

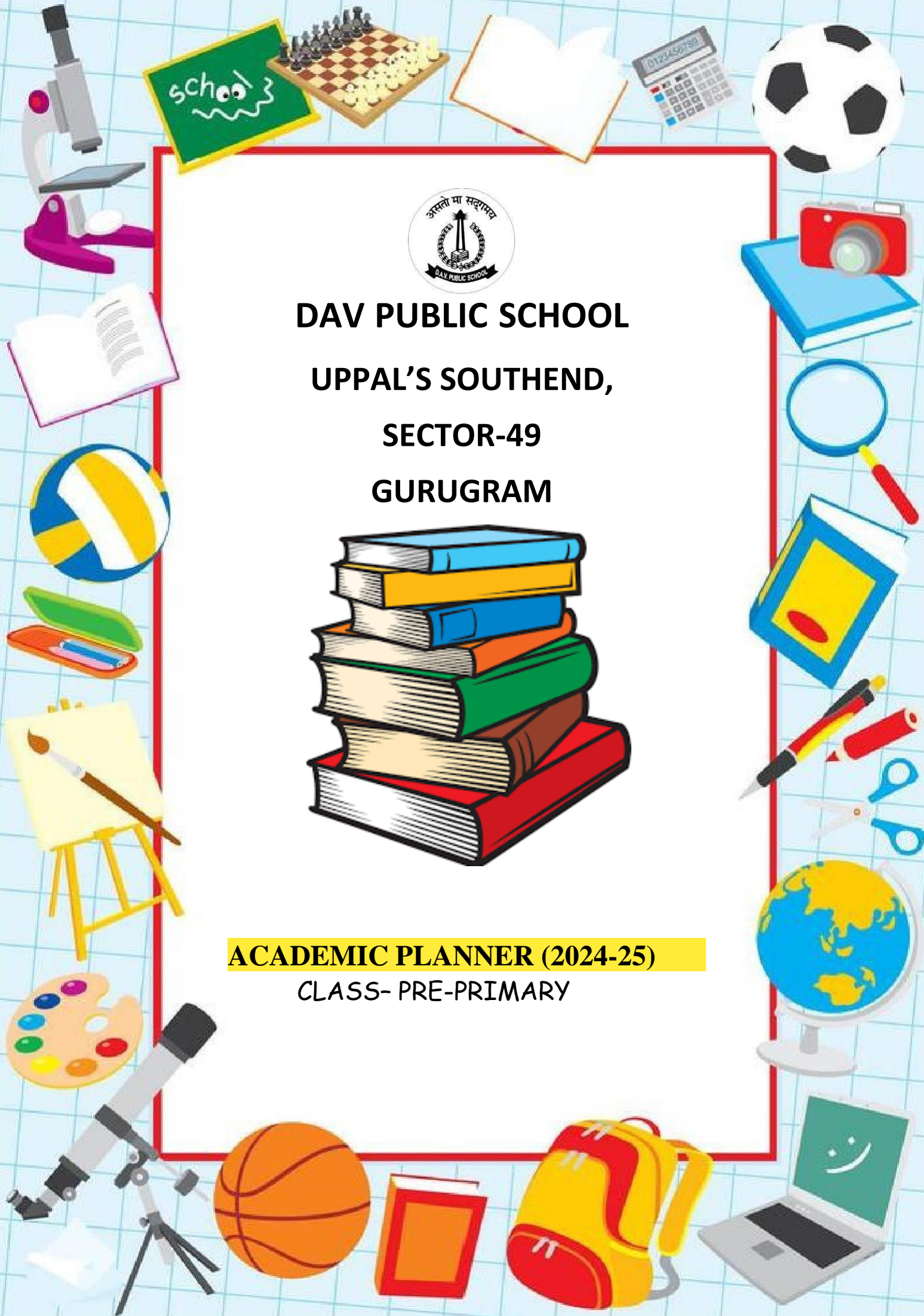


**DAV PUBLIC SCHOOL**  
**UPPAL'S SOUTHEND,**  
**SECTOR-49**  
**GURUGRAM**



**ACADEMIC PLANNER (2024-25)**

**CLASS- PRE-PRIMARY**



DAV PUBLIC SCHOOL, SECTOR-49  
 UPPAL'S SOUTHEND, GURUGRAM  
 ANNUAL PLANNER  
 (2024-25)  
 CLASS – PRE-PRIMARY

The early years of childhood constitute the most significant period of life, because this is when the foundations are laid for motor, sensory, cognitive, language, social and personality development. The Early Childhood Education Curriculum is a wide range of activities designed to assist the overall development of children.

We often think of curriculum as to what is being taught in the classroom i.e. a list of subjects and a set syllabus but this definition of curriculum is not appropriate for Nursery and Pre-Primary classes. These children are learning while playing, eating and even during washroom time. So, every part of the school day is planned to help the children learn and develop intellectually, physically, socially and emotionally.

We have designed an innovative curriculum for Pre-Primary with an objective of reinforcing concepts, ideas, skills, and activities.

We have broadly devised an Annual Programme and some of the suggested activities to help your child achieve the learning objectives set up for Class Pre-Primary. For exact details you may refer to the Monthly Plan which will be uploaded on the school's website on monthly basis.

**I . LANGUAGE SKILLS - FOUNDATIONAL LANGUAGE AND LITERACY-** The main goal of the language curriculum is to enable the child to communicate with other people.

There are four major skills that a child should have in order to communicate.

**ENGLISH LANGUAGE DEVELOPMENT -**

Here is a list of different activities that have been devised by us to enhance following abilities:

<b>A. LISTENING</b>	<b>B. SPEAKING</b>	<b>C. READING</b>	<b>D. WRITING</b>
<ul style="list-style-type: none"> <li>• Stories</li> <li>• Songs and Rhymes</li> <li>• Sounds</li> <li>• Commands/Instructions</li> <li>• Play</li> </ul>	<ul style="list-style-type: none"> <li>• News</li> <li>• Picture Card</li> <li>• Show and Tell</li> <li>• Sentence completion</li> <li>• Songs and Rhymes</li> <li>• Role Play</li> <li>• Puppets</li> <li>• Imaginative Play</li> <li>• Stories</li> <li>• Rhyming words</li> <li>• Group discussion etc.</li> <li>• Planning and recalling</li> <li>• Special Assembly</li> <li>• Object Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Story Reading</li> <li>• Recognition of Words</li> <li>• Reading of simple sentences from story books</li> <li>• Fun with words</li> <li>• Sight reading of               <ol style="list-style-type: none"> <li>1. Days of week</li> <li>2. Numbers names</li> <li>3. Nature words</li> <li>4. School words</li> <li>5. Family words</li> <li>6. Name of colours</li> <li>7. Name of shapes</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Tracing</li> <li>• Beading/Lacing</li> <li>• Patterns</li> <li>• Copying one's own name</li> <li>• Writing one's own name</li> <li>• Copying words from sight vocabulary</li> <li>• Writing words with sight vocabulary</li> <li>• Writing simple sentences and phrases using 3 letter words.</li> <li>• Simple four letter words.</li> </ul>

**P.S. Kindly refer to page number of My English Book for 3 letter words stories.**

**HINDI LANGUAGE DEVELOPMENT** – Here is a list of different activities that have been devised by us to enhance following abilities:

A. LISTENING	B. SPEAKING	C. READING	D. WRITING
<ul style="list-style-type: none"> <li>• Stories</li> <li>• Songs and Rhymes</li> <li>• Commands</li> <li>• Instructions</li> <li>• Riddles</li> <li>• Play</li> <li>• Initial and last sounds etc.</li> <li>• Listen and Draw</li> </ul>	<ul style="list-style-type: none"> <li>• News</li> <li>• Special Assembly</li> <li>• Planning and recalling</li> <li>• Object Speaking</li> <li>• Word Antakshari</li> <li>• Songs and Rhymes</li> <li>• Riddles</li> <li>• Role Play</li> <li>• Puppets</li> <li>• Imaginative Play</li> <li>• Stories</li> <li>• Rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• Story reading</li> <li>• Vyanjan</li> <li>• Swar</li> <li>• 2,3 ,4 letter words and simplesentence</li> <li>• 'आ' matra wordsand simple sentences</li> <li>• Fun with Words</li> </ul>	<ul style="list-style-type: none"> <li>• Vyanjan</li> <li>• Swar</li> <li>• Picture name</li> <li>• Word Fountain</li> <li>• Picture Composition</li> <li>• Initial letter</li> <li>• Listen and write 2,3,4 letter wordsand simple sentence</li> <li>• 'आ' मात्रा शब्द and simple sentences</li> </ul>


**P.S. Kindly refer to page number of Bal Madhuri for 2,3,4 and 'आ' 'मात्रा शब्द' stories.**

**LEARNING OUTCOMES OF LANGUAGE DEVELOPMENT:** Language development is an important part of child development. It supports your child's ability to communicate. It also supports your child's ability to:

- express and understand feelings
- think and learn
- solve problems
- develop and maintain relationships.

Learning to understand, use and enjoy language is **the first step in literacy**, and the basis for learning to read and write.

**II. COGNITIVE SKILLS- FOUNDATIONAL NUMERACY-** Cognitive development refers to all the processes that take place in the child's brain. Children are provided with a wide range of opportunities everyday to practice thinking, problem solving, classifying, imagining, experimenting etc.

A. Basic Concepts	B. Number Concepts	C. Environmental Concepts	D. Thinking Skills
<ul style="list-style-type: none"> <li>• Simple Comparisons of big/small, tall/short, long/short, more/less</li> <li>• Grouping according to shape, size and colour</li> <li>• Weight –heavy/light</li> <li>• Sequencing as per shape size and colour</li> <li>• Shapes</li> </ul>  <p>(Flat shapes and Solid shapes)</p>	<ul style="list-style-type: none"> <li>• Number games</li> <li>• Number counting (0-50)</li> <li>• Number Values (0-50)</li> <li>• Number Names (One to Ten)</li> <li>• Addition and Subtraction (0-20, no carry over)</li> <li>• Just after and in between (0-50)</li> <li>• Just before (1-50)</li> <li>• Place Values (Ones and Tens)</li> </ul>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• Sensory Play</li> <li>• My Family</li> <li>• My School</li> <li>• My Surroundings</li> <li>• Water</li> <li>• Food</li> <li>• Our Helpers</li> <li>• Transport and Road Safety</li> <li>• Animals and Birds</li> <li>• Plants</li> <li>• Light and Air</li> <li>• Seasons</li> <li>• Living/ Non Living Things</li> </ul>	<ul style="list-style-type: none"> <li>• Figurine Play</li> <li>• Construction Play               <ul style="list-style-type: none"> <li>i) Blocks</li> <li>ii) Matching/ Sorting/ Classifyig</li> <li>iii) Patterning</li> <li>iv) Seriation</li> <li>v) Leggo</li> <li>vi) Puzzles</li> </ul> </li> <li>• Memory game</li> <li>• Puzzles</li> <li>• Clay Moulding</li> </ul>

	<ul style="list-style-type: none"> <li>• Number Writing (1-50)</li> </ul>		
<p><b><u>LEARNING OUTCOMES OF COGNITIVE SKILLS:</u></b>  Cognitive skill development in children entails the gradual development of learning abilities such as attention, memory, and reasoning. These important skills allow children to process sensory information and eventually learn to evaluate, analyse, remember, compare, and understand cause and effect. Environmental concepts imbibe spirit of being eco-sensitive and responsible towards nature.</p>			
<p><b><u>INCLUSIVE CLASSROOM</u></b>  <b>III. CREATIVE AND EXPRESSIVE ARTS –Art Integration</b> –Creative and expressive arts include ‘art’ such as drawing and painting, music, dance and drama. These activities develop creativity and imagination, encourage self-expression, develop coordination, enjoyment and appreciation.</p>			
<p><b>A. Art and Craft</b></p> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Print Making</li> <li>• Tracing</li> <li>• Clay Modelling</li> <li>• Free Hand Drawing</li> <li>• Craft work</li> <li>• Tearing and pasting</li> <li>• Paper Folding</li> <li>• Theme based drawing</li> </ul>	<p><b>B. Music and Dance</b></p> <ul style="list-style-type: none"> <li>• Songs / Rhymes</li> <li>• Making up songs</li> <li>• Musical instruments</li> <li>• Recorded music</li> <li>• Dancing to taped music</li> <li>• Move like a - - - etc.</li> </ul>	<p><b>C. Drama and Dramatic Play</b></p> <ul style="list-style-type: none"> <li>• Dramatising stories</li> <li>• Pantomime</li> <li>• Role Play</li> <li>• Puppet Show</li> <li>• Creative Drama</li> </ul>	
<p><b><u>LEARNING OUTCOMES OF CREATIVE AND EXPRESSIVE ART:</u></b> Artistic activities promote intellectual growth. Both sides of the brain are stimulated. Increases memory, attention, and concentration capacity. Reading skills are improved, and children perform better in math and science. Introduces new vocabulary and concepts to children.</p>			
<p><b>IV. PHYSICAL DEVELOPMENT</b>-The main goal of physical development is to help the growth and development of the child’s body and mind. It will also help the child to learn basic methods of health care and personal hygiene.  The following activities help in Physical development :</p>			
<p><b>A. Physical Education (Outdoor Play / Indoor Play)</b></p> <ul style="list-style-type: none"> <li>• Use of permanent play equipments</li> <li>• Movable material</li> <li>• Walk/ Race</li> <li>• Ball activities</li> <li>• Lacing and stringing</li> <li>• Sports day</li> <li>• Obstacle Race</li> <li>• Group Games</li> <li>• Birds and Animal race</li> </ul>	<p><b>B. Hygiene, Health Care and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Field Trips</li> <li>• Visitors /Guests</li> <li>• Health Care Discussion</li> <li>• Nutrition (Healthy and Unhealthy food)</li> <li>• Correct Posture</li> <li>• Medical Check-ups</li> </ul>		

**LEARNING OUTCOMES OF PHYSICAL EDUCATION, HEALTH AND HYGIENE:** The students will..

- Explore and develop kinesthetic awareness and skills and coordination through movement education.
- Engage in a variety of physical activities to develop skills in locomotor, non-locomotor, balance, and manipulative activities.
- Interact with each other in small groups to accomplish a game objective.
- Demonstrate the ability to share, be cooperative, and be safe with others.
- Apply, with teacher reinforcement, class rules, procedures and safety practices.
- Recognize that active play makes people strong and healthy.

**V. Social and Emotional Growth-** The child needs to be able to get along with others and feel confident. It also includes child's understanding of family, religion, culture, community and nationality. It also includes their ability to understand, express and deal with their feelings in a positive manner.

**A. Parents, Family and Community**

- Personal Painting and Drawing
- Representing families
- Story Telling
- Role Play
- Newsletters
- Parent's visit
- Communication and Team work

**B. Religion, Culture and Nationality**

- Celebration of Festivals
- Gayatri Mantra
- National Anthem
- Patriotic songs
- Legends and folk tales
- Collect / paste pictures related to festivals and leaders
- Birthday Celebrations
- Havan

**C. Independence, Co-operation and Self-Esteem**

- Name Game
- Small Group projects
- Classroom Duties
- Classroom Rules

**LEARNING OUTCOMES OF SOCIO-EMOTIONAL DEVELOPMENT :**

Increased self-efficacy, confidence, persistence, empathy, connection and commitment to school, inculcation of age-old values and pride in our rich vedic culture and a sense of purpose, patriotism. Positive social behaviours and relationships with peers and adults are more prevalent. Reduced misbehaviour and risk-taking behaviour. Helps students apply knowledge they acquire in school to real world problems and situations.

**VI. EVALUATION-** A holistic and purposive assessment

Research has shown that tests are not accurate when measuring children's abilities as they do not understand the concept of testing. We cannot compare one child's score with another. Children develop at different rates therefore we have no formal tests. Teacher measures children's progress by ongoing observations over the whole year. A child's progress is compared to his / her previous development and not to other children. The child's progress will be recorded by :

1. Anecdotal Record
2. Check List
3. Collection of work