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Areas of Learning: Being Literate (Language and Literacy)

Topics

Listening Skills

- All letter sounds /a/ to /z/



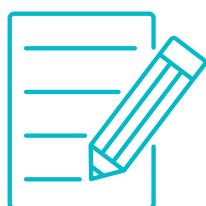
Speaking Skills

- Building vocabulary
- Using of frequently used words
- Speaking about self
- Speaking about friends
- Speaking about favourite things
- Speaking in front of an audience



Reading Skills

- Reading all letter sounds
- Reading CVC (consonant vowel consonant) words by blending letter sounds; such as; /c/+/a/+/t/ = cat
- Reading introduced sight words (frequently used words)
- Reading simple phrases made from introduced sight words and CVC words



Writing Skills

- Writing upper and lower case letters Aa to Zz
- Writing CVC (consonant vowel consonant) words

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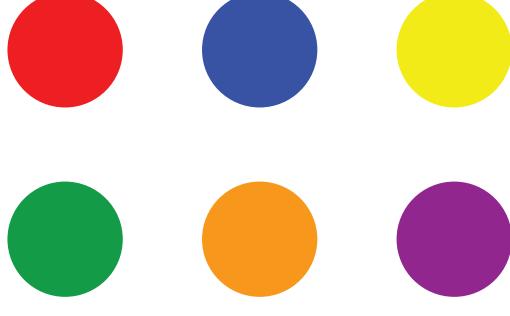
Areas of Learning: Being Numerate (Math and Logic)

Topics

Numerical Skills

- Recognize numbers 0 to 50
- Write numbers 0 to 50
- Associate and count numbers up to 50
- Place value – Ones and Tens
- Count by 10s till 90
- Ordinal numbers from First to Tenth
- Missing, before, after and in between numbers
- Backwards counting from 20 to 0
- Read and write number names from Zero to Ten

0 1 2 3 4
5 6 7 8 9

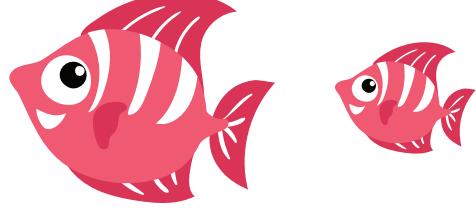
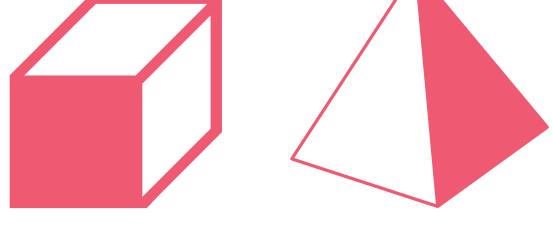


Colours

- Primary Colours
- Secondary Colours
- Tertiary Colours
- Mixing colours to discover new colours
- Sorting and matching based on colours
- Simple and complex patterns based on colours

Shapes

- 2 D shapes – circle, square, rectangle, triangle
- 3 D shapes – Sphere, cube, cuboids, cone, cylinder
- Associating shapes around
- Sorting and matching shapes
- Simple and complex patterns based on only shapes



Comparisons

- Big/small
- Heavy /light
- Thick / thin
- Tall /short
- Half, full, quarter, empty

Pre-math concepts

- Concept of money
- Number line
- Times of the day – Morning, Afternoon, Evening, Night
- Spatial Awareness – left/right, In/Out, Up/Down, Front/Back, 4 Directions



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Areas of Learning: Being Knowledgeable (General Awareness)

Topics

All About Me

Fundamental Idea – I am Special

Lines of Inquiry –

- What are my body parts?
- How my body parts work?
- How I grow and change?
- What makes me feel different?



Fundamental Idea – Me, myself and others

Lines of Inquiry –

- Who belongs to my family?
- What families do together?
- Who is a friend?
- Who helps me?
- Who belongs to my country?

Animal Kingdom Around Me

Fundamental Idea – I Am Not Alone

Lines of Inquiry –

- What are animals?
- What are birds?
- What are creepy crawlies?
- What animals eat?
- What birds eat?
- Where animals live?
- Where birds live?
- What is animal/bird life cycle?



Nature Around Me

Fundamental Idea – My Wonderful World of Plants

Lines of Inquiry –

- What is a plant?
- How plants grow?
- Are there different types of plants?
- What we get from plants?

Modern World Around Me

Fundamental Idea – Wonders of My Modern World

Lines of Inquiry –

- What things make our life easier?
- What is trash?
- Can we reuse trash?
- How do people go places?
- How are transports same and different?



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Areas of Learning: Being Expressive (Creative Expression)

Topics

Creative Art

- Different Art Forms; such as; Madhubani, Warli, Aboriginal, etc.
- Different Art Techniques; such as; tape art, mask art, vegetable printing, collage, etc.
- Different Artists; such as; Henry Matisse, Piet Mondrian
- Art Project



Music & Movement

- Explores various music genre – classical, folk, pop, Arabian
- Exploring dance movements to associate to the rhymes
- Group singing and dancing

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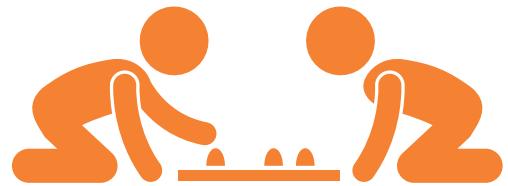
Areas of Learning: Being Healthy (Physical, Social & Emotional Development)

Topics

Physical Development

Fine Motor Development

- Eye hand co-ordination; such as; follows left to right progression to read and write
- Co-ordination in small muscle strength and control; such as; Starts using tripod grasp while using writing and drawing implements



Physical Development

Gross Motor Development

- Control and co-ordination in body movement; such as; Participates in group games
- Balance and strength in gross motor movements; such as; Exhibits balance while moving towards balls or walks on straight line

Personal, Social and Emotional Development

- Self-awareness; such as; Is able to respond appropriately to different situations
- Self-regulation; such as; Responds with empathy to others
- Pro-social relationships with adults; such as; Engages in reciprocal conversations with familiar adults
- Pro-social relationships with peers; such as; Plays cooperatively with peers for a sometime

