



The International
School of Bombay

NURTURE • CHALLENGE • SUCCESS

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NURSERY

Welcome to Nursery !!



Enrolling your child in nursery is a big step, but it can also help spur on their development.

- Children play – and they learn through playing with their peers, adults and by themselves.
- The key to nursery education is to provide children with a warm, safe environment where they feel comfortable to explore.
- And it's through exploring that a child will learn.

Elite Campus:

152, Baikunth Dham, Off Saket Square,
Old Palasia, Indore-452018, Ph.: +91 731 495 9955

Premium Campus:

5, Old Palasia, Ranade Compound,
Indore-452018, Ph.: +91 731 493 9955

World School:

Khasra No. 360/9-10-11, Behind Bhandari
Farm & Resorts, Indore, M.: +91 78695 55333

The 3 prime areas are vital for igniting children's curiosity for learning, and for developing relationships. The areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Then there are four specific key areas which will supplement children's personal development. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



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Prime Areas

1. Communication and Language

- Going beyond simple vocabulary building, this Area is about giving children the opportunity to experience a rich language environment. Doing this helps them to develop their confidence and skill level when expressing themselves.

2. Physical Development

- This area is focussed on helping children to become active and interactive, aiding the development of their coordination, control and movement abilities. This area also includes teaching children about food and its relationship to health, as well as the importance of physical activity for a healthy life.

3. Personal, Social and Emotional Development

- This area is concerned with helping children to develop a positive sense of themselves and others. This includes helping them to: have confidence in their own abilities and form positive relationships and developing respect for others. It also covers learning to manage their feelings and aiding them in understanding appropriate behaviour in groups.



Specific Areas

Literacy

- This starts with the earliest stages of literacy – learning to link sounds and letters, and moves through to beginning to learn to read and write. To ignite their passion for reading and writing children are provided with a wide range of reading materials; including books, poems and other materials.

Mathematics

- Mathematics is explored in a number of ways and involves providing children with the opportunity to develop their counting skills. It also provides the foundation for understanding and using numbers. But, mathematics is more than just learning to count. As such, the introduction to mathematics includes learning to name different, basic shapes and some of their properties. With mathematical activities, the focus is placed upon bringing conceptual mathematics into your child's physical world. Finding a way to make it fun as well as informative!

Understanding the world

- Here, children explore not only their sense of the physical world but also their community, including learning about people and the environment. This skill particularly ties in with the area of Personal, Social and Emotional Development.

Expressive Arts and Design

- This skill includes facilitating children as they learn to explore and play with a variety of materials. All of this is done in an environment which encourages children to share their thoughts, feelings and ideas through activities such as: art, music, movement, dance, role-play and design and technology.

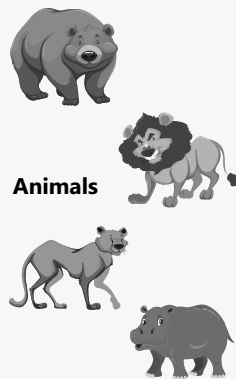


Syllabus for Nursery



| S. No. | Subjects | Details |
|--------|---|---|
| 1 | English Language Skills | i) Oral and Recognition of Capital letters A to Z |
| | | ii) Writing alphabet A to Z |
| | | iii) Reading through look and see method |
| | | iv) Phonics (sounds of alphabet) |
| | | v) Writing patterns |
| 2 | Numerical Skills | i) Numbers 1 to 20 orally |
| | | ii) Writing numbers 1 to 10 |
| | | iii) Basic concepts of counting |
| 3 | Speaking and Conversation Skills | i) Rhymes/Songs |
| | | ii) Vocabulary building |
| | | iii) Talk about oneself, family and school |
| | | iv) Story telling |
| | | v) Daily routine conversation |
| | | vi) Picture Talks |
| | | vii) Use of simple English words and sentences |

Age: 2.5yrs to 3.5yrs






| S. No. | Subjects | Details |
|--------|------------------------------|--|
| | | viii) Sound symbol association and related vocabulary |
| 4 | Hindi Language Skills | i) Hindi Rhymes and songs |
| | | ii) Vocabulary Building |
| | | iii) Hindi numbers orally 1 to 10 |
| | | iv) Writing Hindi Swar |
| | | v) Writing Hindi 1 to 10 |
| 5 | Animals | i) Pet Animals-Dog, Cat and Rabbit, Fish, Tortoise, |
| | | ii) Domestic Animals- Cow, Pig, Goat, Horse, Sheep, Buffalo, Donkey, Camel |
| | | iii) Wild Animals-Lion, Tiger, Monkey, Zebra, Elephant, Bear, Giraffe, Kangaroo, Deer, Wolf, Snake |
| | | iv) Water Animals-Fish, Turtle, Octopus, Dolphin, Star fish, Jelly fish, Shark, Crocodile, Seal, Whale, Seahorse |




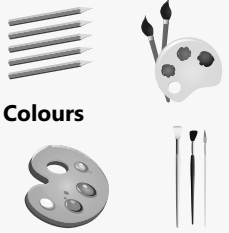

Syllabus for Nursery

| S. No. | Subjects | Details |
|--------|--|---|
| |  | v) Animal babies- Dog-Puppy, Cat-Kitten, Lion-Cub, Cow-Calf, Sheep-Lamb, Pig-Piglet, Kangaroo-Joey, Elephant-Calf, elephant, Duck-Duckling, Hen-Chick |
| | | vi) Animal Sound-Dog-Barks, Cat-Mews, Lion-Roar, Cow-Moos, Horse-Neigh, Elephant-Trumpets, Monkey-Chatters, Sheep-Bleats, Donkey-Brays |
| | | vii) Animal homes-Dog-Kennel, Cow-Shed, Lion-Den, Horse-Stable, Rat/Snake-Hole, Monkey-Tree, Rabbit-Burrow, Birds-Nest, Pig-Sty |
| 6 | Birds  | Peacock, Crow, Parrot, Hen, Owl, Duck, Pigeon, Vulture, Penguin, Ostrich, Eagle, Sparrow. |

Age: 2.5yrs to 3.5yrs

| S. No. | Subjects | Details |
|--------|--|--|
| |  | Sounds made by birds : Crow-caws, Owl-hoots, Hen-clucks, Parrot-talks, Cock-crows, Duck-quacks |
| 7 | Flowers  | Rose, Sunflower, Lotus, Marigold, Lilly, Jasmine |
| 8 | Insects  | Ants, Mosquitoes, Butterfly, Cockroach, Housefly, Spider, Grasshopper, Honey bee |
| 9 | Fruits  | Apple, Banana, Orange, Mango, Grapes, Watermelon, Papaya, Pineapple, Strawberry, Cherries, Chiku, Custard Apple, Jackfruit |
| 10 | Vegetables  | Potato, Carrot, Brinjal, Ladyfinger, Onion, Peas, Pumpkin, Capsicum, Raddish, Ginger, Garlic |

Syllabus for Nursery

| S. No. | Subjects | Details |
|--------|--|---|
| 11 |  Transport | i) Road Transport-Car, Truck, Bus, Motorcycle, Bicycle, Tonga, Rickshaw, Bullock Cart, Truck, Van, Jeep |
| | | ii) Air Transport-Aeroplane, Helicopter, Hot air balloon |
| | | iii) Water Transport-Boat, Ship, Yacht, Submarine |
| | | iv) Tracks-Train |
| 12 |  Colours | i) Primary Colours-Red, Yellow, Blue |
| | | ii) Secondary Colours-Orange, Purple, Green |
| | | iii) Neutral Colours-White and Black |
| | | iv) Pink, Brown, Grey |
| 13 |  Shapes | Circle, Triangle, Square, Rectangle, Oval, Cone, Star, Crescent, Cylinder |

Age: 2.5yrs to 3.5yrs

| S. No. | Subjects | Details |
|--------|---------------------------------------|---|
| 14 | Parts of the body and its uses | Head, Hair, Forehead, Eyes, Nose, Chin, Cheeks, Ears, Mouth, Lips, Teeth, Tongue, Stomach, Neck, Arms, Fingers, Elbow, Legs, Knee, Feet, Toes |
| | | Eye-See, Ear-Hear, Nose-Smell, Tongue-Taste, Hands-Work, Legs-Walk, Teeth-Chew/Bite |
| 15 | Our Helpers | Teacher, Doctor, Policeman, Driver, Postman, Milkman, Greengrocer, Fruitier, Barber, Mason, Washerman, Cobbler, Tailor, Nurse |
| 16 | Opposites | In-Out, Big-Small, Fast-Slow, Up-Down |
| | | Hot-Cold, Wet-Dry, Happy -Sad, Tall-Short |
| | | Fat-Thin, Far-Near, Heavy-Light, Young-Old |
| | | Full-Empty, Many-Few, Open-Shut, Front-Back |

Syllabus for Nursery

| S. No. | Subjects | Details |
|--------|---------------------------|--|
| | | Before-After, Strong-Weak, First-Last, Long-Short |
| | | Push-Pull, Quiet-Noisy, Sharp-Blunt, off-on |
| 17 | Festivals | Holi, Diwali, Eid, Christmas, Rakhi |
| 18 | Seasons | Winter, Summer, Rainy |
| 19 | Days of the Week | Monday to Sunday |
| 20 | Months of the Year | January to December |
| 21 | Taste | Bitter, Sweet, Salty, Sour |
| 22 | Feel/Texture | Soft, smooth, rough, hard |
| 23 | Emotions | Happy, Sad, Angry, Crying, Laughing, |



Activities for Nursery

| | |
|----|-------------------------------------|
| 1 | Art and Craft |
| 2 | Drawing and Colouring |
| 3 | Puzzle Boards |
| 4 | Threading the Beads |
| 5 | Sorting of grains |
| 6 | Rice pouring |
| 7 | Water pouring |
| 8 | Simon says |
| 9 | Imaginative and free play |
| 10 | Manipulative corner/Role play |
| 11 | Music and movement |
| 12 | Balancing a book |
| 13 | Cleaning with sponge |
| 14 | Clay moulding |
| 15 | Basic dining manners |
| 16 | Folding & Unfolding (Paper & cloth) |
| 17 | Personal Hygiene |
| 18 | Value education (story sessions) |
| 19 | Puppet Show |

| | |
|----|---|
| 20 | Magic Box |
| 21 | Soft ball pressing |
| 22 | Sand play |
| 23 | Water play |
| 24 | Stage Performances (Rhymes & songs) |
| 25 | Just a Minute |
| 26 | Extempore |
| 27 | Show & tell activity |
| 28 | Construction blocks |
| 29 | Montessori equipments |
| 30 | Story telling/making |
| 31 | Games |
| 32 | Physical activities (Climbing, jumping, hopping etc) |
| 33 | Language activities (Face expressions, emotions etc) |
| 34 | All about-food I eat, clothes I wear, common toys, things around me in classroom, dining room, kitchen etc) |

| | |
|----|---|
| 35 | Cooking Activities-non gas cooking |
| 36 | Yoga, Aerobics and Meditation |
| 37 | EPL Activities (Everyday Practical Learning) |
| 38 | DEAR Time (Drop Everything And Read) |
| 39 | Being Independent |
| 40 | Science Experiments |
| 41 | Nature Walk |
| 42 | Field Trips/Picnics |
| 43 | Mock Shows |
| 44 | Colour Day |
| 45 | Festival Celebrations |
| 46 | Family Week |
| 47 | Sports Day |
| 48 | Fancy Dress |
| 49 | Workshop (parenting, cooking etc) |
| 50 | Annual Function |



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