

Aadharshila

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

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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

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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.

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.

The creation of the framework 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

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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.

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.

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.

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

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.

The creation of the framework 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

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childhood development in India.

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.

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.

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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

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.

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.

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:

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:

Nature

Activities

Teacher's
Role

Benefits

Free Play Guided Play (oSrt rDuicrteucrteedd^ PPl1aayy)

Completely child-initiated
and self-directed.

Includes puzzles, role-
playing, reading books.

Indirect, such as
preparing the
environment and
observing.

Develops social skills,
self-regulation, emotional
management.

Child-led, with active adult
facilitation.

Using clay, vocabulary
games, emergent literacy
activities.

Facilitates and scaffolds
the play with specific
objectives.

Effective for developing a
range of skills; promotes
collaborative learning
between children and
teachers.

Teacher directed activities with specific rules.

Story creation, language and math games, guided walks.

Plans and implements learning experiences with clear objectives.

Focuses on specific competencies and learning outcomes.

Types of Play

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.

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.

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 :

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.

1.

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:

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

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.

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.

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

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

A snapshot of the Active Play-Based 36 week schedule

Snapshot of Block 2

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.

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.

Suggested Recap & Reinforcement Plan 1 + Poshan Maah Activities (4 Weeks)

Induction & Initiation Weeks (4 Weeks): Teachers would be suggested an initiation plan to welcome children and set up their learning spaces.

18 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

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

Annual Academic Plan for Ages 3 to 6

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.

Guidelines for different blocks during Initiation and Induction Weeks:

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.

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.

Snapshot of the thematic-suggested activities in a week:

Themes explored during the Recap and Reinforcement Weeks:

Steam Concepts Myself & My Body World of Books India & The World Marvellous Brain

My Family Kindness &
Empathy

Spaces, Places,
Positions

Days, Weeks & Months Signs Symbols & Logos

My Community My Anganwadi

Food & Nutrition Air & Water Festivals &
Culture

Sanitation & Hygiene Fruits & Vegetables

Creativity & Animals & Birds
Expression

Transport

Find Me Numbers My Safety Sound & Syllables Music & Movement

Recycle & Reuse Colours Around Us

Fun with Shapes Trees & Plants My Senses

Seasons National Heroes Diversity & Inclusion Environment My Feelings

My Safety Stories & Rhymes Compare,
Match & Complete

People Who Technology & Tools
Help Us

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':

Chapter 4 : Critical Considerations Related to Early Learning and Development

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.

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 an 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.

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 <http://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.

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.

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.

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:

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:

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.

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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.

What materials

will you need?

ACTIVITY NAME Story Telling (Read Aloud)

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

DAY 1 DAY 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.

1.

Read Aloud the story from picture books with voice modulation.

2.

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.

3.

Encourage children to freely draw or scribble their favourite object or character from the story.

4.

Motivate children to talk about their drawing or scribbling with the facilitator.

5.

Steps when rereading the same book: 1. Repeat the Day 1 steps. Ask additional simple factual questions during reading aloud in between and at the end of the story such as 'Who was in the story?',

2.

Follow the same as 3-4 age groups.

1.

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.

2.

Encourage children to freely draw or scribble their favourite character or event of the story and label them.

3.

Motivate children to talk about their drawing, labeling or scribbling with the facilitator.

4.

Steps when rereading the same book:

1 .Repeat the Day 1 steps.

Discuss the characters children liked and disliked in the story and the reasons for the same.

2.

Encourage children to freely draw their favourite characters and label them.

3.

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.

Follow the same as 3-4 age groups but with a big book or picture book with few text.

1.

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.

2.

Encourage children to freely draw or scribble their favourite character or event of the story and attempt to write what they have drawn.

3.

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.

4.

Steps when rereading the same book:
1 .Repeat the Day 1 steps.
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?'

2.

1

DAY 1

'Who got in trouble and who saved that character?', 'What's the colour of an object?' etc. and write the responses on the blackboard.

'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

Developing listening skill, vocabulary building, boosting imagination; narration; following instructions; creativity; social development, develop self-expression, development of self-esteem.

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)

Targeted Curricular

Goal and

Competency

Other competencies

addressed

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.

1

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.

What materials

will you need?

ACTIVITY NAME Story Telling (Shared Reading)

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 5 Ages 5 - 6

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.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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

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

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.

Choose a colourful big book (large-sized text with clear illustrations and words) that has been read aloud 2-3 times already.

1.

Read the story by keeping the big book in the centre and children around. Using your fingers, point at each word while reading.

2.

Ask children to point at objects and guess/predict common words.

3.

Introduce and reinforce new words using context, visuals, and repetition. Encourage children to use these words in their conversations

4.

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.

5.

Choose slightly more advanced books with longer sentences and richer vocabulary.

1.

Read the story by keeping the big book in the centre and children around. Using your fingers, point at each word while reading.

2.

Provide opportunities for children to read parts of the story along with the teacher, promoting confidence and fluency.

3.

Engage children in predicting outcomes, summarizing the main points, analysing characters' motivations, and discussing conflicts, and possible resolutions.

4.

Introduce elements like dialogue, punctuation, and text features to deepen understanding of story structure.

5.

1

Other competencies

addressed

What can be

observed?

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

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.

1

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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).

1.

Recite with actions, voice modulation and expressions related to the words in the rhyme.

2.

Encourage children to repeat each line after the facilitator.

3.

Try to point at visuals or text while recitation and discuss words that come in rhyme.

4.

1 .Select a rhyme of 6-8 lines (L1). Discuss the poem's meaning, encourage children to share their interpretations, and introduce rhyming words.

2.

Focus on correct pronunciation and expression.

3.

Encourage children to identify beginning sounds of words.

4.

Ask the children to repeat the rhyme on their own.

5.

Local Poems or Poems from Children's Book Collections, Poem Posters or Poems written on charts with larged sized text.

Select a poem of 10 or more lines (L1 and L2).

1.

Discuss the poem's meaning, encourage children to share their interpretations, and identify rhyming words.

2.

Focus on correct pronunciation and expression.

3.

Encourage children to identify beginning and ending sounds of words.

4.

Ask the children to repeat the rhyme on their own.

5.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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

Singing Rhymes

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.

Other competencies

addressed

What can be

observed?

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

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.

Vocabulary development, creativity, phonological awareness, self-expression, development of self-esteem and social development, ability to engage in meaningful conversation.

2

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 5 Ages 5 - 6

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.

1.

Ask open-ended questions about the characters, setting, actions, or emotions depicted and also encourage children to share their experiences.

2.

Write common words related to the pictures with children on a Big chart paper or the board.

3.

Encourage children to recognise/read those words in the form of sight words.

4.

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

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.

1.

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?"

2.

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.

3.

During this process, point out and explain punctuation marks such as full stops, commas, and question marks.

4.

Whatever children describe, on the blackboard write 4- 5 simple sentences and read it along with them to end the discussion.

5.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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

3

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.

Let's Describe Pictures:

Talk and discuss what one can see

Other competencies

addressed

What can be

observed?

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)

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.

3

Targeted Curricular

Goal and Competency

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

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Collection of picture books and story books

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 5 Ages 5 - 6

Provide a collection of picture and story books to children and encourage them to choose a book on their own.

1.

Model to children to read the book, flip the pages, read through pictures.

2.

Let children pretend to read the book, flip the pages and follow the directionality of text.

3.

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.

4.

5 .Praise children for their reading efforts.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Vocabulary development, thinking skills, attention span, conversation skills build, developing listening skill, boosting, imagination; narration; social development, develop self-expression, development of self-esteem.

Free Picture Book /
Story Book Reading Time

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.

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)

1 .Follow the same steps as 3-5 age groups.
Discuss some common words in the books and let
children identify them with or without support.

2.

Provide opportunities for children to engage in
peer reading of a book and share opinions about
a book with one another.

3.

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.

4.

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.

What can be

observed?

Other competencies

addressed

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.

1.

Ask questions in between the story to remind children about the events, characters and setting of the story.

2.

Encourage the children to retell stories by asking questions like, What happened first?What happened next?Who was in the story? Etc.

3.

Handover story cards to children and guide them to describe story cards in their own words to form a story together.

4.

Motivate children to narrate or retell a story using some words and objects from the story.

5.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Follow the same steps as 3-4 age groups.

1.

Guide children to share stories in sequence by asking questions-
'What happened first/middle/end?', 'Which character faced a problem?', 'What happened next?' etc.

2.

Encourage children to narrate stories in their own words in 3- 4 simple and short sentences in a sequence.

3.

Handover story cards to children and guide them to describe story cards in their own words to form a story pair.

4.

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.

Follow the same steps as 3- 4 age groups.

1.

Guide children to share stories in sequence by asking questions- What happened first/middle/end? Which character faced a problem? What happened next? Etc.

2.

Encourage children to narrate stories in their own words and describe 3-4 events of the story in sequence in complete full sentences.

3.

Handover story cards to children and guide them to describe story cards in their own words to form a story individually.

4.

Story Telling: 5
Craft your own creative stories

Activity

Variation

Theme Connect

(Example)

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.

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

Targeted Curricular

Goal and Competency

Other competencies

addressed

What can be

observed?

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

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

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.

5

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.

What materials

will you need?

ACTIVITY NAME Animals Around Us: Identify & describe common animals

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Begin by displaying picture cards featuring common animals (buffaloes, goats, dogs, cats, mice, cows, rabbits) and encourage children to identify and name them.

1.

Motivate children to share their observations of other common animals found in their local surroundings.

2.

Engage children with animal picture cards, guiding them to identify, name common animals and discuss features like colour or number of legs.

1.

Encourage children to explore and imitate animal sounds and animal walk.

2.

Guide them in understanding kindness towards animals by ideating ways to provide care, such as offering water, food, and shelter.

3.

Picture cards or finger puppets of common animals, animal houses, and animal young ones.

Utilise picture cards displaying common animals, their offspring, and their habitats/homes and guide children in identifying and matching them.

1.

Discuss animal food, asking children to share their thoughts on what various animals eat.

2.

Guide children to ideate and ask questions about the roles of animals in their daily lives.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Plan a visit to a nearby farm, park or zoo to provide opportunities for children to observe and discuss common animals in their surroundings.

6

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.

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

Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, and preserving the environment.

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.

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.).

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Present an array of same-coloured objects and invite children to identify and name the primary colours (Red, Blue, Yellow).

1.

Encourage children to find other objects with the same colour in their environment.

2.

Create an engaging play space and motivate the children to sort objects into groups of identified colours.

3.

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).

1.

Encourage children to find other objects with the same colour in their environment.

2.

Create an engaging play space and motivate the children to sort objects into groups of identified colours.

3.

Encourage them to recall and name other objects with similar colour.

4.

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.

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).

1.

Encourage children to find other objects with the same colour in their environment.

2.

Create an engaging play space and motivate the children to sort objects into groups of identified colours.

3.

Encourage them to recall and name other objects with similar colour.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

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.

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?

7

Language skills such as understanding the names of colours and cognitive skill of sorting

(CG- 2) Children develop sharpness in sensorial perceptions
(C- 2. 1) Differentiates between shapes, colours, and their shades

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.

Colours around us: Identify, Find & Sort

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.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Display cut outs of primary shapes one at a time (Circle, square, triangle) and help them to identify and name the shape.

1.

Show multiple objects of primary shapes and guide the children to match given objects with the shapes. Example- plate with circle shape.

2.

Encourage children to draw the shapes on different surfaces (air, water, sandpaper).

3.

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.

1.

Show multiple objects of primary and secondary shapes and guide the children to match given objects with the shapes. Example- Book with rectangle shape.

2.

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.

3.

Encourage children to draw the shapes on different surfaces (Air, water, sandpaper).

4.

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.

1.

Show multiple objects of primary and secondary shapes and guide the children to match given objects with the shapes.

2.

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

3.

Encourage children to draw the shapes on different surfaces (Air, water, sandpaper).

4.

Activity

Variation

Theme Connect

(Example)

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.

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?

8

Shapes around us:
Identify, Find, Create & Sort

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

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

8

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

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.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

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.

1.

Lead the children on a "story walk," stopping at each page to read the story and discuss the corresponding area or activity.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Language and communication skills , social skills of interaction and creativity and imagination.

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.

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

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.

9

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.

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.

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.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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

ACTIVITY NAME

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

Display picture cards featuring different vegetables (potato, onion, cabbage, brinjal) and encourage them to identify and name them.

1.

Motivate children to share their observations or features of other vegetables found in their surroundings and like color or taste.

2.

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.

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.

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

Vegetables Around Us:

Identify and name vegetables

10

Engage children with different fruit picture cards, guiding them to identify and name the fruits and discuss features like color or taste.

1.

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.

2.

Have a discussion with the children about the value of eating different vegetables and the importance of washing them before eating.

3.

Other competencies

addressed

What can be

observed?

Language skills, emotional skills, understanding of social relationships, environmental awareness, health and hygiene

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?

What materials

will you need?

ACTIVITY NAME

Objects like pebbles, buttons, beads, seeds, sticks, blocks, leaves, stones etc.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages⁵ - 6

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.

1.

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.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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

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.

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.

Let's Compare: Understand & Compare Basis
Number, Length, Size, Weight, Volume

Introduce sets of three to five objects and make comparisons on the basis of size, length, quantity and weight.

1.

Introduce comparative vocabulary to children such as biggest-smallest, longest-shortest, heaviest-lightest etc

2.

Engage children in seriation of three to five objects on the basis of size, length, quantity and weight.

3.

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

11

Introduce sets of more than two objects and make comparisons on the basis of size, length, quantity and weight.

1.

Introduce comparative vocabulary to children such as biggest-smallest, longest-shortest, heaviest-lightest one-by-one using examples.

2.

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.

3.

Other competencies

addressed

What can be

observed?

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

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?'

11

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

ACTIVITY NAME

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

Display picture cards featuring different fruits (apple, banana, mango, orange) and encourage them to identify and name them.

1.

Motivate children to share their observations or features of other fruits found in their surroundings.

2.

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.

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.

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

Fruits Around Us: Identify and name fruits^12

(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

Engage children with different fruit picture cards, guiding them to identify and name the fruits and discuss features like colour or taste.

1.

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.

2.

Have a discussion with the children about the value of eating different fruits and the importance of washing them before eating.

3.

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?

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

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.

1.

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.

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?

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

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

13

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

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.

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.

1.

Other competencies

addressed

What can be

observed?

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

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?

13

What materials

will you need?

ACTIVITY NAME

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

Display an array of same-coloured objects and invite children to identify and name the primary colours (Red, Blue, Yellow).

1.

Create an engaging play space and motivate the children to sort primary colour objects into groups of identified colours.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Encourage children to mix colours to create light and dark shades and use white and black colours to create different shades.

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?

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.

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

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.

Colours & Shades: Identify,
Create, Compare & Match

CG- 2 : Children develop sharpness in sensorial perceptions
C- 2. 1 : Differentiates between shapes, colours, and their shades

Provide children with 2 shade cards/objects (green/blue) of light and dark colours, guide them to identify shades and compare between the shades.

1.

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.

2.

14

What materials

will you need?

ACTIVITY NAME

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

Show flashcards of different
tools to children and ask them
to identify and name the tool.

1.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

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.

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

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.

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

Explore Technology: Identify
Tools & Understand Uses

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

Show flashcards of different tools to children and ask them to identify and name the tool.

1.

Ask them questions around its use, advantages/disadvantages, safety measures around each tool.

2.

Create cardboard cutouts of each tool and ask children to demonstrate how it is used in their environment.

3.

15

What materials

will you need?

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.

1.

Motivate children to find things/objects related to the new colour created while mixing.

2.

ACTIVITY NAME

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

Present an array of same-coloured objects and invite children to name, match and sort the primary colour objects (Red, Blue, Yellow).

1.

Show primary colour cards to children, one at a time and ask them to find all the same colour objects around them.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Play the daflī game: Start by playing the daflī, 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.

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?

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.

Fun with Colours: Sort, Match,
Mix & Create Colours

CG- 2 : Children develop sharpness in sensorial perceptions
C- 2. 1 : Differentiates between shapes, colours, and their shades

16

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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.

What materials

will you need?

ACTIVITY NAME

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

Show 2 beads of the same colour and 1 of different colour and ask children to spot the odd one out.

1.

Repeat this activity a few more times with different colour beads.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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

Find the Odd Picture/Object Out

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.

1.

Example-4 cards of vegetables and 1 card of fruit.

2.

CG- 2 : Children develop sharpness in sensorial perceptions
C- 2. 2 : Develops visual memory for symbols and representations

17

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.

1.

Example-2 cards of vegetables and 1 card of fruit.

2.

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

What materials

will you need?

ACTIVITY NAME

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

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.

1.

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

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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..

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.

Pattern Making: Recognize,
Repeat, Extend & Create Patterns

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

18

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.

1.

Motivate children to extend the AB, ABB, AAB, ABC pattern with the same objects.

2.

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.

1.

Motivate children to create their own AB, ABB, AAB, ABC pattern with other objects.

2.

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.

3.

Other competencies

addressed

What can be

observed?

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

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?

18

What materials

will you need?

ACTIVITY NAME

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

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.

1.

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.

2.

Display dot cards (up to 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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Introduction to Numbers: Match & Count¹⁹

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.

1.

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.

2.

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.

3.

Guide children to draw the numbers up to 5 in air, sand and water.

4.

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.

1.

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.

2.

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.

3.

Guide children to draw the numbers up to 10 in air, sand and water.

4.

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.

Other competencies

addressed

What can be

observed?

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

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.

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

19

What materials

will you need?

ACTIVITY NAME

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

Encourage children to sing a simple song that incorporates spatial concepts like "here," "there," "on top," "under," etc with actions.

1.

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.

2.

Ask children to name animals that are found inside and outside their houses.

3.

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."

4.

Activity

Variation

Theme Connect

(Example) Objects connected to the theme of the month can be chosen for this activity.

Spatial Concepts: Understand in/out, 20 over /under, top/bottom, front/back etc.

1 .Repeat Step of ages 3- 4.
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'.

2.

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.

3.

Repeat Step of ages 3-4 and 4 - 5.

1.

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.

2.

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.

3.

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.

Teacher Notes

Inclusion of all children: Introduce all Words in children's home languages and allow them to respond in their home language.

Other competencies

addressed

What can be

observed?

Gross motor skills, sense of directions, social interactions, positive learning habits, communicates and appreciates a variety of responses works imaginatively, comprehends

Sense of direction that children have understood, motor skills, social interactions, enjoyment

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.

20

What materials

will you need?

ACTIVITY NAME

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

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

Feel the difference: Experiment,
Explore, Compare Temperature
Differences

21

Display certain hot and cold objects or their images such as ice, hot/cold water, tea and introduce the concept of hot and cold.

1.

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?

2.

Explore and demonstrate certain features or characteristics when we touch or feel a hot or cold object.

3.

For example- We remove our hand quickly when we touch a hot object.

(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.

1.

Motivate children to sequence cards according to hot-cold gradation.

2.

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.

(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?

1.

Motivate children to guess and make predictions as well, for example will the vapours stay or go- why?

2.

Support children to sequence different objects basis how hot or cold they are? (tea with vapour, biscuit, ice and so on)

3.

Other competencies

addressed

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?

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

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

21

What materials

will you need?

ACTIVITY NAME

Objects like beads, bottle, bowl, water and rope

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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.

1.

Encourage children to count the number of beads in each arrangement.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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

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

Identical Object Challenge: Observe & Compare Objects Basis Change in Appearance

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

22

Show children 2 different arrangements of equal number of objects. Repeat this activity with other concepts like length, quantity, volume, size and ask

1.

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

Show children 3 different arrangements of equal number of objects. Repeat this activity with other concepts like length, quantity, volume, size and and ask the child to answer if there is any observable difference.

1.

Example:

- 3 tumblers of different heights filled with same quantity of water
2. Encourage children to perform this activity with more than 4 objects

Other competencies

addressed

What can be

observed?

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

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

22

What materials

will you need?

ACTIVITY NAME

Child friendly scissors, cut-outs of different white shapes and colours.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Provide white colour shape cutouts/tangrams to children and encourage them to colour the different shapes.

1.

Motivate children to create different types of figures by using tangrams. Ask questions on what figure they have made, what shapes they used?

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

Playing with shape tangrams and making different figures

23

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.

1.

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?

2.

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.

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.

1.

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.

2.

Encourage children to compare their figures and contrast with other children.

3.

Other competencies

addressed

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.

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.

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

23

What materials

will you need?

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

Engage children in a conversation about money. For example, why do we need money, how we use it, where all it is used, etc.

1.

Show children some real notes and coins and ask them to identify and sort it into notes and coins.

2.

Let them keep the coins under a thin paper and rub the crayon from the top of the paper.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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

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.

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.

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

Money Matters: Understand & Transact^24

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.

1.

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.

2.

Let them keep the coins under a thin paper and rub the crayon or pencil from the top of the paper.

3.

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.

1.

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.

2.

Let the children make patterns with coins. For example, 1 , 2 , 5 , 1 , 2 , 5

3.

Let them keep the coins under a thin paper and rub the crayon or pencil from the top of the paper.

4.

Other competencies

addressed

What can be

observed?

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

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

24

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Says/sings
number names
verbally till 5
through rhymes

1.

Make numbers
till 3 with a cloth
or rope or chalk
on the floor. Ask
children to
identify and then
walk on it.

2.

Ask children to
make numbers
upto 3 in sand,
air and water.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

Number Vocabulary: Understanding &
Counting in Correct Sequence

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.

25

Says/sings number names verbally till 9
through rhymes

1.

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.

2.

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.

3.

Make numbers till 5 with a cloth or rope or chalk on the floor.Ask children to identify and then walk on it.

4.

Ask children to make numbers upto 5 in sand , air and water

5.

Sit in a circle with children and count in sequence (forward and backward) till 10 through number rhymes and stories.

1.

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.

2.

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.

3.

Display a number card and ask the child to identify the number and then state the number that comes before and after that number.

4.

Ask children to make numbers upto 10 in sand, air and water

5.

Other competencies

addressed

What can be

observed?

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

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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 Ages 4 - 6

Begin by comparing the sizes of different toys/objects available in the classroom. For example, a big toy and a small ball.

1.

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.

2.

Example- Let the children measure a big block or a table in the classroom using a handspan.

3.

Let them measure the classroom using the footsteps.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Measure and Compare:
Length, Weight and Height

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.

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.

26

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.

1.

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

2.

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.

3.

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.

4.

Other competencies

addressed

What can be

observed?

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

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.

26

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

Provide simple picture puzzles of two to three large parts to children. Encourage children to put these together to form a meaningful whole.

1.

Initiate conversation with the children regarding the picture pieces and the whole picture.

2.

Show pictures/drawing with one part missing/hidden. Motivate the children to guess and place the missing piece/part.

1.

Initiate conversation with the children regarding the missing picture pieces and the whole picture.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

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.

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?

27

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.

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

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.

Playing with jigsaw puzzles:
Complete & Identify Missing Parts

Show pictures/drawing with one to two parts missing/hidden. Motivate the children to guess and place the missing piece/part.

1.

Initiate conversation with the children regarding the missing picture pieces and the whole picture.

2.

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

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Sing simple addition and
subtraction rhymes.

1.

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)

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

How Many Do I Have?:

Give, Take, Divide & Count Objects

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

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.

28

Other competencies

addressed

What can be

observed?

Mathematical skills like the procedure of adding, subtracting and dividing.

Participation skills- how actively they are participating and articulating the answers.

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.

Sing simple addition and subtraction rhymes.

1.

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.

2.

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?

3.

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.

4.

Sing simple addition and subtraction rhymes.

1.

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.

2.

Pose small questions or word problems related to addition, subtraction and division (sum not exceeding 5).

3.

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?"

Targeted Curricular

Goal and

Competency

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

What materials

will you need?

ACTIVITY NAME

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

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.

1.

Reinforce other habits and practices as well with this activity (talk about hygiene, eating habits etc.)

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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

First, Then & After: Sequencing of Events

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.

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

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.

29

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.

1.

Guide children on how to use the vocabulary such as " first, then, after that, and in the end" while sequencing.

2.

Narrate stories to children by showing picture cards and after that motivate them to arrange those cards in the correct sequence of events.

3.

Reinforce other habits and practices as well with this activity (talk about hygiene, eating habits, nature caring etc.)

4.

Other competencies

addressed

What can be

observed?

What materials

will you need?

ACTIVITY NAME

Chart paper/sheets, marker, crayons, pencil,
eraser, scale.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Models & Maps:
Create, Read, Understand

30

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?

1.

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.

2.

Motivate children to draw maps of - way to market from home, way to centre from home and have a discussion around the same

3.

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

4.

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.

5.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

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?

1.

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.

2.

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.

3.

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.

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.

30

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

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

What materials

will you need?

Other competencies

addressed

Targeted

Curricular

Goal and

Competency

ACTIVITY NAME

Flashcards, Paper, Scissor, glu, fevicol, colour,
cardboard, stone

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Take children on a tour outside
to observe different types of
buildings.

1.

Encourage them to discuss the
buildings and the materials used
in their construction.

2.

Discuss the importance of houses and introduce different types like pucca (solid) and kutcha (temporary).

3.

Activity

Variation

Theme Connect

(Example)

Teacher

Notes

Use audio-visual aids to enhance understanding and discussion of different types of houses.

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.

Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.

Let's Construct:
Houses, Bridges, Roadways & More

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.

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

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.

31

Use flashcards to show the picture of different types of houses i.e pucca/ kutcha

1.

Encourage them to talk about the type of house they live in & discuss the materials used.

2.

Show pictures of houses made of bamboo, igloos, etc., and engage in group discussions.

3.

Encourage them to create & colour the houses of their choice and discuss their importance and suitability for different climates.

4.

Use audio-visual aids to extend the lesson and deepen understanding.

1.

Guide discussions on various types of houses and their suitability for different environments.

2.

Engage children in making houses using diverse materials and encourage them to include essential features.

3.

Repeat this exercise for making other structures like bridges, flyovers, roadways, ships, or boats.

4.

What can

be

observed?

What materials

will you need?

ACTIVITY NAME

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.

1.

Discuss if they have seen any of these and if yes, where.

2.

Introduce objects with commonly seen logos on food packets or boxes.

1.

Discuss the meaning and importance of each sign or logo.

2.

Conduct a neighbourhood walk to find and identify logos.

3.

Engage in discussions about where children have seen these signs and why they are important.

1.

Watch Audio Visual resources to reinforce understanding.

2.

Create logo stick cards for each child to use in different settings.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

Connect the understanding of signs and logos to the broader theme of community awareness and safety.

Identify Common Symbols/Logos:

Road Safety, Washroom, Food, Danger etc.

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

Other competencies

addressed

What can be

observed?

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

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.

Children develop habits that keep them healthy and safe
Demonstrates understanding of safety signs and logos in the environment

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

32

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

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.

Clock Quest: Understand & Explore
Concept of Time, Types of Clock/Watch

33

Show different types of clocks and watches to children.

1.

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.

Draw focus of children towards numbers and other features of a clock like hour, minute and second hand.

1.

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.

2.

Activity

Variation

Theme

Connect

(Example)

Teacher

Notes

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.

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?

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.

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

33

Other competencies

addressed

What can be

observed?

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

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.

What materials

will you need?

Other competencies

addressed

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Picture cards and flashcards of objects, birds, animals, fruits and vegetables etc.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 6

Make a circle and spread multiple picture cards and flash cards of objects, birds, animals, fruits and vegetables etc. in the centre.

1.

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.

2.

Motivate children to solve the cue through praises and provide only one simple cue, not specific to an object.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Encourage children to name the object and describe it in one word or a short sentence.

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.

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.

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.

Picture Hunt:
Observe & Match Basis Criteria

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.

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

34

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.

1.

What can be

observed?

What materials

will you need?

ACTIVITY NAME My Family & Me: Introduce,Talk About Self & Family

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Ask the children to tell their names and talk about the different family members they live with.

1.

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?"

2.

Guide children to make a name card of their own with a self-photo. Help them in writing their names as needed.

1.

Ask children to draw a picture with their family members and tell the names and relations of the family members to each other.

2.

They can also draw pictures of their pets.

3.

Plain papers, colours/crayons, strings and a chart paper

Ask children to share their home addresses. They can tell the name of their city/village and area.

1.

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?"

2.

Discuss with them about the responsibilities of respective family members.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

35

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.

Oral language skills, socio-emotional skills such as acceptance and respect towards others & understanding of social relationships.

CG- 4 : Children develop emotional intelligence
C- 4. 1 : Starts recognising 'self' as an individual belonging to a family and community

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) .

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.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Demonstrate by making high and low sounds yourself.
Encourage the children to mimic you.

1.

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.

2.

Ask the children to differentiate between low pitch and high pitch sounds and identify each. For example, the sound of spoon-katori will be higher pitch than spoon on a wooden surface.

3.

Encourage children to share their experience and share their favourite sounds.

4.

Plates, spoon, katori, plastic plate, sand, stones, pebbles, rice puff, rajma, groundnuts, keys, books.

Allow the children to explore the objects, creating their own sounds. Encourage them to experiment with different ways of producing sounds from the objects.

1.

Introduce the concept of voice pitch using whispering, talking, and shouting as examples.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

36

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

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.

Guess the sound:
Create, Recognise & Differentiate

Other competencies

addressed

What can be

observed?

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.

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.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Introduce the game to the children and tell them that they have to guess different things based on the clues.

1.

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)

2.

Let children draw the answers to the riddles.

3.

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)

1.

Ask the children which questions or riddles they found interesting or challenging. Encourage them to share their favourite responses.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

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.

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.

37

Socio-emotional development; positive learning habits; knowing words to carry out day-to-day interactions; understands oral instructions etc.

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

Ensure that every child in the circle contributes one word to describe the picture.
Celebrate the diversity of responses and foster a collaborative atmosphere.

Who am I?: Guess, Identify & Describe objects

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.

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)

1.

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)

2.

Allow children to take turns posing questions to their peers. Let them choose the card they want to describe.

3.

Picture Cards of different objects such as fruits, ice-cream, vehicles, animals etc

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Picture cards or objects with clear and distinct beginning sounds in L1, children's name tags, set of letter cards in L1

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Display some common objects like tap (nal), cup, katori etc. and ask children to identify and name them in their home language.

1.

Introduce the beginning sounds of each object.
Like - /ka/ for katori and /na/ for nal.

2.

Encourage children to repeat the name of the object and its beginning sound.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

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.

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.

38

Socio-emotional development, positive learning habits, knowing words to carry out day-to-day interactions, understands oral instructions and differentiates between sounds.

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

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.

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

Playing with Sounds: Identify &
Differentiate beginning/ending sounds

Let children identify the beginning sounds of objects around them.

1.

From a heap of objects, let children identify items sharing the same beginning sound.

2.

After identifying first sounds of common objects, motivate children to identify the beginning sounds of their names. Like, Kamal's beginning sound is 'ka'

3.

Ask children with the same first sounds to make groups and name more objects with the same sound.

4.

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.

5.

Let children recall and name objects from the beginning sound. Ask questions like, what words begin with /ka/, /ma/ or /pa/?

1.

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.

2.

Once beginning sound segmentation is clear, introduce ending sound segmentation similarly. Provide examples and let children practice identifying ending sounds.

3.

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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 Ages⁵ - 6

Ask children to close their eyes and let them smell objects like a lemon and a rose.

1.

You can pass on the object one by one for each child to smell, and they can take turns guessing.

2.

Encourage children to share their experiences and preferences regarding pleasant and unpleasant smells.

3.

Take children to vegetable and fruit markets and let them observe and identify familiar smells like mint, coriander, kadi patta, rotten vegetables or fruits.

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.

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.

Smell & Tell: Identify,
Distinguish as Pleasant/ Unpleasant

39

CG2 - Children develop sharpness in sensorial perceptions
C2. 4 - Differentiates multiple smells and tastes

Encourage the children to guess smells of certain dangerous/inedible objects, such as rotten eggs, or the smell of spirit on a cotton ball.

1.

Take children on a nature walk and ask them to observe and point out pleasant and unpleasant smells.

2.

Talk about the nose as one of the sensory organs.

3.

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.

1.

Let the children smell and name the object.

2.

Ask them to differentiate between similar smells like flowers and perfume.

3.

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.

4.

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?'

What materials

will you need?

Activity

Variation

Teacher Notes

Targeted Curricular

Goal and

Competency

Theme Connect

(Example)

ACTIVITY NAME

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 Ages⁴ - 5 Ages 5 - 6

Display flashcards featuring
common hygiene tools such as a
toothbrush, soap, and a nail cutter.
Then, ask the following questions:

1.

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?
Engage in a discussion about the
importance of maintaining hygiene
in our daily routine.

2.

Encourage children to participate in the discussion by sharing their own experiences and understanding of hygiene practices.

3.

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.

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.

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.

Health & Hygiene: Discussion on Routine, Body Parts, Tools to Clean

40

CG- 1 : Children develop habits that keep them healthy and safe
C- 1. 2 : Practices basic self-care and hygiene

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.

1.

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.

2.

Display hygiene tool flashcards (comb, toothbrush, soap, nail cutter, slippers, towel, bucket, food cover, clean clothes).

1.

Ask questions like - Where is it found? When is it used? How is it used? Why is it used?

2.

Engage children in a conversation about their daily routines and discuss the importance of maintaining hygiene.

3.

Emphasize the significance of cleanliness for preventing illness and overall well-being.

4.

Other competencies

addressed

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.

Creativity, imagination, aesthetic sense, practices safe use of material and simple tools, demonstrates coordination and flexibility, cooperative behaviour, helpfulness.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

Take children and visit the different community helpers in your neighbourhood and let them ask questions about their profession and the tools they use.

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.

Language skills, self expression, creativity, imagination, practices safe use of material and simple tools, cooperative behaviour, helpfulness.

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.

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.

Our community helpers:
Name, Identify Role, Tools Used

Discuss gender equality among community helpers and question if women can be painters, firefighters, or cricketers.

1.

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.

2.

Emphasize the importance of breaking gender stereotypes and promoting equality in all professions

3.

CG- 4 : Children develop emotional intelligence
C- 4. 1 : Starts recognising 'self' as an individual belonging to a family and community

41

What materials

will you need?

ACTIVITY NAME

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 Display cards of different foods (cooked and raw) and drinks and encourage children to identify and name them.

Example; Rice, Juice, fruits etc 1. Distinguish between edible and non-edible food. Then talk about each edible food/drink- along with its characteristics(taste, colour). 2. Ask children to share about their favourite food item. 3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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.

Food Chart: Name, Identify Taste,
Distinguish as Healthy/Unhealthy

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.

1.

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

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

42

Discuss the idea of daily or occasionally eaten foods- daily foods such as rice, chapati, milk etc versus occasional food like sweets, snacks.

1.

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.

2.

Help children make a picture chart and classify different food items as healthy or unhealthy.

3.

Other competencies

addressed

What can be

observed?

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.

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.

42

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Discuss with children what names do we have for different relatives.

1.

Help children to draw a family portrait.

2.

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.

3.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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.

1.

Discuss in detail what each family member does.

2.

Ask children to perform a role play of their different family members and other children can guess who are they enacting.

If you are conducting this activity where the theme of the month is 'Myself', discuss my family members and their importance.

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.

Family: Talk about relationships,
draw family tree, role-play

43

CG- 4 : Children develop emotional intelligence
C- 4. 1 : Starts recognising 'self' as an individual belonging to a family and
community

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.

1.

Let the children draw a family tree
and paste photos of family
members on it. Also provide
opportunities to talk about their
house.

2.

If a child doesn't have a family
photo then they can simply draw
and tell names of their family
members, etc.

3.

Other competencies

addressed

What can be

observed?

Shows coordination between sensorial perceptions and body movements, starts
recognising self in a family, interacts comfortably and responds positively

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.

Family photo, paper, crayons, colours, chart papers

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Flashcards, chart paper, crayons

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.

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?"

If you are conducting this activity where the theme of the month is 'Me and my Family', discuss my daily routine in it.

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.

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

Daily Routine: Talk, Identify,
Relate to Time of Day & Other Activities

44

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?

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.

1.

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.

2.

Other competencies

addressed

What can be

observed?

Observe children if they have developed some understanding of time, creative and aesthetic skills, imagination, hand-eye coordination.

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.

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Repeat steps from age
3 - 4 and 4-5 activity.

1.

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.

2.

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Introduce basic traffic light
colors using simple visuals
or toys.

1.

Engage children in a game where they match colors to their corresponding traffic light signals.

2.

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.

3.

If you are conducting this activity where the theme of the month is 'Transportation', discuss transports and modes of transports.

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

Road Safety:
Understand & Role Play Rules

45

1 .Repeat steps from age 3-4 activity.
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.

2.

Other competencies

addressed

What can be

observed?

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.

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

The children identify traffic lights and other traffic symbols also such as zebra crossing, follow road safety rules and avoid danger.

Colours, cardboard, tape.

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.

What materials

will you need?

ACTIVITY NAME

Things Around Us: Identify &
Describe fruits, vegetables, animals & birds

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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

1.

Talk about the different characteristics of fruits and ask questions: For Eg:

2.

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?

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

1.

Talk about the different characteristics of vegetables and ask questions: For Eg:

2.

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?

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.

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

1.

Talk about the different characteristics of animals & birds and ask questions: For Eg:

2.

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.

46

46

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.

Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, preserving the environment.

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

Targeted Curricular

Goal and

Competency

Other competencies

addressed

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Language skills, willingness to participate, understands and demonstrates appropriate vocabulary, understands and follows oral instructions etc

Follow the instructions:
Body Movements

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.

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

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

47

1 .Gather the children in a circle
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.

2.

Give the simple instructions to children and observe if they are following the instructions correctly. Gradually increase the complexity of the instructions, like-

3.

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.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Organise circle time with the children.

1.

Encourage them to bring an object from home.

2.

3 .Let them sit in a circle.
Give each child an opportunity to speak a few lines about the object to their friends

4.

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

Who am I? : Touch, Feel & Guess^48

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

Let the children close their eyes. Take an object and hide it behind your back.

1.

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).

2.

3 .Give as many clues as needed until they guess the object.
Once the children have guessed the object correctly, let them describe it
in their own words.

4.

They also have to explain why they guess what it was by talking about its
properties- weight, shape, texture, smell, etc

5.

Other competencies

addressed

What can be

observed?

Shows coordination between sensorial perceptions and body movements, starts
recognising self in a family, interacts comfortably and responds positively

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.

Objects brought from children's home

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.

What materials

will you need?

ACTIVITY NAME

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

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.

1.

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.

2.

Conclude children's experience and share the name of the seasons with the children.

3.

Narrate a rhyme about seasons with the actions and ask children to repeat it.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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.

Explore Seasons:

Name & Understand Characteristics

Repeat steps from age 3- 4 activity.

1.

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.

2.

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

49

Other competencies

addressed

What can be

observed?

Language skills, observation skills, emotional skills, understanding of classification, creativity and imagination and environmental awareness

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.

49

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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.
Introduce the idea of rhyming words using
multiple examples as similar sounding words.

2.

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.

3.

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.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

Finding Rhyming Words:
Recognise, Identify, Create Strings

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

50

Repeat steps from
ages 3-4 activity.

1.

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

2.

Show a few picture cards of rhyming words to children.

1.

Play the following rhyming word games with children.

2.

- Find the odd one out from a set of rhyming words
- Find the pairs of rhyming words from a set of word

Other competencies

addressed

What can be

observed?

Develops socio-emotional skills; creativity; cognitive development; boost imagination; language development; vocabulary building.

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.

What materials

will you need?

ACTIVITY NAME

Picture cards, Letter cards

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4

1

Ages 4 - 6

Provide pictures starting with the same sound- help children recognise the beginning sound- name other objects/words/names from the same sound.

1.

Encourage children to pick pictures of objects starting from particular sound

2.

3 .Sort pictures from heap and classify according to given sound. Encourage children to identify object or picture which is not starting from given sound

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

NA

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

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

51

Encourage children to pick pictures of objects starting from a particular sound and then introduce a symbol of that sound (letter/akshar).

1.

Let the children feel tactile letters, write Letter/ Akshar on air, water, sand, colour on paper, with dough or finger dipped in colour.

2.

Other competencies

addressed

What can be

observed?

Concept development; social skills; memory; vocabulary building; exploration, creativity, physical motor development.

Observe the children's ability to recognise the Sounds/letter/akshara, skill of forming and identifying words and objects.

Recognise Alphabets: Associate common alphabets of L with sound & Identify

What materials

will you need?

ACTIVITY NAME

Props of different setups like festivals and birthday celebration, different attires, accessories, tools of different professionals.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Conduct a role-play activity with dressing-up materials ready (e.g., mustaches, spectacles, sticks, scarves, long shirts).

1.

Encourage children to play roles of family members.

2.

Have other children guess the character being portrayed.

3.

Conduct a role-play activity with materials related to different professions, including use of tools.

1.

Encourage children to play roles of various professionals (e.g., doctor, teacher, watchman, postman).

2.

Have other children guess the character being portrayed.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

Connect with the theme Me and my family and Community helpers and encourage their enacting skills.

52

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).

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.

Encourage children to express themselves.
Respect others' emotions.
Praise for their enacting skills.
Ensure every child's participation.

Role Play: Understanding family,
relationships & professions

Conduct a role-play activity with
materials for different roles.

1.

Decide on setups beforehand,
such as a birthday party or
festival celebration.

2.

Encourage children to take on different roles and enact situations they have experienced or heard about.

3.

Allow for improvisation and creativity in their performances.

4.

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

What materials

will you need?

ACTIVITY NAME

My Colourful India: Explore,
Understand & Appreciate Diversity

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 6

Paste a big political map on the wall, display all the flashcards in the centre and make a semi-circle around it.

1.

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.

2.

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.

3.

Talk about each state by mentioning their name, food, dance, dress, festival etc. and mark or point that state on the map.

4.

Big political map, flash cards of different state's food, dance, festivals, dress etc., folk music in phone of each state

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.

1.

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.

2.

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.

3.

Ensure that all children get the opportunity to share their experiences and discuss all the states of India that children are familiar with.

4.

53

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

Other

competencies

addressed

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.

Oral language skills, listening comprehension, observation skills, socio-emotional skills such as acceptance and respect towards others, understanding of social relationships.

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

53

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

None

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages⁵ - 6

1 .Sit in a circle with children.
Say a word out loud, the child
sitting next repeats that word
and adds one more and then
the next child does the same.

2.

This could be around specific
themes also to build thematic
vocabulary. For Eg: Fruits,
vegetables, community
helpers, animals, insects and
birds etc

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Shows coordination between sensorial perceptions and body movements, recall of words, memory, recalling, cooperation while playing, enjoyment etc

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.

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.

Memory Magic:
Recall Objects, Words & Patterns

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

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1 .Sit in a circle with children.
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.

2.

This could be around specific themes also to build thematic vocabulary. For Eg: Fruits, vegetables, community helpers, animals, insects and birds etc

3.

Other competencies

addressed

What can be

observed?

What materials

will you need?

ACTIVITY NAME

Weeks & Months: Name,
Discuss & Associate Events

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 6

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.

1.

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?"

2.

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?"

3.

Design a display board where the date, day and month can be depicted everyday.

4.

Chart papers, colours/crayons and a calendar

1 .Repeat steps from age 3-4 activity.
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.

2.

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?"

3.

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.

4.

55

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.

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.

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

What can be

observed?

Skills in sequencing, expression ability, observation ability, classification, etc.,
converses fluently, solves simple problems, understands oral instructions.

Targeted Curricular

Goal and

Competency

55

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Akshar cards and picture cards of non-maatra objects

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

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...'

1.

Ensure children are given multiple chances to hear and use different monosyllables and repeat them.

2.

Encourage children to repeat sounds using different monosyllables.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Game of Sounds:
Break, Join & Replace Syllables

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

Inclusion of all children: Introduce all names in children's home languages and allow them to respond in their home language.

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Repeat steps from ages 3- 4 activity.

1.

In a circle, show a picture card of a non-matra familiar object to the children and ask them to name the objects.

2.

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.

3.

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.

4.

Repeat steps from ages 4- 5 activity.

1.

Show a picture card to the children and encourage them to name the object.

2.

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.

3.

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.

4.

Other competencies

addressed

What can be

observed?

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.

Observe if the children can identify the phonemes of the words, either the beginning letter, the middle letter, or the ending letter.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

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.

1.

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.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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

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.

Fine motor skills, Creativity & Imagination, Cognitive Development, Language & Communication skills, Emotional Expression and Cultural Awareness

Understanding Myself:
My Choices/Preferences/Likes/Dislikes

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.

CG- 4 : Children develop emotional intelligence
C- 4. 2 : Recognises different emotions and makes deliberate effort to regulate them appropriately

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.

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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.

1.

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).

2.

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.

3.

What can be

observed?

Other competencies

addressed

What materials

will you need?

ACTIVITY NAME

None

HOW TO CONDUCT THIS ACTIVITY

Follow the instructions:
Find objects as per Instruction

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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.

Targeted Curricular

Goal and

Competency

Theme Connect

(Example)

Teacher Notes

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.

Language skills, willingness to participate, understands and demonstrates appropriate vocabulary, understands and follows oral instructions etc.

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

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

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.

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What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Picture diary or chart paper
Coloured markers
Contact numbers of safe adults (parents, close family members, family friends)

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Conduct a role-playing session where children act out scenarios involving safe adults and strangers.

Connect the theme of safe adults to a broader theme of personal safety and well-being.

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 b talking to children one on one, in pairs or groups based on their comfort

Let's Discuss: Safe Adults Around Us^59

Gather the children in a small group setting.

1.

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.

2.

Share simple stories or situations where a safe adult helped or protected them. Use relatable examples.

3.

Discuss feelings - ask how certain people around them make them feel. Encourage them to share experiences.

4.

Introduce the idea of creating a picture diary. Provide each child with a sheet of paper and colored markers.

5.

Ask them to draw pictures of safe adults, like parents, grandparents, or family friends. Encourage them to include contact numbers if possible.

6.

Emphasize the importance of always having the picture diary with them.

7.

Follow the same steps as for Ages 3-4 but delve deeper into the concept of trust.

1.

Share more detailed stories or scenarios where a safe adult played a crucial role. Relate these situations to the children's experiences.

2.

Discuss the difference between safe adults and strangers. Emphasize that safe adults are people they know very well and trust.

3.

Encourage the children to share their experiences and feelings openly. Use open-ended questions to promote discussion.

4.

Have them create a more elaborate picture diary with additional details and notes.

5.

Continue building on the previous steps, focusing on open communication and trust.

1.

Share more complex stories that involve decision-making and the role of safe adults in guiding them.

2.

Discuss the concept of personal space and boundaries. Teach them about the importance of expressing discomfort to safe adults.

3.

Talk about the characteristics of strangers and why it's crucial to stay away from them, even if they seem kind.

4.

Have the children create a comprehensive picture diary with detailed information about each safe adult.

5.

CG- 1 : Children develop habits that keep them healthy and safe
C- 1. 6 : Understands unsafe situations and asks for help

Emotional intelligence
Interpersonal communication
decision-making.

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.

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

What materials

will you need?

ACTIVITY NAME

What will happen if?:
Think & Apply Reasoning to Situations

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 children ...
.What will happen if/what
will you do if....

1.

For Eg - If we are
discussing on the theme
of "Hygiene" then we ask
the following questions to
children

2.

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

3.

1 .Let children sit in a circle.
Begin a conversation on situations around STEM concepts and the environment.
For Eg:

2.

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

3.

None

Let children sit in a circle and discuss with their peers..

1.

They could begin a conversation on Socio Emotional Learning. For Eg:

2.

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.

3.

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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

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.

Demonstrates willingness and participation in discussions, helps others and responds positively.

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

Targeted Curricular

Goal and

Competency

Other competencies

addressed

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.

What materials

will you need?

ACTIVITY NAME

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

.Engage children in sorting cutouts/pictures of different fruits, vegetables, cooked and uncooked foods, drinks, and outdoor/indoor foods.

1.

Encourage children to sort them based on taste (sweet, sour, salty), color, and whether they are summer or winter foods.

2.

Discuss where each food grows (underground, trees, plants, etc.).

3.

Encourage children to talk about their personal food preferences, likes, and dislikes.

4.

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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

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

Exploring Food:
Types, Tastes, Preferences, Nutrition

1 .Repeat Step of ages 3- 4.
Ask children to match raw fruits and vegetables with their cooked counterparts. Also talk about change of taste, texture, and appearance of food.

2.

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.

3.

Let children do food-themed art and crafts activities, such as making fruit prints using sliced fruits as stamps or creating vegetable collages.

4.

Repeat Step of ages 3-4 and 4 - 5.

1.

Take children on a nature walk to identify edible plants and discuss their nutritional value.

2.

Introduce basic cooking techniques through simple recipes that children can help prepare.

3.

Introduce children to different local foods, both national and international, through pictures and discussions.

4.

Other competencies

addressed

What can be

observed?

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.

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.

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What materials

will you need?

ACTIVITY NAME Stamp & Print: Fruits & Vegetables Create & Guess impressions

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Collect and bring objects from the immediate environment (like leaves, twigs, and flowers) and assist children in identifying and naming their natural shapes.

1.

Dip these materials in locally sourced colours/dyes and let the children stamp them on the paper.

2.

Collaboratively create a group artwork by combining individual stamped shapes on a large sheet of paper.

3.

Provide each child with their own set of natural materials and ask them to independently stamp shapes on their individual papers.

1.

Ask them to identify and describe each natural shape.

2.

Collaboratively create a large-scale artwork by combining individual pieces.

3.

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.

Introduce the concept of noticing and describing details of locally available materials.

1.

Encourage children to notice and describe specific details of the natural shapes they are using.

2.

Provide a variety of locally available materials and collaboratively create a mural on a wall or a floor rangoli, emphasising collaboration and teamwork.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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

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Connect the activity to a theme like "Nature in Our Neighbourhood" and discuss common natural shapes found in the local environment.

Observation, Aesthetic sense, Teamwork, Self awareness and Physical motor development.

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

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.

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.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Encourage the children to draw simple shapes and familiar objects such as their favourite toys, animals or family members.

1.

Ask simple questions about their drawings, such as "What did you draw?" or "Tell me about the colours you used."

2.

Use positive reinforcement and praise to acknowledge their efforts & creativity.

3.

Continue with paper & crayons, introduce watercolours for experimenting.

1.

Ask simple questions like- "How does your drawing make you feel?"

2.

Old newspapers, paper sheets, crayons, paintbrushes, water bowls, aprons, newspapers.

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?"

1.

Encourage group activities, have children collaborate on a mural or group project.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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

Artistic Adventure: Free Painting & Drawing^64

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.

Other competencies

addressed

What can be

observed?

Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships, preserving the environment.

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.

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What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Encourage children to feel the texture of the sand and clay dough, exploring the materials with their hands and fingers.

1.

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.

2.

Guide them to use twigs, flowers, colour, etc., to decorate their creation.

1.

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.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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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.

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

Sandy Discoveries: Free Sand Play

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.

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.

Other competencies

addressed

What can be

observed?

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.

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.

What materials

will you need?

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

Guide them to practise
cutting and pasting,
adding more intricate
details & personalization
to their storage boxes.

1.

Encourage them to
share stories or
narratives related to the
items they choose to
store in their
personalised boxes.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

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.

66

Creativity and imagination, hand movement, precision and control, hand-eye coordination, differentiates shapes, colours; patterns.

CG- 1 : Children develop habits that keep them healthy and safe
C- 1. 3 : Keeps school/classroom hygienic and organised

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.

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.

My Storage Box: Decorate &
Create Personal Storage Box

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.

1.

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?"

2.

Prompt them to share stories or narratives related to the items they choose to store in their personalised boxes

3.

Provide each child with a shoe box/ cardboard box.

1.

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?"

2.

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?"

3.

will you need?

ACTIVITY NAME

Newspaper, origami paper, glue, scissors, old magazines, etc.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Guide the children to tear sheets of paper into small pieces.

1.

Help them crumple the pieces into small paper balls.

2.

Encourage them to dip the paper balls into the paints and then paste them within the animal outlines.

3.

Prompt them to identify the animals & the colours they are using.

4.

Introduce more intricate animal outlines, encouraging the children to focus on smaller details and patterns.

1.

Discuss the habitats of the animals, promoting awareness of different environments and animal characteristics.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

You can use this activity while talking about 'Animals & their Shelters', or use outlines of fruits or vegetables during 'Food' theme.

67

Fine motor skills, cognitive growth through animal identification and colour choices, social skills through collaboration & language development through discussions about their creations.

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.

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.

Paper Ball Mosaic: Make & Paste
Paper Balls on Different Drawings

Encourage the children to create a background for their animal collages, depicting the animals in their natural habitats.

1.

Discuss the unique features and behaviours of the chosen animals, prompting the children to narrate short stories or descriptions about their collages.

2.

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

What materials

will you need?

ACTIVITY NAME

Paper / newspaper, handkerchief, napkin, towel,
colours

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Provide children with napkins
and handkerchiefs.

1.

Let them fold these in one or
two folds.

2.

Share bigger such objects like
towels and encourage children
to do 2 or more folds of these.

3.

Provide children with paper /
newspaper.

1.

Let them fold these in two to
three folds.

2.

Encourage children to make
simple and easy to make objects
like boats, birds, caps, fish, ice
cream etc. and colour them.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Children will draw scenarios using different colours on paper. Encourage children to paste their paper folding in the scenarios and talk about it.

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.

68

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

Origami Fun: Paper Folding

Provide children with paper / newspaper.

1.

Let them fold these in three or more folds.

2.

Encourage children to make simple and easy to make objects like boats, birds, aeroplanes, fish, ice cream, flowers etc. and colour them.

3.

(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

Active Exploration: Observe children engaging senses in the environment, e.g., touching and noticing finer details of the objects while creating them

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.

Other competencies

addressed

What can be

observed?

What materials

will you need?

ACTIVITY NAME

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

Provide face masks to the little ones.

1.

Encourage them to identify animals, make sounds, and mimic their walk.

2.

Foster a playful atmosphere as they engage in imaginative animal play.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Visit to a farm, to talk, observe and discuss about care of farm animals.

Animals

Language skills, artistic skills, general knowledge about habitat/other information of animals, classification skills

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

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

Animal Face Mask: Create & Role Play

Equip children with stencils to draw and color their animal face masks.

1.

Initiate a conversation about habitat, food preferences, and classification.

2.

Encourage creative expression through the creation of two-dimensional artworks.

3.

Distribute pre-cut face masks and drawings of various foods/food toys.

1.

Prompt the children to identify, color, and sort the face masks based on animal food habits.

2.

Facilitate discussions on animal habitats, food, and the classification of animals as domestic or wild.

3.

69

(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

What materials

will you need?

ACTIVITY NAME

- 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

Revisit the conversation on helpers via discussion.

1.

Identify the helpers using flashcards.

2.

Create a thank-you card using crayons and basic decorating materials.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Step out into the community to distribute the crafted cards. Encourage children to greet and express gratitude to people within the community.

Our Community Helpers

Language skills, emotional skills such as empathy towards helpers, understanding of social relationships, sensitization towards the helpers, creativity skills

Emotional responses during discussions about helpers
Vocabulary development in relation to community helpers
Creativity and innovative ideas expressed through card-making

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.

Thank You Card-Gratitude to Our Helpers

Draw detailed pictures of helpers and their tools on the thank-you cards.

1.

Decorate with flowers, leaves, beads, glitter, stickers

2.

(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

Match the helpers with their different tools using flashcards.

1.

Make a personalised thank you card with images of specific helpers. Decorate with flowers, leaves, beads, glitter, stickers.

2.

70

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Show children pre-cut fruits and
vegetables, prompting them to
recognise each.

1.

Talk about the taste, colour, smell
and then their favourite fruit and
vegetable.

2.

Provide children with chaat. Ask
about the mixed taste of the
chaat, exploring their senses.

3.

Identify foods which can or can not be eaten by using pictures Also about how
different foods are eaten differently.

Fruits and vegetables

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.

Let's Cook: Make Fruit and Vegetable Chaat^71

(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

Ask children to make their own chaat in their own bowls by adding salt and pepper too.

1.

Ask to help 3-4 and 4-5yrs olds in making chaat.

2.

Ask about the taste, texture, smell.

3.

Talk about the taste, texture, smell, colour and anything they know about the benefits of eating them

1.

Guide children to wash and cut the produce independently, stressing the importance of cleanliness.

2.

Facilitate a collaborative effort in making chaat, allowing 5- 6 - year-olds to assist and take a leadership role.

3.

addressed

What can be

observed?

Perceptual skills (taste, smell, colour), Language skills

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

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Set a one-minute timer for everyone to make as many sticks as possible.

1.

Compare the number of sticks made by you and the children.

2.

Discuss concepts of most, more, and less.

3.

ACTIVITY NAME

Clay

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Roll a clay stick and demonstrate its length.

1.

Encourage children to roll sticks longer than yours.

2.

Discuss concepts of more and less while comparing the number of sticks.

3.

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.

Our environment

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)

Fun with Clay: Compare Creations
using Relational Vocabulary

72

(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

Roll another stick and ask them to create more sticks than you did.

1.

Ask about who has less, who has more.

2.

Other competencies

addressed

What can be

observed?

Language, artistic, quantitative comparison, participation skills

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

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Explore a variety of ingredients and tastes, encouraging curiosity.

1.

Facilitate the preparation of dishes like laddoos and bhhelpuri.

2.

Discuss food safety and nutritional aspects.

3.

Share a list of simple non-fire recipes for them to try at home.

4.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Introduce food items like banana, lime, and salt.

1.

Encourage them to guess the taste by smelling it.

2.

Have children taste the item
and share if their guesses were
correct or not.

3.

Make fruits and vegetables sandwiches, meanwhile talking about hygiene and
washing hands before cooking. Eat and enjoy together.

Food/Fruits and vegetables/health and safety(only in activity variation)

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

Food Magic:
Recognise Smell, Taste, Texture & Cook

73

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

Have children close their eyes
and guess the food item by
smelling it.

1.

Emphasize hygiene, instructing
children to wash hands.

2.

Guide them in preparing simple
dishes like sandwiches,
discussing tastes and textures.

3.

Foster a collaborative environment as they enjoy the prepared dishes together.

4.

Other competencies

addressed

What can be

observed?

Language skills, socialisation, self care and hygiene, differentiates smell and taste, like/dislike, preferences.

Accuracy in identifying tastes
Activity enjoyment
Differentiating between tastes
Identifying tastes—sweet, salty, bitter, spicy, etc.

Common fruits, vegetables and condiments—
salt, pepper, lime, orange, banana, mango,
cucumber, tomato, onion, coriander, bitter
gourd etc.

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Allow children to decorate a shoe or gift box using tearing and pasting.

1.

Provide various coloured papers and guide them in expressing creativity within the boundaries of the box.

2.

Encourage conversation on shapes and colours while they work.

3.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Draw a simple, spacious outline on a large sheet of paper.

1.

2 .Apply glue within the outline.
Provide coloured papers to children and encourage them to tear and paste within the outlined area.

3.

Ask children to draw any outline/drawing of their own choice and then do tearing - pasting activity.

Animals, Colours

Allow children the way they want to do
Give space to their imagination and creativity

Artistic Adventure: Tearing and Pasting⁷⁴

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

Draw an outline of an animal or
object on a large piece of paper.
Put glue on it.

1.

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.

2.

Other competencies

addressed

What can be

observed?

Creativity and imagination, hand movement, precision and
control, hand-eye coordination, differentiates shapes, colours.

The child's ability of tearing and pasting ,
Understanding of oral instructions
innovation in doing the activity
working imaginatively.

Large sheets of paper, coloured paper/ origami
sheets, glue & some decorating material
(beads, ribbon etc.).

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Initiate a free conversation about what children have observed on their way from home to school, including animals, birds, vehicles, and people.

1.

Talk to the children about different animals and their homes.

2.

Encourage them to make any type of house using clay.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

Shelter

Encourage and accept all children's responses regarding comforting things in their homes.
Facilitate discussions on empathy towards animals and birds.

Language skills, emotional skills such as empathy towards animals and birds, understanding of social relationships.

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.

Shelter: Talk About Need &
Create Using Different Materials

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

75

Discuss the differences between human and animal shelters.

1.

Facilitate a conversation about the comforting things needed in a house.

2.

Provide craft materials like clay, stones, hay, and sticks to build human homes and animal shelters.

3.

Show children pictures of some animals' houses and ask them to recognize them.

1.

Use clay to make houses of different animals, like nest, dog kennels.

2.

Flashcards of different animal, bird, human shelters; Craft materials like clay, stones, leaves, hay, twigs, bricks etc.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Show illustrations of simple tools like a TV, remote, or mobile and discuss their basic function.

1.

Provide soft, colourful clay to children and encourage them to mould it making the tools.

2.

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?"

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Encourage children to create tools by moulding clay and encourage children to perform socio-dramatic play by using the tools.

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.

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.

Create with Clay: Make Different
Tools, Discuss & Use for Role-play

Show illustrations of other tools
like a washing machine, grinder,
stethoscope etc and discuss
their uses and basic functions.

1.

Provide soft, colourful clay to
children and encourage them to
mould it making the tools.

2.

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?"

3.

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

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Show illustrations of other tools
like a laptop, camera, or printer
and discuss their uses and basic
functions.

1.

Provide soft, colourful clay to children and encourage them to mould it making the tools.

2.

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?"

3.

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

Other competencies

addressed

What can be

observed?

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.

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.

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What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

1.

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.

2.

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.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Start a game by asking children to imitate you while clapping at varying speeds i.e. fast, slow.

1.

Repeat this same activity with different bodily movements like clapping, tapping, walking etc.

2.

Encourage children to produce sounds by different body movements.

3.

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.

Lets Dance!: Create body movement patterns & perform to fast/slow beats

77

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

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.

1.

Children repeat the moves in the same order with two varying tones / tempo. The tune can be played on mobile or any musical instrument.

2.

Other competencies

addressed

What can be

observed?

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.

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.

Dholak/drum, dafli, music on mobile

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.

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Cut out the top section of two different vegetables (say, lotus stem/capsicum and ladyfinger) for printing on paper.

1.

Instruct children to use different colours
(like, red colour for lady finger and green
colour for lotus stem)

2.

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)

3.

Discuss the possibility of extending the
pattern on both sides of the paper.

4.

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.

Teacher Notes

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Provide children with three
red, three blue, and three
yellow beads along with a
thread.

1.

Ask them to arrange the beads in a certain pattern by putting into thread , say, red, blue, and yellow and then repeat the sequence.

2.

Encourage them to explore different arrangements of beads.

3.

Connect the theme with nature and fruits and vegetables and encourage experimenting with making patterns.

Emphasise the use of non-toxic colours/dyes.
Foster a sense of appreciation for the environment.
Praise children for their efforts.

Fun with Patterns: Create Art/Craft/
Beading/Body-Movement Patterns

78

Give children sheets of paper in three colours (say red, blue and yellow) and ask them to tear strips.

1.

Guide them to paste the paper strips in various colour patterns on the paper.

2.

Other competencies

addressed

What can be

observed?

Language development, social skills, aesthetic and creative development, fine muscle coordination, musical understanding, attention, memory work collaboratively, observation, innovation.

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

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.

Beads of three different colours, thread, three coloured sheets, vegetables, non-toxic colours/dyes, water, bowls or plates for colours, adhesive, paper sheets

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Take children to a nature walk.
Collect different materials from the immediate environment (like leaves, twigs, paper ball, thread etc).

1.

Dip the collected materials in paint colours and let children stamp them on the sheet of paper.

2.

3 .Discuss what they have created.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Encourage children to look at each others' drawings and guess which objects have been used for stamping.

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?

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.

Observation, Aesthetic sense, Team-work, Self awareness and Physical motor development.

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.

Stamping & Painting: Things Around Me

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

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On a nature walk, collect materials of different shapes (square, triangle, circle, oval, star, etc.).

1.

Dip materials in paint colours and let children stamp them on paper.

2.

Encourage sharing, discussing colours, materials, shapes, and patterns used.

3.

Conduct a nature walk, collecting different materials from the environment.

1.

Ask children to dip materials in paint colours and stamp them on paper.

2.

Encourage sharing and discussion about colours and materials used.

3.

Paper sheets, some locally available materials (leaves, twigs, fruits, and vegetables), paint colours or turmeric powder, kumkum, bowl of water, paintbrushes, hardboard as base

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Emotion cards, paper, crayons, face cutouts

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Provide children with different emotion cards.

1.

Present some situations and children will pick the emotion card for how they feel for the situations.

2.

Situation may be presented as how you'd feel when- your icecream drops, you receive a gift, your grandparents visit you etc.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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

Connect the activity with themes like "Me and My Family" and accept children's social experiences as well as their ways of expression.

Listen to children's experiences and their connection with situations.
Give situations as per children's understanding level.
Encourage their level of expression.

Identify, Draw & Share Feelings

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

Provide face cut outs to children
and give different situations

1.

Encourage children to draw on
the face cutouts to represent
how they would feel in each
situation.

2.

Have conversations about the
children's responses, drawings
and their reasons for feeling that
way.

3.

Provide children with paper and
crayons and give them different
situations.

1.

Instruct children to draw on the
papers with crayons to represent
their feelings for each situation.

2.

Have each child give a random
situation to another child, and
then they can all draw their own
feelings on the paper.

3.

Encourage discussion and sharing
of feelings among the children.

4.

Other competencies

addressed

What can be

observed?

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.

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

What materials

will you need?

ACTIVITY NAME

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

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.

1.

Collect responses from children on different uses and help them create objects using the materials provided.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

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.

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.

Wonders in our Bin: Reuse &
Recycle Safe Waste Creatively

CG- 1 : Children develop habits that keep them healthy and safe.
C- 1. 3 : Keeps school/classroom hygienic and organised.

81

Engage children in a discussion to identify objects that are consumable and non-consumable.

1.

Encourage children to share ways to recycle non-consumable objects into potted plants, storage spaces, puppets, paper mache, etc.

2.

Provide materials and supervise as children create these objects.

3.

Discuss with children the difference between biodegradable and non-biodegradable objects.

1.

Ask children to sort the objects into categories and dispose of them accordingly.

2.

Introduce the concept of a compost pit and explain its purpose in simple language.

3.

Encourage children to follow up on the compost pit regularly.

4.

Other competencies

addressed

What can be

observed?

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.

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.

What materials

will you need?

ACTIVITY NAME

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

Draw dotted lines of primary shapes (circle, square, triangle) on old magazines or newspapers.

1.

Provide child-friendly scissors and demonstrate how to cut along the dotted lines.

2.

Encourage children to identify the shapes or object names and discuss them.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Share pictures of different objects and encourage children to cut and color them while initiating conversations around the objects.

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.

Fun with Pictures:
Cut/Tear Along the Outline

82

Introduce objects from different themes like animals, birds, vegetables, fruits, transport, household objects, and play objects.

1.

Draw dotted lines of objects related to each theme on the paper and provide child-friendly scissors to cut along the lines.

2.

Encourage children to identify the shapes or objects and talk about them.

3.

Repeat the activity with more complex shapes and objects, reinforcing what was done during the week.

1.

Provide options for children to paint the cutouts using colours or create collages by pasting bits of colorful papers.

2.

Encourage creativity and imagination while discussing the shapes and objects.

3.

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.

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

What can be

observed?

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).

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?

What materials

will you need?

ACTIVITY NAME

Steel Katoris, Sticks / spoons, cardboard, glue,
stones, ghungroos, rice / lentils

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Fill bottles with lentils,
stones, or rice grains and
seal them securely.

1.

Let children shake the
bottles to create free music.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Show children picture cards or real-life musical instruments and encourage them to identify the process of using these instruments.

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.

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.

Music Patterns: Create, Compare-
High/Low Pitch, Loud/Soft Sounds

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.

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Fill bottles with lentils, stones, or rice grains, and seal them securely. Alternatively, fill steel bowls with different levels of water.

1.

Guide children to shake the bottles and strike the steel bowls filled with water with sticks/spoons.

2.

Encourage children to produce different patterns of sounds.

3.

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.

1.

Other competencies

addressed

What can be

observed?

Language skills (vocabulary related to animals/birds/insects), Memory skills (recalling different sounds), Use of senses for active exploration while feeling and creating music.

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?

What materials

will you need?

ACTIVITY NAME

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

Provide children with tactile cards of different lines and encourage them to feel and guess the type of lines.

1.

Help them create straight, curved, and zigzag lines using materials like clay, chalk, or crayons.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Introduce the concept of straight, curved, and zigzag lines in writing numbers and letters of the alphabet.

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.

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.

Fun with Lines: Identify & Create-Curved, Zig-zag, Straight Lines

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

Provide children with different materials like clay, sand, paint, and colors. Instruct them to make straight, curved, and zigzag lines using these materials.

1.

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.

2.

Repeat the previous activity of creating lines with various materials.

1.

Give children dotted lines on paper and ask them to trace them with thick crayons to reinforce their understanding of line types.

2.

Other competencies

addressed

What can be

observed?

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.

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.

What materials

will you need?

ACTIVITY NAME

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

Collect a few objects from surroundings which will serve as stencils. Identify the object and its shape with children.

1.

Encourage children to trace those objects in the mud/ paper with the help of crayon and talk about it.

2.

Encourage children to make rangoli designs by tracing different shapes and talk about the design like which figures are repeating?

1.

Ask children to decorate the outlines with stones, dry leaves etc.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Children will draw pictures using different stencils/objects on paper. Encourage children to colour within the outlines using crayons and paint colours.

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.

85

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

Fun with Shapes: Draw, Colour,
Trace & Paint Shapes

Encourage children to make rangoli designs by tracing different shapes and talk about the shapes used in the design like which figures are repeating?

1.

Ask children to colour within the outlines of each shape and decorate the outlines with stones, dry leaves etc.

2.

Repeat this activity with a combination of objects.

3.

(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

What can be

observed?

Observation, Aesthetic sense, Team-work, Self awareness and Physical motor development.

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.

85

What materials

will you need?

ACTIVITY NAME

Rangoli powder, grass, stones, paints, safe mirrors, bottle caps, leaves, pulses, painted stones

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Make a simple rangoli outline on the floor with 4 - 5 sections.

1.

Ask children to fill colours in it following a simple pattern like red, yellow, then repeat.

2.

Help children complete the rangoli by guiding them through the process.

3.

Floor Art: Rangoli
(Shapes, Pattern & more)

86

Make a rangoli outline on the floor with different and particular shapes and designs repeated.

1.

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.

2.

Make a rangoli outline design with chalk on the floor.

1.

Ask children to fill it with colours and locally available materials, encouraging creativity and imagination.

2.

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.

3.

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Make state-specific rangolis with children to explore cultural diversity and traditions.

Connect the activity with the theme of Festivals and Celebrations to enhance children's knowledge of different state-specific decorations and aesthetic sense.

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.

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

What can be

observed?

Cooperation and peer interaction.
Motor skills development, including fine motor hand movements and eye-hand coordination.

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

What materials

will you need?

ACTIVITY NAME

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

Help children recognise and name common places in their neighbourhood (e.g., houses, parks, schools, playgrounds).

1.

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?).

2.

Let's Create:
Common spaces in neighbourhood

87

Assist children in creating simple pictures or models of neighbourhood spaces using basic craft materials (e.g., paper houses, cardboard parks).

1.

Encourage children to express their thoughts and observations about their surroundings (e.g., What do you like about the playground?).

2.

Guide children in creating more detailed models of neighbourhood spaces using a variety of craft materials (e.g., clay houses, fabric parks).

1.

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?).

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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").

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).

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!").

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

What can be

observed?

Teamwork and cooperation, Critical thinking and Spatial reasoning skills.

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?").

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Stationery

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Gather all the children in a circle and discuss different festivals in a simple and inclusive manner.

1.

Ask children to create a card for their favorite festival.

2.

Provide assistance to children in making their cards, ensuring they feel involved and valued.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Allow children to organize a mock celebration for a festival or special occasion, assigning different roles and responsibilities to each child.

Connect the activity with the theme of Festivals and Celebrations to promote cultural awareness, diversity, and inclusivity.

Develops creativity, socio-emotional development, addresses diversity and cultural integration, and language development.

Festivals:
Celebrate & Learn/ Appreciate Diversity

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.

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

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.

88

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.

1.

Encourage them to share their drawings and describe them to the group.

2.

Engage children in a discussion about the significance of different festivals, highlighting values and lessons learned from each celebration.

1.

Encourage children to exchange drawings they made with each other and guess what each drawing represents.

2.

Provide opportunities for children to express their creativity through various mediums such as drawing, colouring, verbal expression, writing etc.

3.

Other competencies

addressed

What can be

observed?

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Discuss with the children the rules they would like to have in their classroom.

1.

Show flashcards or pictures illustrating some rules, such as throwing garbage in the dustbin, speaking by raising hands, walking in a queue, etc.

2.

Note down the rules shared by the children on the chart paper.

3.

Repeat the process of discussing rules and noting them down on the chart paper.

1.

Show flashcards or pictures of rules and encourage children to draw icons representing these rules and color them

2.

Discuss classroom rules with the children and note down their suggestions on the chart paper.

1.

Show flashcards or pictures of rules and guide children to draw icons representing these rules and color them.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Making Classroom Rules Poster/Wall

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

Other competencies

addressed

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.

Language development, Cognitive development & Socialisation.

A big chart paper, a marker, flashcards showing icons like throwing garbage in dustbin, raising hands etc

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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

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Provide children with objects and packaging materials.

1.

Encourage them to touch, feel, and describe the texture of the material inside (e.g., hard, soft, rough, smooth) and the objects provided.

2.

Assist the children in unpacking and then repacking the objects using newspaper.

3.

Wrap It Up:
Shapes, Boxes, and Decorations

90

Provide children with objects of different shapes (e.g., ball, small box, conical cap) to pack with newspaper.

1.

Discuss which objects were easy or difficult to pack and how their shapes were different from others.

2.

Assist the children in unpacking and then repacking the objects using newspaper.

3.

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.

1.

Discuss which objects were easy or difficult to pack and how their shapes were different from others.

2.

Assist the children in unpacking and then repacking the objects using newspaper.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

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

What can be

observed?

Language skills, socialisation, sensorial perception, understands oral instructions, converses fluently, explores and plays with a variety of objects, works collaboratively.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Sit with children in a circle
and place a bowl with
picture cards in the centre

1.

Each child will take turns,
pick one picture card and
tell what is happening in
that picture.

2.

Recite rhythmic songs
relating to picture cards.
Children can repeat and
colour the flashcards during
this activity.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Encourage children to create their own rhymes and songs and have them create illustrative flashcards.

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.

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

Make your own rhyme/song

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

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

Active participation in the creative processes.
Language development - rhythm, use of vocabulary, facial expressions.

91

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.

1.

Other competencies

addressed

What can be

observed?

What materials

will you need?

Other competencies

addressed

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Newspaper, bowl, plate, water colours, paint
brushes, glue, water

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Give children paper mache
paste made from dipping
newspapers/ used paper in
water.

1.

Ask them to use the paper
mache and spread it on a
plate in the form of a sheet.

2.

Leave the sheet to dry and
later ask children to
observe the sheets made
by them.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Ask children to create sceneries, puppets using paper mache. Children can be encouraged to create stories using these.

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.

Eye-hand coordination, expressing emotions, spatial sense creativity, explores and plays with a variety of material.

Craft & Creativity:
Create Paper-Mache Art & Objects

Encourage children to create different objects, utility materials out of these.
Assist children in making effective use of these materials.

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

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.

92

Give children strips of paper and ask them to dip them in water for sometime to form paper mache.

1.

Encourage them to develop different art objects and sculptures using paper mache and glue. You can suggest themes around which they can develop these.

2.

Display the objects made by children and encourage a discussion around it.

3.

Give children sheets of paper and ask them to create paper mache.

1.

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.

2.

Display the objects made by children and encourage a discussion around it. You can also ask children to paint these sculptures using colours.

3.

What can be

observed?

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

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).

1.

Rotate the object and help them notice if their observation has also changed or not.

2.

Emphasise that one object can have different perspectives.

3.

Draw What You See:
Perspective Based Drawing⁹³

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.

1.

Ask them to draw the object how and from the place they see it.

2.

Engage in a conversation with different drawings by children and how they are different from one another.

3.

Divide children into groups and place one 3-D object (cuboidal box, conical cap, big dice etc) in front of each group.

1.

Encourage to draw the object how and from the place they see it without changing its position.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

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

What can be

observed?

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.

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.

What materials

will you need?

Other competencies

addressed

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Blank sheets, colours, brushes, crayons,
glue

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Discuss with children their favourite stories of all times.

1.

Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their personal book.

2.

Encourage children to share their story books with their peers.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

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.

Little Authors:
Design your own picture book

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.

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)

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

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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.

1.

Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their book.

2.

Encourage children to share their story book with their peers.

3.

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.

1.

Provide children with a few sheets of paper and ask them to draw the whole story in the pages and complete their book.

2.

Encourage children to think of a title to their stories, put page numbers and share their story book with their peers.

3.

What can be

observed?

What materials

will you need?

ACTIVITY NAME Keep Me Where I Belong: Sort & Store Objects Appropriately

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Invite children to an engaging play area setup and encourage free exploration while emphasising the importance of organisation.

1.

Guide them in placing items back in designated spots after playtime.

2.

Introduce a task of disposing vegetable peels or waste paper in the dustbin.

1.

Facilitate a group discussion on the significance of cleanliness.

2.

Discuss the positive impact on personal and collective well-being.

3.

Empty Cartons, Shoes, Old Magazines & Newspapers, Utensils, Toys, Vegetable Peels, Gum, Chart.

Guide children in creating visual charts showcasing proper places for items.

1.

Facilitate a discussion on the benefits of maintaining order.

2.

You can also ask children to create organising spaces for classroom objects using empty carton boxes, newspapers etc.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Extend the lesson to involve a corridor or school ground decoration and cleanliness drive, aligning with the Swachh Bharat Abhiyan initiative.

95

This activity can be combined with routine activities like indoor play, craft work etc. wherein children practise organisation skills and maintain daily hygiene.

Language skills, Cooperation skills, Understanding of social relationships, Empathy about maintaining cleanliness.

CG- 1 : Children develop habits that keep them healthy and safe.
C- 1. 3 : Keeps school/classroom hygienic and organised.

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.

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.

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Invite children to the garden area and demonstrate how to plant a sapling using the gardening equipment.

1.

Engage in a discussion about plant care, including watering, adding manure, and removing weeds.

2.

Help children identify 3- 4 plants or trees.

1.

Facilitate a discussion about the parts of the plant and reasons for providing water and manure.

2.

Sapling, Child-sized gardening equipment, art material, Flash card, Visual aid.

Using visual aids introduce the concept of shrubs, herbs & trees using flashcards.

1.

Encourage children to colour pictures of plants and participate in discussions about different plant types, their need for survival.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Extend the lesson to visit the kitchen garden and farm to discuss care of plants and animals.

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.

96

Language skills, Cooperation skills, Understanding of social relationships, Kindness, mutual respect & empathy

CG- 4 : Children develop emotional intelligence.
C- 4. 6 : Shows kindness and helpfulness to others (including animals, plants) when they are in need

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.

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.

Grow a Plant: Nurture,
Understand Parts & Function

What materials

will you need?

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Create different shape and colour cut-outs using paper.

1.

Distribute these cut-outs
among children.

2.

Encourage them to pick
a cut-out & talk about its
colour and shape.

3.

Divide the children into two
groups and have them
collect 5 different materials
inside the classroom.

1.

Each child from a group
should talk about the shape
and colour of the materials
they collected.

2.

Discuss the shapes &
colours of other materials in
the classroom.

3.

Divide the children into two
groups and take them to the
playground to collect 6 items of
different shapes and colours.

1.

Each child should talk about the
colours and shapes of the items
they collected.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

Extend the lesson to sorting items by shape, making and extending patterns using the shape cut-outs, and drawing incomplete shapes into complete ones.

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.

97

Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.

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.

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.

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.

Scavenger Hunt:

Find Objects of Different Colour &/or Shape

Shape and colour cards, Paper, Crayons, Chalk,

Items of different shapes and colours in the classroom.

What materials

will you need?

ACTIVITY NAME

No special material is required, you can use objects in the classroom to create sounds.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages⁴ - 5 Ages⁵ - 6

Invite children to assemble outside of the classroom.

1.

Encourage children to listen to the sounds like traffic sounds, bird chirping, dog barking etc.

2.

Prompt them to differentiate the animal, birds and human sounds.

3.

Engage the children in comparing two sounds to determine which is soft and which is loud.

1.

Discuss the sounds they hear in the morning and whether they are loud or soft.

2.

Introduce rhymes and songs in different pitches, and encourage the children to identify high and low-pitched sounds.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

The Musical Instrument available in the Anganwadi encourages children to play simple instruments.

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.

98

Sense of sound, Memory, Environmental Awareness, Joy & Enjoyment, Appreciation of Sound & Music.

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.

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.

Loud or Soft: Identify sounds,
Distinguish & Create Different Pitch Sounds

Continue the discussion on high and low-pitched sounds, emphasising rhythm and tempo.

1.

Encourage the children to sing local songs at different pitches.

2.

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

What materials

will you need?

ACTIVITY NAME

Water bucket, Soap Towel, Sequence cards,
Dummy fruits & vegetables.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Guide children to wash their hands with action and reciting poems.

1.

Discuss the benefits of hand washing.

2.

Discussion around steps of handwashing.

1.

Create a sequence card demonstrating all the steps of hand washing & invite children to arrange them in the correct order of hand washing.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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

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'.

99

Development of healthy habits, Fine motor development, Vocabulary development, Understanding cause & effect of hygiene & Self-care awareness.

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?

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.

Clean, Clean, Clean: Learn Why,
When & How About Washing Hands

Provide children with dummy
vegetables & fruits in
separate groups.

1.

Encourage them to wash
these properly.

2.

Discuss the necessity of
washing fruits and vegetables
before eating.

3.

CG- 1 : Children develop habits that keep them healthy and safe
C- 1. 3 : Keeps school/classroom hygienic and organised

What materials

will you need?

ACTIVITY NAME

Flashcards with images of animals, birds, insects,
fruits, vegetables, domestic animals, and wild
animals.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Begin by gathering
children in a small group
setting.

1.

Show flashcards of animals
and fruits/vegetables.

2.

Call out the name of each
item, asking children to
point and recognise.

3.

Guide children in sorting
the flashcards into these
categories.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

You can link this activity with different themes, like talking about things found in 'Home', 'School', 'Market', 'Park/ Garden', 'Plants & Animals' etc.

Fine motor skills, Sorting, Classification, Observation & Communication skills.

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.

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.

Nature Exploration:

Categorize pictures/objects in groups

Introduce the concept of domestic and wild animals.

1.

Ask the children to create two subcategories within the broader category of animals- domestic and wild.

2.

Encourage them to explain their reasoning for categorising each item.

3.

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

Divide the children into smaller groups.

1.

Provide each group with a set of flashcards.

2.

Instruct them to categorise the flashcards into animals, birds, insects, and fruits/vegetables.

3.

Encourage discussion within the groups about why they placed certain items in specific categories.

4.

100

What materials

will you need?

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

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?"

1.

Emphasise the use of each object by demonstrating and encouraging children to mimic the actions. Repeat this process for every object.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

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.

You can connect the understanding of object use with 'Daily Habits' or facilitate a discussion on 'Tools & their Uses' ensuring personal hygiene and safety.

Vocabulary, Observation, Logical thinking & Reasoning skills.

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.

Use tactile picture cards for inclusivity.

Incorporate hands-on experiences with objects & introduce names in home languages.

All We Use: Match Objects with their Uses

Pairs of Related Objects:

Introduce pairs of related objects, either through picture cards or actual objects.

1.

Discuss the relationships between the objects in each pair. Encourage conversation by asking- "Why do we wear socks? What goes with shoes?"

2.

Encourage children to come up with their own pairs.

3.

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

Divide children into small groups.

1.

Provide each group with a set of objects.

2.

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?"

3.

101

What materials

will you need?

Introduce the idea of cause and effect in relation to air.

1.

Conduct more advanced experiments, like observing the effects of air on different materials (paper, plastic, etc.).

2.

Ask open-ended questions to encourage children to form simple assumptions about the outcomes.

3.

ACTIVITY NAME

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 Ages 4 - 5 Ages 5 - 6

Create a basic introduction to the
concept of air (invisible friend
surrounding us).

1.

Engage children in simple
activities like feeling the air
around them (taking deep
breathes in & out).

2.

Use props like feathers or light
objects to demonstrate the
movement of air.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Children, individually or in pairs, blow air to move the light weight objects, discovering the effects of air movement.

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.

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.

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.

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.

Experiment with Air: Observe what blows in wind and what does not

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

Extend the introduction to air and its properties (takes space, can make things move).

1.

Conduct simple experiments with blowing objects, such as tissue paper or cotton balls.

2.

Encourage children to share their observations about what happens when they blow air.

3.

What materials

will you need?

ACTIVITY NAME

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 Ages⁴ -5 Ages⁵ -6

Introduce basic shapes, colours, and sizes.

1.

Use visual aids such as cards or actual objects to represent different shapes, colours, and sizes.

2.

Demonstrate sorting by asking children to group objects based on one property (e.g., all red items).

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Other competencies

addressed

What can be

observed?

Mystery Sorting:

Place objects in opaque bags or boxes.

Children feel the objects without seeing them and sort them based on their properties.

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.

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.

Develops hand-eye coordination and fine motor skills through sorting objects.
Recognizes and identifies basic geometric shapes, contributing to early maths/cognitive skills.

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.

Sorting Activity: Sort basis colour,
shape, size & other criteria

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

103

Introduce a variety of objects with intricate differences in shapes, colours, and sizes.

1.

Encourage children to create sub-groups within the main groups, adding more properties like-weight, area.

2.

Hold discussions about the criteria they used for sorting, promoting critical thinking.

3.

Expand the sorting activity to include multiple properties.

1.

Provide a mix of objects with variations in colour, shape, and size.

2.

Guide children to sort objects based on more than one property, such as grouping red circles or small blue items.

3.

What materials

will you need?

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

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.

1.

Give situations and tell children to select the most appropriate mode of transport based on distance, number of people, and water routes.

2.

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages⁴ - 5 Ages⁵ - 6

Everyday Observation:
Encourage children to observe different vehicles/transport on their way to Anganwadi centre every day.

1.

Show flash/picture cards and encourage them to identify the vehicles/transport.

2.

Facilitate a discussion on vehicles/transport and means of transport with children.

3.

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

If you are conducting this activity where the theme of month is "MODE OF TRANSPORT"

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.

Means of Transport:
Identify, Describe & Compare

104

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

Create 3 groups of children,
provide chart paper to each
group of children.

1.

Assign each group a mode-
land, air and water.

2.

Provide cut-outs of different
modes and encourage them
to place the cut-outs in the
chart as per the mode
mentioned.

3.

Other competencies

addressed

What can be

observed?

Language Skills
Understanding of Social Skills
Physical and Motor Development
Creative and Aesthetic Development

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.

Flash card, cut-out, chart paper.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Encourage them to draw faces
of their parents and siblings.

1.

Guide them to add basic details
like eyes, nose, and mouth.

2.

As children draw, ask simple
questions about each family
member. Engage in a
discussion about their parents
and siblings.

3.

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.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

Encourage children to make finger puppets of themselves and their family members, friends. Involve children in role playing of different family members.

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.

Language development: Using appropriate vocabulary to address different family members and relationships

Expresses feelings appropriate to the situation without inhibitions

Exploration, Creative skills, communication, social interaction, self and social development, storytelling

How my family looks!:
Draw, Paint, Create Using Clay

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

105

Encourage children to make faces of family members and friends.

1.

Ask children to add finer details to the faces like: Nose, eyes, ears etc. and draw them in a house / ground.

2.

Engage in discussion with children by identifying each family member and appreciate different types of families.

3.

1 .Provide children with modeling clay. Encourage them to make faces using the clay.

2.

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.

3.

Facilitate a discussion about each family member, appreciating diversity.

4.

Modeling Clay, Hardboard

What materials

will you need?

ACTIVITY NAME

Leaves, pebbles, sticks, grass feathers and flowers etc.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Invite children on a nature walk and let them collect various items.

1.

Encourage children to classify items into heaps, such as leaves, pebbles, and sticks separately.

2.

Discuss with children which items are more and which are less, fostering a sense of quantity.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Extend the lesson with items like flowers, grass, mud, and feathers for further exploration and classification.

If you are conducting this activity where the theme of month is "OUR SURROUNDING"

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.

Nature Walk:
Sort & classify different objects

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.

106

Invite children to collect items on nature walks and classify them, arranging in order of size (bigger to smaller or smaller to bigger).

1.

Facilitate a discussion about big and small, encouraging children to talk about the characteristics of different sizes.

2.

Children collect items and classify them based on weight, arranging from lighter to heavier or heavier to lighter.

1.

Facilitate discussions about light and heavy, prompting children to explore the characteristics of weight.

2.

Other competencies

addressed

What can be

observed?

Language Skills
Understanding of Social Skills
Physical and Motor Development
Creative and Aesthetic Development

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?'

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Divide children into smaller groups and provide the Picture/Flash card.

1.

Encourage them to share the animals, birds and insects they observe in their surroundings.

2.

Facilitate discussion about animals,insects and birds and the difference between wild and pet animals.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

If you are conducting this activity where the theme of month is "BIRDS AND ANIMALS"

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.

Animals, insects & birds around me:
Identify, Name & Describe

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

107

Divide children into smaller groups and provide cutouts of animals, birds, and insects.

1.

Encourage children to place cutouts under respective headings (e.g., animals, birds).

2.

Facilitate discussion of differences between animals, birds and insects how animals are different from human..

3.

Encourage free discussion about observations from home to Anganwadi, identifying birds and animals.

1.

Encourage them to identify animals and birds beyond their immediate surroundings (lion and monkey).

2.

Discussion about wild and pet animals- What they have seen surrounding and in farms are wild or pet animals?

3.

Discussion how human beings and animals are different- Do animals and birds take baths? What do they do when they fall ill?

4.

Other competencies

addressed

What can be

observed?

Language Skills

Emotional skills such as empathy towards animals and birds.

Understanding of social relationship

Preserving the environment.

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?

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Provide a bag full of some objects present in the surroundings.

1.

Introduce the term roll and slide by performing the activity.

2.

Encourage them to find out what object is present inside the bag rolls and what all slides.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Encourage children to understand the term curve, flat surface and its relevance with rolling and sliding. By exploring the objects around them.

Connect the activity while introducing the sorting, colours and shapes concept.

Handle Variations in Learning

Creating a safe and secure environment for children

Ensure Careful Inclusion of Children with Disability

Roll & Slide: Predict, Experiment, Find out

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

108

Encourage the learners to collect some objects from surroundings in a basket.

1.

Let them perform the activity by making them roll and sliding the objects from the plank.

2.

Encourage them to sort the objects according to the nature of the object like whether it rolls or slides.

3.

Encourage the learners to collect some objects from surroundings in a basket.

1.

Let them perform the activity by making them roll and sliding the objects from the plank.

2.

Encourage them to sort the objects according to the nature of the object like whether it rolls or slides.

3.

Make them draw the sliding and rolling objects on a chart.

4.

Other competencies

addressed

What can be

observed?

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.

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.

What materials

will you need?

ACTIVITY NAME

Emoji chart, posters

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Create a chart with emojis representing happy, sad, angry, and fear.

1.

Call out different emotions and let children point to the corresponding emoji on the chart.

2.

Encourage children to share their own feelings and experiences.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Encourage children to frame situations around the feelings.
(happy, sad, angry, fear, jealousy, excited)

Make learners replicate their feelings during welcome time.
Keep a feeling check time in class for children to share their feelings after every activity.

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.

What am I feeling?:
Talk, Label, Understand Emotions

CG- 4 : Children develop emotional intelligence
C- 4. 2 : Recognises different emotions and makes deliberate effort to regulate them appropriately

109

Display the emoji chart and present situations for learners to identify related emotions.

1.

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?"

2.

Create opportunities for children to share their feelings within the larger group setting.

3.

Provide scenes of various settings and ask groups to identify and understand the emotions depicted in the posters.

1.

Encourage learners to discuss and share their observations of emotions in the scenes.

2.

Facilitate a session where children openly share their feelings and experiences.

3.

Other competencies

addressed

What can be

observed?

Anticipating the situation and associating it with emotions.
Identifying the emotions
Expressing their own emotions

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

Can you find me?: 110
Find objects basis shared criteria

No Material required, only arrange the class properly.

Show all objects to learners and let them touch each one.

1.

Have them close their eyes and hide one object in the class.

2.

Ask them to name the hidden object and encourage them to search for it.

3.

Show all objects and let them touch each one.

1.

Hide one object and instruct them to find a round-shaped, yellow-colored thing in the class.

2.

Show all objects and let them touch each one.

1.

Hide one object and instruct them to find rough-textured, wooden objects.

2.

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.

Colour identification.
Sensory games like touch and feel.
Identification of shape.

Handle Variations in Learning
Creating a safe and secure environment for children
Ensure and Encourage Gender Equality
Ensure Careful Inclusion of Children with Disability

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

Anticipation
Observation
Identification
Exploration

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

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

Touch, Feel, Recognise: 111
Understand & Compare Textures

Soft ball, clay ball, feather, pebble,
scrub, sandpaper, velvet cloth piece, a bag

Create a feely bag and place
objects inside.

1.

Encourage children to put their hands in the bag, feel an object, and identify its texture (e.g., smooth or rough).

2.

Have them share their findings with the whole group.

3.

Create a feely bag with various textured objects.

1.

Encourage children to feel the texture and shape of an object inside the bag.

2.

Let them share their observations with the whole group.

3.

Encourage the class to identify the object correctly.

4.

Introduce an advanced feely bag with objects of varying complexities in texture (e.g., bumpy, granular, velvety).

1.

Challenge children to identify & compare the textures and describe them using richer vocabulary.

2.

Facilitate a discussion where children guess the materials based on touch.

3.

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.

Colour identification.
Sensory games like touch and feel.
Identification of shape.

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

CG- 2 : Children develop sharpness in sensorial perceptions
C- 2. 5 : Develops discrimination in the sense of touch

Anticipation
Observation
Identification
Exploration

Activity exploration
Identification of objects and stating the texture.
Taking initiatives

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

Dressing up: Understanding Need, 112
Diversity & Practicing Autonomy

Flash cards of various clothing materials,
Pictures of women wearing pant shirt
coats,men wearing dhoti kurta and sarees,old
shirts,old pants.

Initiate a discussion on what
children are wearing.

1.

Encourage them to share their
favourite clothes

2.

Make them identify the clothes
in flash cards.

3.

Encourage children to identify the clothes type and sort them according to weather.

1.

Making them sensitive towards clothes does not define gender.

2.

Motivate to dress themselves in their favourite clothing and express themselves in front of class.

3.

Provide various zipping, hooks, belting, lacing clothes to children in small groups and let them perform that small muscles work.

1.

Encourage children to draw their dream clothes on a sheet and display it in class.

2.

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.
Pattern creation.
Sorting.
Seasons.
Fine motor development activities.

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.

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

Observation
Expression
Imagination
Physical development

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.

What materials

will you need?

ACTIVITY NAME

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

Begin by introducing the concept of differences and diversity in a simple manner.

1.

Demonstrate the game by tying a hanky around your eyes and attempting an activity.

2.

Engage children in a discussion about recognizing things without seeing.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Targeted Curricular

Goal and

Competency

Show child-friendly audiovisuals explaining disabilities and the importance of inclusion.

Celebrating Diversity:

Connect the activity to the theme of diversity.

Discuss how embracing differences makes our communities richer and more vibrant.

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.

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

Disability & Inclusion: Recognise,
Include, Understand & Respect

Extend the game by involving
different disabilities.

1.

Tie cotton balls in ears to
simulate a hearing disability and
tie strips around legs for a
locomotor disability.

2.

Discuss the difficulties children
faced during the activity and
relate it to real-life experiences.

3.

Facilitate a discussion about
disabilities and inclusion.

1.

Ask children to pair up and talk
about how each child is
different from the others.

2.

Introduce pictures of aids used
by individuals with disabilities,
explaining their names and
purposes.

3.

113

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Introduce the concept of safe and unsafe situations using simple narratives and pictures.

1.

Use flashcards with basic scenarios like crossing the road with an adult.

2.

Talk about safe people, such as parents, teachers, and caregivers.

3.

Encourage discussion on who they can reach out to for help.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Engage children in role-playing safe and unsafe situations. Encourage them to demonstrate the correct actions to stay safe.

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.

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.

CG- 1 : Children develop habits that keep them healthy and safe
C- 1. 6 : Understands unsafe situations and asks for help

Let's discuss:
Safe & unsafe situations around us

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Use picture cards to illustrate different situations, both safe and unsafe.

1.

Discuss each scenario and ask children to identify whether it is safe or unsafe.

2.

Utilize flashcards with scenarios related to electrical safety, stranger danger, etc.

3.

Encourage children to suggest what one can do to stay safe in each situation.

4.

Work together to create a visual safety chart for the AWC.

1.

Include do's and don'ts for various situations discussed.

2.

Discuss the importance of emergency numbers and how to use them.

3.

Include child helpline, police,
medical emergency, etc.

4.

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.

Targeted Curricular

Goal and

Competency

HOW TO CONDUCT THIS ACTIVITY

What materials

will you need?

ACTIVITY NAME

Ages 3 - 5 Ages 5 - 6

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.

1.

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.

2.

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.

3.

Motivate children for their efforts in recognizing and identifying logos, symbols, story books, their names,

4.

labels etc.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Ask children to match name cards to the respective child and flash cards with objects' names with the objects.

N/A

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.

Logo Wall / Word Wall

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

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Follow the same steps as 3-5 age groups.

1.

Guide children to identify common words from the story books read during "Read aloud" and "Shared reading" process repeatedly.

2.

Write sight words on the board/chart paper/old calendar in the classroom and encourage children to repeat and recognize those words regularly.

3.

Motivate children for their efforts in recognizing and identifying logos, symbols, words in story books, their names, labels, sight words etc.

4.

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

Comprehension; vocabulary building; imagination; memory; exploration, creativity, develop self expression and development of self esteem.

Other competencies

addressed

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.

What can be

observed?

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

Big Feelings: 116
Express, Release & Manage

Emotion flashcards or pictures
Drawing/painting supplies
Display wall chart materials
(chart paper, markers)

Show emotion flashcards
(happy, sad, angry).

1.

Encourage children to express
feelings through words or
actions.

2.

Discuss how different feelings
affect their bodies.

3.

Engage in a guided
conversation about the
acceptability of all feelings.

1.

Discuss how everyone
experiences various emotions.

2.

Introduce managing feelings in a healthy way (hug yourself, take deep breaths, draw).

3.

Facilitate a discussion on different strategies to manage emotions.

1.

Encourage children to complete sentences like "When I feel sad, I..."

2.

Role-play scenarios and practice strategies like deep breaths, counting, or drawing.

3.

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.

Interactive Storytelling: Narrate a story with emotional characters, discussing how they manage feelings.

Understanding Emotions: Focusing on emotional intelligence development, fostering creativity, self-awareness, and effective communication.

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.

CG- 4 : Children develop emotional intelligence
C- 4. 2 : Recognises different emotions and makes deliberate effort to regulate them appropriately

This activity encourages children to express themselves emotionally, fostering creativity, self-awareness, and effective communication.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

This activity can be conducted during the theme "PLANT AND ANIMAL," encouraging children to understand the life cycle stages of different creatures.

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.

Shadow Game:
Understand, Create & Guess

Torch, Paper, Magazine, Stone, Solid Box

Gather the children outside the classroom.

1.

Encourage them to observe shadows of trees, plants, animals, and themselves.

2.

Prompt them to notice different types of shadows and discuss why shadows are created.

3.

Assemble children outside at different times of the day (morning, afternoon, evening).

1.

Have them observe the size variations in shadows of trees, plants, animals, and themselves.

2.

Discuss why shadow sizes differ at different times due to light angles.

3.

Use the torch to create shadows with various materials like paper, magazines, stones, and solid boxes.

1.

Demonstrate how one object can produce multiple shadows by reflecting light from different angles.

2.

Invite children into a dark room to show that no shadow is produced without light.

3.

Encourage discussion on why shadows are created and how their size depends on different light angles.

4.

Encourage children to use their hands, fingers, and other solid objects to create shadows and discuss them.

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

Problem-solving, Critical thinking skills, Positive learning habits, Collaborative work, Innovation & imagination, Exploration & play with a variety of materials.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

HOW TO CONDUCT THIS ACTIVITY

Lifecycle: Discuss & 118
Understand Different Life Forms

Flash card, Chart paper and magazine/
newspaper cut out

Use flashcards to illustrate the different stages of the human life cycle, such as child → youth → old age.

1.

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.

2.

Discuss the concept of growth and life cycles with the children.

3.

Use flashcards to demonstrate the life cycles of plants and animals, such as seedling → plant → tree.

1.

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.

2.

Engage children in discussions about the life span of plants, animals, and humans.

3.

Use flashcards to explore life cycles of humans, insects, plants, and animals, discussing birth and aging.

1.

Provide chart paper for children to draw the life cycles of the creatures they observe around them.

2.

Encourage discussions about different life cycle stages and their significance.

3.

Extend the lesson to include animals from various environments such as land, water, and birds based on geography.

This activity can be conducted during the theme "PLANT AND ANIMAL," encouraging children to understand the life cycle stages of different creatures.

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.

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

Problem-solving, critical thinking skills, positive learning habits, collaborative work, innovation & imagination, exploration & play with a variety of materials.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

Countries & Culture:
Know & Understand About the World

HOW TO CONDUCT THIS ACTIVITY

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.

Gather the children and show them a world map.

1.

Showing picture flashcards, engage them in a simple conversation about different countries.

2.

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.

3.

Post discussion, display flashcards or pictures depicting cultural diversity, such as traditional clothing, food items and landmarks.

1.

Have them draw their favourite cultural dresses.

2.

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.

3.

Pick specific corners of the world/country and talk about regions, similarities/dissimilarities in culture, weather etc.

4.

Facilitate a discussion about the importance of respecting and appreciating different cultures. Use simple language to convey the message of acceptance and inclusivity.

1.

You can also show videos or read stories about kids from other countries.

2.

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.

3.

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.

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.

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.

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

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.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

Celebrating Heroes:
Stories of National Pride
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

Display pictures of national
heroes, alongside the Indian
flag. Prompt children to
identify them using simple
questions.

1.

Engage in a brief
conversation, highlighting
basic facts (their names and
importance).

2.

Encourage simple role-playing
activities where children can
mimic actions associated with
them, (marching like soldiers).

3.

You can also give Tiranga
cutout to colour.

4.

Tell them stories of a few national heroes.

1.

Encourage children to enact scenes or actions representing their favourite national heroes. Provide props or costumes to enhance their role-playing experience.

2.

You can also provide children with image outlines of famous heroes & ask them to colour these.

3.

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.

1.

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Show age-appropriate documentaries or short films about national heroes to provide a visual understanding of their lives and achievements.

You can do this activity on Independence day, Republic Day and under Know about our country theme.

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.

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

Collaborative work, Language & Communication Skills, Innovation & imagination, Exploration & play with a variety of materials.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Throw and Catch The Ball

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Other competencies

addressed

What can be

observed?

Big and small-sized lightweight balls balloons

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Provide a lightweight ball to the children for free play as a whole group or in small groups.

1.

Guide the children to roll or throw the ball and let the others catch it.

2.

You can also hang a tyre or a basket and ask children to throw a ball through it.

3.

Form a circle with an empty bucket or carton in the centre.

1.

Ask each child to throw a ball into it.

2.

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?

3.

Stand in the centre of a circle. Throw the ball randomly to each child. Ask the children to catch it.

1.

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.

2.

Continue the game until every child gets the chance to come in the centre.

3.

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.

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.

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.

CG - 3 : Children develop fit and flexible
C- 3. 1 Shows coordination between sensorial perceptions and body movements in various activities

Concentration, attentiveness, cooperation, waiting for one's turn.

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Rope, chalk, bricks or a hula-hoop

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Draw two parallel lines on the floor and allow the children to walk between them.

1.

To make it challenging, create a maze on the ground with chalk. Ask the children to reach the other end one by one.

2.

Children can walk initially and then can add jumping with both legs/one leg into the game too.

3.

Keep your Balance^122

Lay a rope/bricks in straight,
curved, or zigzag lines.

1.

Ask all the children to walk on it
one by one without stepping
sideways or using any support.

2.

To make it more challenging,
ask children to hop forward on
one foot and count the number
of times they can do it.

3.

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).

1.

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.

2.

Arrange these objects in different shapes like triangular, square, zigzag, etc., to make the balancing activity more complex.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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

CG - 3 : Children develop fit and flexible body

C- 3. 2 Shows balance, coordination, and flexibility in various physical activities

Other competencies

addressed

What can be

observed?

Body strength, focus and concentration, flexibility, self-care, safe use of material, safety in movements, balance, coordination and flexibility in various physical activities.

N/A

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.

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Mat for the children to stand on

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 5 Ages⁵-6

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.

1.

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.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Let the children lead the activity by doing a yoga pose and other children repeating the pose.

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.

Body strength, focus and concentration, flexibility, self-care, safe safety in movements, balance, coordination and flexibility in various physical activities.

Yoga Exercises: Breathe, Stretch, Extend

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.

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

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.

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Guide children to follow step-by-step instructions for different advanced yoga poses like frog, tree, bridge, seated twist, plank, big toe, chair, etc.

1.

Narrate steps of exercise to the children through a song and ask them to recite and follow the steps. For example-

2.

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!

Other competencies

addressed

What can be

observed?

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Medium/Big size ball, Big box, chalk

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Give a lightweight ball to the children for free play, either in a large group or smaller groups.

1.

Help the children to stand in a row and encourage each child to kick the ball hard, without aiming in any specific direction.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Concentration, coordination, body strength, estimation.

Kick a Ball and Repeat

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

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

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.

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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.

1.

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.

2.

. 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.

1.

Pair up the children and draw another line at a distance.

2.

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.

3.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Coloured chalks, Rangoli flour, tape, dafli or drum, lemon, spoon

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 6

Draw wide, parallel lines on the ground, straight or curved, for children to walk between.

1.

Start a walking game where children follow instructions like taking small or big steps, or walking slow or fast.

2.

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.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Concentration, following instructions, coordination, and body strength, shows balance, coordination, flexibility, joy, and understands oral instructions.

Walking Straight, Walking Curved

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.

CG - 3 : Children develop fit and flexible
C 3. 4 - Shows strength and endurance in carrying, walking and running

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.

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Use chalk to draw large shapes such as rectangles, triangles, and circles on the floor or ground.

1.

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."

2.

Play the beat of a drum or dafli 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.

3.

To enhance the activity, ask children to change their pace of walking as per the varied beat of drum/dafli from 'fast' to 'slow' to 'fast' again, etc.

4.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Mobile phone or speaker

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Call out a word, such as
"elephant," "cat," "pigeon,"
"lion," "car," and ask the
children to imitate or represent
it using their body posture.

1.

Play a song and instruct the
children to dance whenever

2.

the music is playing, and to stop
immediately when the song
stops.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Motivate children to take turns calling out shapes, animals, or things, and the others will mimic them.

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.

Concentration, follows instructions, coordination, and body strength, shows balance, coordination, flexibility, joy, understands oral instructions.

Playing Statues

Incorporate visual aids and clear verbal descriptions to make the activity inclusive for children with different abilities.
Provide verbal instructions in multiple languages.

CG- 3 : Children develop fit and flexible
C- 3. 1 : Shows coordination between sensorial perceptions and body movements in various activities

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.

126

Call out a word like "horse," "snake," "triangle," "circle," "train," or other names of shapes, animals, and objects.

1.

Encourage children to mimic or represent the word using their body posture.

2.

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.

3.

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.

4.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Rope, picture cards of different animals, daily objects

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Ask two children to hold a low-hanging rope.

1.

Encourage other children to take turns crossing the rope using different movements like crawling under it and running back, and rolling under it.

2.

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.

3.

Instruct the children to roll forward and backward on the ground and practice the "rock and roll" movement.

4.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Ask children to reach distant objects by moving their bodies in different ways, such as rolling, hopping, running, crawling, walking slowly, or walking fast.

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.

Neuromuscular coordination, body movement, concentration, decision-making, socio-emotional development, cooperation.

Creeping, Crawling, Rolling like Animals

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.

CG - 3 : Children develop fit and flexible
C- 3. 1 : Shows coordination between sensorial perceptions and body movements in various activities

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.

127

Sit in a circle with the children
and show them picture cards of
different animals.

1.

Choose a card, and have the
children identify the animal by
its name.

2.

Ask the children to imitate the
sounds, walk, and act like the
animal on the card. Repeat this
for each picture card.

3.

Create straight lines on the floor
using tape. Encourage the
children to roll on these tape
lines for a fun activity.

4.

Play an attention game with
children.

1.

Give them instructions to change their movements, such as creating a movement pattern like creeping, crawling, hopping, and rolling, and having them repeat it.

2.

Alternatively, instruct them to walk, jump, turn around, run, and repeat. For added challenge, vary the patterns or add more movements as needed.

3.

Make curve and zig-zag lines on the floor with tape, ask children to crawl or creep moving on them.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Chalk, a big ball, rope or cloth pieces.

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Use chalk to draw 7 straight lines on the ground, with space between each line.

1.

Instruct 6 children to run between every two lines and touch the front wall to win.

2.

Ask children to run in different ways like running backward, running with shaking hands, or running with hands straight up to win.

3.

Form pairs of children, with each child at opposite ends of the room/ground.

4.

The first child runs with a ball, hands it over to the second child, and then runs back to the opposite end.

5.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Play games like "Bandhi Chain," "Pakdam Pakdai," and organize a hurdle or relay race for children aged 4-6 years.

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.

Estimation of distance, concentration, coordination, body strength, understands and follows oral instructions, attention, communication, vocabulary development.

Run, Partner, Run!

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.

CG- 3 : Children develop fit and flexible
C- 3. 4 : Shows strength and endurance in carrying, walking and running

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.

128

Create pairs of children by tying one child's left leg to the other child's right leg using rope or cloth.

1.

Have the pairs stand at one end of a distance.

2.

Place an object at the opposite end.

3.

Instruct the pairs to participate in a three-legged race to reach the object, with the first pair to reach it winning.

4.

Ask each child to try reaching the object individually by running with one leg.

5.

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.

1.

The ball will be thrown by the children standing at the circumference.

2.

If a child in the center gets the ball touched on any lower body part, they join the circumference, and the game continues.

3.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

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

Draw a big circle with chalk
and call it a pond. Ask
children to become frogs
and stand on the circle.

1.

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

2.

Draw starting and ending
lines with broad tape, and
follow up with a frog or
horse race.

3.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

Let two children hold a skipping rope a little above the ground. Get the other children to jump over it one by one.

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.

Estimation of distance, concentration, following instructions, coordination, and body strength, recognises numerals and understands the quantity.

Jump Up, Jump Down, Jump All Around

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.

CG- 3 : Children develop fit and flexible
C- 3. 4 : Shows strength and endurance in carrying, walking and running.

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.

129

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.).

1.

Select a card, and have the children perform the jump corresponding to that number of times.

2.

Set up a hurdle jump using objects like toys, a soft mattress, or small boxes for the children to jump over.

3.

Create a hopscotch grid on the floor using chalk, with numbers.

1.

Ask children to jump on the grid, skipping the immediate number.

2.

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.

3.

Encourage the children to say the numbers out loud as they land on them.

4.

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.

5.

What can be

observed?

Other competencies

addressed

What materials

will you need?

Targeted Curricular

Goal and

Competency

ACTIVITY NAME

Ribbon pieces, dafli/dholak/drum,
speaker/mobile phone

HOW TO CONDUCT THIS ACTIVITY

Ages 3 - 4 Ages 4 - 5 Ages 5 - 6

Provide each child
with a colourful ribbon
and encourage them
to express themselves
through free dance,
holding the ribbons.

1.

Ask them to dance in
response to the beats
you demonstrate.
Keep it simple, with 4-
5 repetitive beats.

2.

Activity

Variation

Theme Connect

(Example)

Teacher Notes

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.

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.

Concentration, creative self-expression, phonological awareness, rhyming, vocabulary development.

Ribbon Dance

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.

CG - 3 : Children develop fit and flexible
C- 3. 1 - Shows coordination between sensorial perceptions and body movements in various activities

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.

130

Play any song with beats and let children explore various dance movements with their ribbons, responding to the rhythm.

1.

Extend the repetitive beats to
7 - 8.

2.

Offer guidance on hand, leg
and waist movements.

3.

Help children experiment with
different gestures while
staying in sync with the music.

4.

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.

1.

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.

2.

Have one child call out any
directions' names, other children will
follow them and dance.

3.

What can be

observed?

Other competencies

addressed

AANNNEEXXUURREESS

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.

Annexures

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.

Annexure 2 - Disability Screening Schedule (DSS)

Annexure 3 - NIPUN Bharat Competencies

Annexure 4 - MWCD Guidelines for Monthly ECCE Days (2023)

PDF document of notification : Drive URL

Annexure 5 - MWCD Child Assessment Cards

Source : WCD website

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.

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