB Orientation	AWW helps caregivers understand the importance of ECCE, key domains through "brain architecture and connections" thread activity. She leads the caregivers in taking "Oath" or "Shiksha Shapath", promising to spend 30 minutes daily with children on ECCE.	AWC
2	Parent-Anganwadi Worker Meeting (PAM) // Learning Fair or Mela 1	In principle like a Parent-Teacher Meeting. Separate domain-wise camps are set up in different corners, where each child demonstrates their progress level. AWW and AWH use this as a way to discuss individual child's progress needs with their caregiver, and this is recorded in their Child Portfolio.	AWC
3	ECCE 3-6 y Curriculum Discussion	AWWs share the major domains and activities that will be covered through the year for each sub-age group: 3-4, 4-5 and 5-6 years.	AWC
Q2 (July-September)			
4	Talent Show (Language skills)	AWW helps caregivers conduct language activity with children and explains how doing such a simple activity is helping children learn new words and engaging their bodies in movement (eg. Ask the children to stand in two circles; children stand in the inner circle and parents stand in an outer circle. Teach them a poem (rhyme) with actions. Other options are puppetry show, card making). This is followed by a talent show of children singing different songs/poems in front of the whole group to show what they have learnt.	Common area where broader community can join
5	ECD 0-3 y Milestones Discussion	AWWs share the major domains and activities that caregivers need to keep into account for each sub-age group : 0-6 months, 6-12 months, 12-18 months, 18-24, 24-36m.	AWC, ideally repeated through home visits
6	DIY toy making workshop	AWW, AWH and parents bring spare and waste material together and use these to make simple toys, objects and materials that can be used for learning activities (shared across AWW and home). One child, one toy at least. Local artisans can also be included.	AWC

Q3 (October - December)			
7	Parent-Anganwadi Worker Meeting (PAM) // Learning Fair or Mela 2	In principle like a Parent-Teacher Meeting. Similar domain-wise learning mela as item 2 is done so that current skill levels of children are determined and caregivers can see both the progress and the focus areas. The student portfolio is used as the base for discussion.	AWC
8	Caregivers Group Discussion	Caregivers with children of the same age connect with each other for peer learning on decided developmental themes, with facilitation by the AWW	Homes in 3-4 different sections of the village
9	Sports and Dance day (Motor skills)	AWW helps caregivers conduct physical activities with children. Examples include hopscotch (Draw a hopscotch diagram on the floor. Invite a few parents and children to play the game. As the children play, explain to parents how playing the game is a fun way to learn to read, recognise and count numbers up to 8), Yoga (different poses)/ aerobics, early sports or other exercises, etc. This is followed by children playing different games in front of the group to show what they have learnt.	Common area where broader community can join
Q4 (January - March)			
10	Numeracy and Creativity day (Nanhe Kalakaar)	Numeracy and creativity activities are demonstrated which can also be done at home later. Examples:- 1. Numeracy - Hopscotch, rhymes related to numbers, role play of vegetable market and purchasing 2. Creativity - Invite parents to talk about folk art and show it to children, let them practice Puzzles. Dance and drama can also be considered.	Common area where broader community can join
11	Anganwadi Improvement Day	Community members and AWC staff work together to improve infrastructure of AWW - eg. do paintings (BaLA) on walls of Anganwadi centers, make posters that can be hung up, make toys and TLM, cleaning drive etc	AWC
12	Graduation and Enrolment Drive	Final Learning mela conducted of outgoing 5-6 year old children, followed by a graduation ceremony. Caregivers of newly turned/turning 3 year olds also invited so they can be enrolled.	Common area where broader community can join

Monitoring and Reporting:

- Physical:** Supervisors may attend 1 ECCE day at any 1 AWC under their charge per week on a rotating basis, to accompany, support, train and hand-hold the AWW. Status of holding ECCE days may be reviewed in all Mission Poshan progress review meetings held at State, district, Block and AWC level.
- Multimedia:** AWWs may send photos and videos of their activities to their Supervisors, CDPOs and DPOs. DPOs may maintain a digital record of activities through easily shareable means. States may compile and share with the Centre together with the MPR. Poshan Tracker may also be used, through CBE reporting.

Annexure 2 - Guidelines for PSE Kits / TLM Procurement

Under the Poshan Bhi Padhai Bhi Initiative under Saksham Anganwadi and Mission Poshan 2.0, it is envisioned that Anganwadi centres become vibrant learning centres in the community, for the timely and holistic development of children. In this endeavour, HMWCD has approved the increase of Teaching Learning Material (TLM), i.e. Pre-School Education (PSE) Kit budget from Rs. 1000 to Rs. 3000 per AWC per year.

For age 0-6 years, toys constitute a large portion of the TLM, and convergence is sought under PM's National Action Plan for Toys (NAPT). "One Child, One Toy" principle may be adopted. TLM can include material that is procured, including indigenous toys, as well as material that is freshly created, i.e. DIY toys using low cost and no cost material.

In accordance with National Education Policy 2020, National Curriculum Framework for Foundational Stage 2022 and Prime Minister's National Action Plan for Toys, suggested items for the PSE kit are given below, categorized by learning domain, keeping in mind that many items can apply to multiple domains as they are interconnected. This is an indicative, non-exhaustive list, and States may add or remove items as appropriate, keeping in mind the following principles for selection:

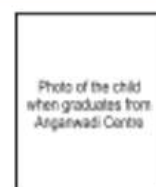
1. Items that are safe for children age 0-6 years and contextualised to local realities
2. Items from each domain - no domain should be left out
3. Items with flexible use-cases for learning (single/group, developmentally appropriate)
4. Items that are long-lasting
5. Items that can be shared by multiple children at the AWC
6. Items that have maximum educational value within budget
7. Items that help improve perception of Anganwadi as a space for holistic learning for 3-6 year old children, i.e. look and feel like a play-school

Child-facing, i.e. Intended for Children's Use	
Domain	Suggested Toys/TLM
Physical and motor (gross and fine)	1. Colourful Clay/ Play-doh (Set of 10 colours) 2. Building blocks (Set of 100 pieces) (easy to handle & maintain, bigger blocks) 3. Soft Balls 4. Dominoes 5. Skipping rope 6. Toddler sports equipment (cricket bat, badminton racket etc)
Cognitive	1. Pipe and Angle set 2. Stacking Cups set 3. Magnetic Puzzle set 4. Flash cards with different colours, shapes, animals, etc 5. Peg Boards 6. Shape Tangrams 7. Beads 8. Sequence cards
Socio-emotional-ethical	1. 2D face masks (eg: Plastic mukhavate) set 2. Dolls/ Soft Toys (Indigenous, wooden, painted, folk dancers/musicians figures etc) 3. Puppets (finger, hand, stick puppets) 4. Flashcards (emotions, diversity depiction of arts/culture/festival, community helpers like postman, watchman, etc) 5. Kitchen set / Doctor set
Cultural/ Artistic	1. Plain white sheets of paper for colouring, writing 2. Thick Crayons pack 3. Thin Crayons pack 4. Musical Instrument (local instruments, xylophone, piano mat, rattle, drum set/dhapli, tambourine, etc)
Foundational Literacy and Numeracy (FLN)	1. Age-wise Activity Books for different age groups per child a. 3-4 years b. 4-5 years c. 5-6 years

	2. Age-appropriate local language picture story books 3. Foam alphabet and number set (Local language and English) 4. Slate per child 5. Chalk sets 6. Flashcards: Story telling, action words, fruits and vegetables, animals, letters, numbers, seasons, clothing etc. 7. Posters for Letters/numbers/habits 8. Abacus 9. Geometrical shapes 10. Counting frames
Others	1. Child Portfolio Folders/Boxes per child for storing children's prepared materials and showing parents 2. Bag for holding Kit items
AWW-facing, i.e. Intended for AWW's Use	
Sample Daily Timetable	Simple pictorial depictions of Anganwadi workers' daily plan in the Anganwadi centre for one month timeframe for one theme. This will ensure adequate domain-level diversity and planning over the 12 month period.
Annual Calendar with Monthly Themes	Simple pictorial calendar with different themes for different months, ideally linked to children's surroundings (for example, water theme during monsoon times, local festival months etc).
Curriculum Book (eg Pahal in UP, Aakar and Aarambh in Maharashtra etc.)	Curriculum booklet with adequate localized explanation, rationale, activity samples etc.
Scripts and Materials for Home Visits	Sample scripts and plans for home visits (including for cognitive stimulation of children from 0-3 years of age), monthly mothers' meetings, ECCE days, etc.
Student Assessment Cards	Assessment cards aligned with the NEP to be filled out for each child.
Others, intended for Anganwadi Recognition as a Learning Centre	
	Name plate for Anganwadi Centre (Centre/AWW name, Education Tagline "Poshan Bhi Padhai Bhi")
	Posters and charts for AWC walls
	Pinboard and pins for putting up materials

Annexure 5 - MWCD Child Assessment Cards

Source : [WCD website](#)



Name and No. of Anganwadi Centre:		Name of the Anganwadi worker:	
Address of the Anganwadi Centre:			
Child's Name:			
Mother's Name:		Father's Name:	
Date of Birth:	Sex:	Female ☐	Male ☐
Address of the Child:			
Date child started coming to Anganwadi Centre:		Date child graduated from Anganwadi Centre:	

Note to Parents

This report will help you understand your child's learning and development needs. The assessment card will help you to find out how your child is developing in terms of her/his age, what s/he is able to do well and where s/he may need further help and support. The Anganwadi worker will carry out this assessment of your child's learning and development once in every three months.

Note to Anganwadi worker

The child's progress is to be assessed and reported to parents once every three months on given developmental indicators as per her/his age. You can further track every child's progress in a continuous manner each day through her/his participation in classroom activities and your interaction with the child.

It is important that children are given opportunities and support to learn at their own pace. If a child is not able to perform as per the developmental domains and needs support, plan for and provide the necessary support to the child.

Information obtained through assessment of the child will guide you in planning your preschool program. It will help you to:

- Understand if your preschool curriculum is effective and responsive to the needs of all the children.
- Plan a more developmentally appropriate and need-based curriculum.
- Identify children who may have special abilities or special needs for which they need additional support.
- Provide parents with information on their child's progress, to be discussed during parent-teacher meetings; they can help parent understand what further needs to be done to support their child's learning and development at home and in the Anganwadi Centre.

AGE GROUP: 3-4 YEARS

Domains of Development		1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
		Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Physical and Motor Development	Assessment month								
	Height (cm)								
	Weight (kg)								
	Developmental Indicators	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
	Participate actively during playtime (indoor/outdoor)								
Sensory, Perceptual and Cognitive Development	Can throw a big ball with both hands								
	Can jump at one place								
	Can thread beads								
	Can colour within a large space with crayon								
	Can identify different odours, tastes, sounds and textures, etc.								
Language, Literacy and Communication	Can identify colours (yellow, red, blue)								
	Can classify objects on basis of any one concept, e.g. all circles or all red objects, etc.								
	Can solve a simple maze or puzzle of three pieces								
	Can repeat a given pattern of different shapes								
	Can follow simple instructions								
Personal – Social and Emotional Development	Can express feelings and ideas in gestures, words, phrases or simple sentences								
	Enjoys exploring story books and doing picture reading								
	Can describe a picture in a complete sentence								
	Can recognise own (written) name								
	Enjoys playing in group of children								
Creativity	Interacts comfortably with familiar individuals								
	Shares with friends/peers								
	Waits for turn while playing								
	Can recognize and express simple emotions such as joy, sadness and anger								
	Shows curiosity and interest in learning new things								
Overall Opinion	Enjoys engaging in pretend play								
	Shows creativity in daily activities (e.g. experiments with objects or words in new and different ways)								
	Participates in dance, drama and music activities								
	Uses imagination in drawing, artwork and problem solving								

Designed by : UNICEF India and CECED, Ambedker University Delhi

AGE GROUP: 4-5 YEARS

Domains of Development		1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
Physical and Motor Development	Assessment month								
	Height (cm)								
Sensory, Perceptual and Cognitive Development	Weight (kg)								
	Developmental Indicators	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Language, Literacy and Communication	Participates actively during play time (indoor/outdoor)								
	Can throw, kick and catch a big ball								
Personal – Social and Emotional Development	Can run at a fast and slow pace								
	Can thread beads in a given sequence								
Creativity	Can join dots to form a shape/figure								
	Can classify different objects based on odours, tastes and textures, etc.								
Overall Opinion	Can classify objects on basis of two concepts (shapes and colour), e.g. classify yellow circles								
	Can complete a simple pattern								
	Can solve a maze/puzzle of 5 pieces								
	Can count objects upto 5 in numbers and match these with the numerals								
	Listens with attention to spoken conversations and stories								
	Can express feelings and ideas in simple sentences and asks questions								
	Can narrate an already heard sequence using appropriate vocabulary								
	Enjoys exploring books and other printed material and shows interest in decoding printed words								
	Can recognise the first sound of a given word								
	Enjoys playing with a group of children								
	Interacts comfortably with familiar individuals								
	Shares with friends/peers								
	Waits for turn while playing or in other situations								
	Can recognize and express simple emotions such as joy, sadness and anger								
	Shows curiosity and interest in learning new things								
	Enjoys engaging in pretend play								
	Shows creativity in daily activities (e.g. experiments with objects/words in new and different ways)								
	Participates in dance, drama and music activities								
	Uses imagination in drawing, art work and problem solving								

AGE GROUP: 5-6 YEARS

Domains of Development		1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
	Developmental Indicators	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Physical and Motor Development	Assessment month								
	Height (cm)								
	Weight (kg)								
	Participates actively in team games and indoor play								
	Can throw/kick a ball in a given direction								
Sensory, Perceptual and Cognitive Development	Can walk backward/forward/sideways								
	Can thread beads to form a pattern								
	Can join dots to form a complex figure								
	Can classify different objects based on odours, tastes and textures, etc.								
	Can classify objects on basis of three concepts (shape, colour and size), e.g. classify small yellow circles								
Language, Literacy and Communication	Can complete a complex pattern								
	Can spot differences between two pictures								
	Can arrange number cards from 1 to 9								
	Listens with attention to conversations and stories								
	Can express feelings and ideas in simple sentences and asks questions								
Personal – Social and Emotional Development	Participates in story making with other children by sharing her/his ideas								
	Enjoys exploring books or printed material and can decode some familiar words								
	Can classify words on the basis of similar beginning and ending sounds								
	Can play as team member in games with rules								
	Interacts comfortably with familiar individuals								
Creativity	Shares easily with friends/peers								
	Waits for turn while playing								
	Can recognize and express simple emotions such as joy, sadness and anger								
	Shows curiosity and interest in learning new things								
	Engages in pretend play								
Overall Opinion	Shows creativity in daily activities (e.g. can make different objects with given material)								
	Participates in dance, drama and music activities								
	Uses imagination in drawing, art work and problem solving								

Annexure 6: Roles and Responsibilities

This document is designed to support the Anganwadi System and other frontline workers in delivering high-quality early childhood care and education to the 8+ crore children under their care. It balances theory and practice, combining initial theoretical sections on child development with the provision of practical weekly schedules and activities for Anganwadi educators

1. For Anganwadi Educators:

- The weekly schedules included in this document are provided as a separate document as well. It can be taken as a print in A3 size, and placed in the Anganwadi Centre, to follow as a practical guide for in-centre learning.
- Detailed descriptions of different activities has been provided, which can be undertaken in different weeks.
- Screening (developmental delays and early signs of disability) and referrals may be tracked via Poshan Tracker.

2. For Supervisors:

- Theoretical sections of the present curriculum can be scanned for a general understanding of ECCE and child development.
- Weekly Schedules and Activities can be provided to AWWs who are unable to access them on their own.
- During supportive supervision and review meetings, it can be checked whether the weekly schedules and activities are being followed. AWWs may be encouraged to follow the schedules provided.
- Community-based events can be organized around activity demonstration sessions, parenting guidance, stimulation and importance of ECD.

3. For CDPOs:

- Theoretical sections of the present curriculum can be scanned for a general understanding of ECCE and child development.
- Weekly Schedules and Activities can be provided to Supervisors, who are unable to access them on their own.
- During supportive supervision and review meetings, it can be checked whether the weekly schedules and activities are being followed. Supervisors may be encouraged to convey and support AWWs in delivery of in-centre instruction.
- Additional resource persons in the Block may be identified to support and train AWWs, such as nursery teacher training institutes, non-profit organizations, private preschools, Balvatikas, other government or private pre-primary schools or teachers, interested and experienced individuals, community leaders etc.

4. For DPOs and District Officials:

- Theoretical sections of the present curriculum can be scanned for a general understanding of ECCE and child development.
- Weekly Schedules and Activities can be provided to CDPOs, who are unable to access them on their own.
- During review meetings including in the District Nutrition Committees, it can be checked whether the weekly schedules and activities are being followed. CDPOs may be encouraged to convey and support Supervisors and AWWs in delivery of in-centre instruction.

- Additional resource persons in the District may be identified to support and train AWWs, such as DIETs, nursery teacher training institutes, non-profit organizations, private preschools, Balvatikas, other government or private pre-primary schools or teachers, interested and experienced individuals, community leaders etc.

5. For State WCD or Social Justice Departments:

- The entire document may be considered as a model for State-level curricula, to be provided to the Anganwadi system functionaries. Existing State curricula may be updated to reflect the latest science of early learning as reflected in this document.
- Detailed weekly schedules and activities may be customized by the State for local culture, traditions, folk tales, stories, games, indigenous toys etc.
- Customized and translated materials may be printed and provided in every Anganwadi centre, through DPOs, CDPOs and Supervisors.
- During review meetings including in the Annual programme Implementation plan, quarterly review meetings of Mission Poshan 2.0 etc., it can be checked whether the weekly schedules and activities are being followed. CDPOs may be encouraged to convey and support Supervisors and AWWs in delivery of in-centre instruction.
- Additional resource persons in the State may be identified and brought in to support with localization, and train AWWs, such as SCERTs, DIETs, Cluster Resource Centres of the School Education Department, National Institutes under DEPWD, nursery teacher training institutes, non-profit organizations, private preschools, Balvatikas, other government or private pre-primary schools or teachers, interested and experienced individuals, community leaders etc.

6. For State Health, Education, Tribal Affairs, and Persons with Disability Departments, etc:

- The document may be referred for convergence (such as referral and medical diagnosis of children with disabilities under Health Department, Balvatika or other pre-primary sections under School Education Department, Ashramshalas under Tribal Affairs Department), inclusion (for children with disabilities, linkage with Cross Disability Early Intervention Centres (CDEICs), National Institutes (NIs), provision of Swavlamban card and assistive devices etc. under Department of Persons with Disabilities)
- Additional resource persons in the State may be identified and brought in to support with localization, and train AWWs, such as SCERTs, DIETs, Cluster Resource Centres of the School Education Department, National Institutes under DEPWD, nursery teacher training institutes, non-profit organizations, private preschools, Balvatikas, other government or private pre-primary schools or teachers, interested and experienced individuals, community leaders etc.

7. Other Institutions and Individuals:

- The document may be used as ready reference for best practices in contextualized ECCE delivery in low-resource environments.
- The material has been prepared specific to the Indian context, but may be explored and adapted for delivery in international contexts, particularly in the Global South.
- It can be referred to by researchers, policy makers, early educators, curriculum designers, and even parents, for ideas on how to engage with their children.

References

1. Dhingra, R., & Sharma, I. (2011). Assessment of Preschool Education Component of ICDS Scheme in Jammu District. 7. Global Journal of Human Social Science. https://globaljournals.org/GJHSS_Volume11/2-Assessment-of-Preschool-Education-Component-of-ICDS-Schemein.pdf
2. García, Jorge Luis & James J. Heckman & Duncan Ermini Leaf & María José Prados, 2020. "Quantifying the Life-Cycle Benefits of an Influential Early-Childhood Program," Journal of Political Economy, vol 128(7), pages 2502-2541. <https://www.journals.uchicago.edu/doi/10.1086/705718>
3. Hazarika, G., & Viren, V. (2013). The effect of early childhood developmental program attendance on future school enrolment in rural North India. Economics of Education Review, 34, 146–161. <https://doi.org/10.1016/j.econedurev.2013.02.005>
4. Kapoor, A., Jhalani, A., Vinayak, N., Zutshi, S. (2021). "State of Foundational Literacy and Numeracy in India." Report. Institute for Competitiveness and EAC-PM. <https://www.competitiveness.in/report-on-state-of-foundational-literacy-and-numeracy-in-india>
5. Kaul, V., Chaudhary, A.B., Sharma, S. (2017). Quality and diversity in early childhood education. Centre for Early Childhood Education and Development, Ambedkar University
6. Kaul, V., Ramachandran, C., & Upadhyaya, G. C. (1994). A study of impact of preschool education on retention in primary grades. National Council of Educational Research & Training.
7. Ministry of Education, Government of India. (2022). National Curriculum Framework Foundational Stage 2022. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
8. Ministry of Education. (2020). National Education Policy 2020. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
9. Ministry of Women and Child Development, Government of India. (2013). National ECCE Curriculum Framework. <https://wcd.nic.in/ecce>
10. Ministry of Women and Child Development (MWCD). (2015). MWCD Theme-based ECCE Curriculum.
11. Ministry of Women and Child Development (MWCD). (2017). Activity Book for 3-4 years Children (September 2017). Government of India. <https://wcd.nic.in/ecce>
12. Ministry of Women and Child Development (MWCD). (2017). Activity Book for 4-5 years Children (September 2017). Ministry of Women and Child Development, Government of India. <https://wcd.nic.in/ecce>
13. Ministry of Women and Child Development (MWCD). (2017). Activity Book for 5-6 years Children (September 2017). Ministry of Women and Child Development, Government of India. <https://wcd.nic.in/ecce>
14. Ministry of Women and Child Development (MWCD). (2017). CHILD ASSESSMENT CARD 3-6 YEAR OLDS. Government of India. <https://wcd.nic.in/ecce>
15. Ministry of Women and Child Development (MWCD). (2017). ECCE Training Module for Anganwadi Workers. Government of India. <https://wcd.nic.in/ecce>
16. Ministry of Women and Child Development (MWCD). (2017). Pre-School Education Kit Guidelines. Government of India. <https://wcd.nic.in/ecce>
17. NCERT. (2022). Vidya Pravesh: Three-month Play-based School Preparation Module for Grade-I. Ministry of Education. Government of India. <https://ncert.nic.in/pdf/vidyapravesh.pdf>
18. Report of the Task Force on Early Childhood Care and Education (ECCE), 2022. <https://www.nipccd.nic.in/uploads/pdf/ECCETReportpdf-fd7b053ec88061a5a895d243bc0e2754.pdf>

19. State Curriculum Documents

- a. Government of Jammu & Kashmir - Directorate of School Education, Kashmir. (2014). Teacher's Manual for ECCE & Early Grades.
- b. Haryana Government - Women and Child Development Department, & Pratham Organization. (2023). Varshik Sandarshika 2023-24.
- c. Integrated Child Development Services (ICDS), Uttar Pradesh, India. (2021). Pahal: Early Childhood Care and Education Teacher's Manual.
- d. KSERT (2023). Karnataka Curricular Framework for the Foundational Stage.
- e. MSCERT, Maharashtra, India. (2015, 2019). Aakar: Early Childhood Care and Education Teacher's Manual. [Link to source](#).
- f. Municipal Corporation of Delhi (MCD) & SCERT. (2023). Early Childhood Care and Education Curriculum.
- g. NCERT. (2023). Jaadui Pitara (Unmukh - Trainers Handbook for Balvatika).
- h. SCERT, Telangana. (2018). Early Childhood Care and Education Curriculum.
- i. SCERT Bihar. (2022). Chehak.
- j. Social Welfare Department, Meghalaya. (2014). Annual Early Childhood Care and Education (ECCE) Curriculum.
- k. State Council of Educational Research and Training, UT Chandigarh. The Preschool Curriculum.
- l. State ICDS Department Rajasthan, SCERT-Udaipur, & SSA Udaipur. (2014). Early Childhood Care and Education Curriculum.
- m. Women and Child Development, Madhya Pradesh, Azim Premji Foundation, & Madhya Pradesh State Council of Educational Research and Training. (2022). Shala Poorva Shiksha.
- n. Women and Child Development (M.P.), M.P. SCERT, & Azim Premji Foundation. (Year). Shala Purv Shiksha Margdarshika.
- o. Women and Child Development Department, Chhattisgarh. Pahla Kadam - The First Step.
- p. Women and Child Development Department, Odisha. Nua Arunima. (2011). Bhubaneswar, Odisha, India.

