



RUKMINI DEVI

PUBLIC SCHOOL, ROHINI

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Circular No. 04/RDPS /2022-23

Date: 01.04.2022

Syllabus for FMEA-1
(Duration: 06.04.2022 to 13.05.2022)
Class: Pre-School

Dear Parent(s)

"Develop a passion for learning. If you do, you will never cease to grow."

With the vision of 'Excellence in Education' and aim to accomplish triumph in the current transitional phase of learning for the young learners, RDPS continues to trail ahead towards the progressive session 2022-23.

We express our heartfelt gratitude for your faith in RDPS and further looking forward for your contribution and cooperation in an effective manner.

Kindly note the syllabus for the duration of FMEA-1 (06.04.2022-13.05.2022) as given below:

Particulars	Early Learning Outcome (ELO)	Contents to be covered	Activities	Parents' involvement
Term I FMEA – 1 Pre requisite Knowledge session 01.04.2022 to 08.04.2022 Working Days: 06	Reading Skills *Identifies beginning sound of common words *Recognises few letters and their corresponding sounds *Classifies a group of objects on the basis of two categories *Arranges 3-4 picture cards/objects in a sequence	Topics *Scribbling Time *Rhyme Time	*Scribbling: Fun with Colours *Rhymes will be recited with proper actions, expressions and voice modulation. *Rhymes: - ABCD - Johny Johny	*Encourage your ward to use magical / golden words i.e. Sorry, Please, Thank you and Excuse Me. *Motivate your ward to practice the rhymes with proper actions and voice modulation.
Term I FMEA – 1 11.04.2022 to 13.05.2022 Working Days:22 Oral and Written Assessment Date: 10.05.2022 (Tuesday)	*Remembers and recalls 3–4 objects seen at a time. *Turns pages of a storybook (One at a time) and pretends to read on her/his. *Shows ability to understand relationships such as part and whole, odd one out, association Writing Skills *Exhibits fine motor skills and performs tasks that require more complex eye-hand coordination such as cutting out shapes, freehand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing, etc., with moderate levels of precision and control *Knows print conventions — top to bottom and left to right or right to left as per script; Knows that print carries meaning *Shows interest for appropriate writing and colouring tools	Topics *Phonic Drill of letters a-z (CB Pgs 8-11) *Standing Lines (WB Pg 13) *Sleeping Lines (WB Pg 13) *Slanting Lines (WB Pg 21) *Zig-zag Lines (WB Pg 28) *Curves (WB Pg 34) Letters * 'L' (CB Pgs 18,19 & WB Pg 16) * 'T' (CB Pgs 14,15 & WB	Reading Skills * 'Look and Identify' Game will be played for letters and their related objects. * 'Show and Tell' related to the letters. * Letter Hunt Game- Learners will be asked to hunt/find the asked letter from the alphabet. * Letter sorting game- learners will be asked to identify and group letters/objects/pictures. * Memory Game will be played wherein the teacher will show few objects/ cards and the learners will be motivated to arrange/tell the same in the correct sequence.	*Motivate your ward to recognize and form lines and curves with the help of crayons. *Motivate your ward to narrate the story - Thirsty Crow in his/her own words. *Refer link: https://www.youtube.com/watch?v=hq3yfQnllfQ (for phonic drill of letters) *Motivate your ward to practice the rhymes with proper actions and voice modulation. For Practice: Download the application "ABC learning and tracing with phonic for kids" by Valiantkid from Playstore for letter tracing practice.

	<p>*Makes marks or drawings to represent an idea and describes the same</p> <p>Speaking and Listening Skills</p> <p>*Recites short poems, sings action rhymes, with comprehension and participates in rhythmic activities</p> <p>*Narrates events or stories in a sequence. *Re-tells a short story in sequence and act out important events in a story</p> <p>*Invents her/his own story in her/his own words</p> <p>*Demonstrates increase in vocabulary and shows interest in learning new words.</p> <p>*Uses frequently used English words, greetings, polite forms of expression, and responds in English or the home language.</p> <p>*Describes self in terms of physical characteristics</p> <p>*Asks questions and gives answers appropriately during activities and conversations</p> <p>*Participates actively in conversation and shares personal experiences, likes and dislikes</p> <p>*Enjoys and recalls words that rhyme.</p> <p>*Correctly uses position words.</p>	<p>Pg 14)</p> <p>* 'li' (CB Pgs 16,17 & WB Pg 15)</p> <p>* 'Hh' (CB Pgs 22,23 & WB Pg 18)</p> <p>* 'Ff' (CB Pgs 20,21 & WB Pg 17)</p> <p>* Picture Reading (CB Pg 12)</p> <p>* Spot the Difference (CB Pg 13)</p> <p>* Sight Words (I, he, she, it, we, you, me, in)</p> <p>*Rhymes: -Mary had a little lamb (RB Pg 11) -The Little Fingers (RB Pg 18)</p> <p>* Story: Thirsty Crow</p>	<p>* Picture Reading</p> <p>* Odd One Out.</p> <p>Writing Skills</p> <p>* Free Hand Drawing and colouring related to letters.</p> <p>* Join the dots to form letters</p> <p>* Clay Play to write/form letters.</p> <p>* Origami: Paper Folding will be conducted and the learners will be asked to write the initial letter of the prepared object.</p> <p>* Sandpit play/ Flour- plate Activity for writing practice.</p> <p>* Rainbow Tracing Activity of letters with rainbow colours.</p> <p>*Picture drawing and writing-related letters.</p> <p>Speaking and Listening Skills</p> <p>* YouTube videos will be shown related to Letters, Rhymes, and Stories</p> <p>* Moral/ Value Education stories will be shown.</p> <p>*Circle Time: Weave a story: The teacher will give the initial line of the story and children will add one or two lines to form a story.</p> <p>* Activity R and R: Repeat and Rhyme Rhymes will be recited with proper actions, expressions, and voice modulation.</p> <p>*Fun Time Rhyming string- Teacher will give one word and child will tell one rhyming word related to it.</p>	
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Indirect Assessment: Following ELO's will be assessed on regular basis. The assessment report will be shared with parents after every FMEA.				
Domains of Development		ELOs/Developmental Indicators		
Personal social and emotional development	<div><ul style="list-style-type: none">Identifies close family members, friends and neighbours.Expresses own preferences and interests.Expresses emotions appropriate to the situation.Makes adjustment in the classroom and with other childrenCompletes an activity startedExpresses own preferences, interests and makes choicesSuggests solutions to conflicts (with guidance)Shows caring behaviour (hugs, pats, kisses) and shares belongings with other childrenDemonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.Enjoys experimentation and seeks explanation about their immediate physical, social and biological environmentEnjoys experimentation and seeks explanation about their immediate environmentDemonstrates awareness and sensitivity towards environmental concernsProvides solutions to simple problem situations.Demonstrate awareness about technology.Follows instructions</div>			
Sensory perceptual and cognitive development	<div><ul style="list-style-type: none">Demonstrates hygiene and sanitation practices, and healthy eating habits with increased independenceMakes plan for what and how they will playRecognises common dangers/hazards and takes safety precautionsDemonstrates awareness about good touch and bad touch and maintains distance from strangersFollows oral instructionsRecognises familiar signs, logos and labels in the environment.Places 4-5 objects in one to one correspondence.Identifies 3–5 missing parts of a picture of a familiar object.Identifies the unit of repeat in a simple pattern and extends the patternAnalyses situations, thinks and acts accordinglyCompares and classifies objects by more than two factors like shape and colour, size and shape.Seriates up to 5 objects on the basis of a particular property.</div>			
Language literacy and communication	<div><ul style="list-style-type: none">Describes common objects, sounds, people, pictures, animals, birds, events etcListens to others for short period of time and responds, demonstrating some social conventions like eye contactCommunicates needs and thoughts verbally and non-verbally.Taps out syllables in words (with support)Expresses curiosity about the immediate surroundings and asks questions and develops related concepts</div>			
Physical and Motor Development	<div><ul style="list-style-type: none">Plays cooperatively with other childrenDemonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc.Explores and participates in music, dance and creative movements</div>			
Creativity	<div><ul style="list-style-type: none">Enjoys sharing emergent writing and drawing with others.</div>			
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Pre requisite knowledge Session 01.04.2022 to 08.04.2022 Working days : 06	पठन कौशल * सामान्य शब्दों की शुरुआत ध्वनि की पहचान करता है * एक क्रम में 3-4 चित्र कार्ड/वस्तुओं को व्यवस्थित करता है। * कुछ अक्षरों और उनकी संगत ध्वनियों को पहचानता है। * वस्तुओं के समूह को दो वर्गों के आधार पर वर्गीकृत करता है * एक बार में देखी गई 3-4 वस्तुओं को याद करता है और दोहराता है।	विषय *scribbling *खड़ी रेखा (Standing Lines)	*बच्चों को scribbling करवाई जाएगी। *बच्चों को खड़ी रेखा पर चलवाया जाएगा। " *बच्चों को कविताएँ दिखाई तथा सुनाई जाएगी।	* बच्चों को धन्यवाद, नमस्ते शब्दों का प्रयोग करने के लिए प्रोत्साहित करें। * बच्चों को अपने मनपसंद चित्रों में रंग भरने के लिए प्रोत्साहित करें। * अभ्यास के लिए निम्नलिखित लिंक दिखाएँ: https://www.youtube.com/watch?v=wljnu3t1RUk (खड़ी रेखा की पहचान तथा संबंधित शब्दावली के लिए)
सत्र- I FMEA I 11.04.2022 to 13.05.2022 Working days: 22 लिखित तथा मौखिक मूल्यांकन: I 11.05.2022 (Wednesday)	* एक कहानी की किताब (एक समय में एक) के पन्ने पलटता है और उस पर पढ़ने का नाटक करता है। * संबंधों को समझने की क्षमता दिखाता है जैसे कि भाग और संपूर्ण, विषम एक, संघटक क्रम में 3-4 चित्र कार्ड/वस्तुओं को व्यवस्थित करता है। लेखन कौशल * ठीक मोटर कौशल प्रदर्शित करता है और ऐसे कार्यों को करता है जिनमें अधिक जटिल आंखों के हाथ समन्वय की आवश्यकता होती है जैसे आकार काटने, फ्रीहैंड ड्राइंग, रंग, मोतियों को थ्रेड करना, स्ट्रिंग करना, कॉपी करना, फाड़ना, चिपकाना, लेसिंग इत्यादि, सटीकता और नियंत्रण के मध्यम स्तर के साथ। * प्रिंट परंपराओं को जानता है- लिपि के अनुसार ऊपर से नीचे और बाएं से दाएं या दाएं से बाएं: जानता है कि प्रिंट अर्थ रखता है। * उपयुक्त लेखन और रंग भरने वाले टूल के लिए रुचि दिखाता है * किसी विचार का प्रतिनिधित्व करने के लिए चिह्न या चित्र बनाना और उसका वर्णन करना बोलने और सुनने का कौशल * छोटी कविताएँ पढ़ता है, क्रियात्मक तुकबंदी गाता है, समझ के साथ और लयबद्ध गतिविधियों में भाग लेता है। * घटनाओं या कहानियों को एक क्रम में बताता है। * एक छोटी कहानी को एक क्रम में फिर से बताता है और एक कहानी में महत्वपूर्ण घटनाओं को प्रदर्शित करता है। * उसका/उसकी अपनी कहानी को अपने शब्दों में गढ़ता है * शब्दावली में वृद्धि प्रदर्शित करता है और नए शब्द सीखने में रुचि दिखाता है।	स्वर परिचय - अ-अ: (मौखिक) विषय *शयन रेखा (Sleeping Lines) *वक्र (Curves) *तिरछी रेखा (Slanting Lines) *ज़िगज़ैग (Zigzag) मौखिक * मेरा वर्णन * शरीर के अंग * स्वच्छता * मेरा स्कूल * मेरी कक्षा * अभिवादन *पूर्वसर्ग शब्द (मैं, वह, यह, हम, आप, मैं, में)	पठन कौशल * स्वरों के उच्चारण द्वारा स्वरों की छँटाई के लिए 'छँटाई खेल' खिलवाया जाएगा। * चित्रों और उनसे संबंधित ध्वनियों की पहचान करवाई जाएगी। * स्वरों की पहचान के लिए 'स्मरणशक्ति ट्रेन' खेल खिलवाया जाएगा। * स्वर पहचानो खेल- स्वरों से संबंधित चित्र/ प्लैश कार्ड दिखाए तथा पढ़ाए जाएंगे। लेखन कौशल *बच्चों को विभिन्न रेखाओं व आकारों पर चलवाया जाएगा। *बच्चों को पैटर्न्स अनुरेखण करवाया जाएगा। *आटे या रेत पर लिखने का अभ्यास करवाया जाएगा। बोलने और सुनने का कौशल * स्वरों से संबंधित कविताएँ तथा कहानियाँ सुनाई / दिखाई जाएगी तथा बच्चों को कहानी को क्रम में बताने, कहानी को याद करने, कहानी को अपने शब्दों में बताने, कहानी में महत्वपूर्ण घटनाओं को प्रदर्शित करने के लिए प्रोत्साहित किया जाएगा। * पैटर्न से संबंधित संतुलन गतिविधि आयोजित की जाएगी। * शिक्षार्थियों को अपने बारे में, शरीर के अंग, स्वच्छता, मेरा स्कूल, मेरी कक्षा, अभिवादन करने का अवसर	* बच्चों को स्वर पहचानने में सहायता करें। * बच्चों को अपने मनपसंद चित्रों में रंग भरने के लिए प्रोत्साहित करें। * अभ्यास के लिए निम्नलिखित लिंक दिखाएँ: - https://www.youtube.com/watch?v=8AabA8Z8z3g (स्वरों की पहचान तथा संबंधित शब्दावली के लिए) https://www.youtube.com/watch?v=eTScSdG9lMA (पैटर्न्स की पहचान के लिए) * पैटर्न अभ्यास के लिए प्ले स्टोर से 'My First Shapes Tracing Game' डाउनलोड करें। "

	<p>*बातचीत में सक्रिय रूप से भाग लेता है और व्यक्तिगत अनुभव, पसंद और नापसंद साझा करता है</p> <p>*भौतिक विशेषताओं के संदर्भ में स्वयं का वर्णन करता है</p> <p>*अक्सर इस्तेमाल किए जाने वाले अंग्रेजी शब्दों, अभिवादन, अभिव्यक्ति के विभिन्न रूपों का उपयोग करता है और अंग्रेजी या घरेलू भाषा में जवाब देता है।</p> <p>*उचित रूप से गतिविधियों के दौरान बातचित करता है , प्रश्न पूछता है और जवाब देता है।</p>		<p>दिया जाएगा।</p> <p>*स्वच्छता का महत्व बताया जाएगा तथा उन्हें साफ़ सुथरा रहने के लिए प्रोत्साहित किया जाएगा।</p> <p>* ए.वी. प्रस्तुतीकरण- कक्षा में हो गए सभी विषयों पर दिखाई जाएगी।</p> <p>*बच्चों को स्क्रीन साझेदारी द्वारा कविताएँ दिखाई तथा सुनवाई जाएगी ।</p> <p>*पूर्वसर्ग शब्दों से संबंधित एक्शन गेम खेला जाएगा।</p>	
कविता/कहानी/गीत	<p>*उन शब्दों का आनंद लेता है और दोहराता है जो तुकबंदी करते हैं।</p> <p>*पूर्वसर्ग शब्दों का सही प्रयोग करता है।</p>	<p>कविताएं</p> <p>* आलू बोला</p> <p>* हाथी राजा</p> <p>* अच्छे बच्चे</p> <p>कहानी</p> <p>* प्यासा कौआ</p>	<p>बोलने और सुनने का कौशल</p> <p>* कविताओं का सस्वर वाचन, मुद्राओं सहित करवाया जाएगा ।</p> <p>* कहानी- 'प्यासा कौआ' उचित हाव-भाव तथा चित्रों सहित करवाई जाएगी।</p>	<p>* बच्चों को कविताएँ- 'आलू बोला, हाथी राजा और अच्छे बच्चे' तथा कहानी- 'प्यासा कौआ' विभिन्न भावों तथा मुद्राओं सहित अभ्यास करने के लिए प्रोत्साहित करें।</p>

अप्रत्यक्ष मूल्यांकन के लिए नीचे उल्लिखित ईएलओ का नियमित आधार पर मूल्यांकन किया जाएगा।

प्रत्येक FMEA के बाद मूल्यांकन रिपोर्ट माता-पिता के साथ साझा की जाएगी।

Domains of Development	ELOs/Developmental Indicators
व्यक्तिगत सामाजिक और भावनात्मक विकास	<p>*करीबी परिवार के सदस्यों, दोस्तों और पड़ोसियों की पहचान करता है</p> <p>*अपनी पसंद और रुचियों को व्यक्त करता है।</p> <p>*स्थिति के अनुरूप भावनाओं को व्यक्त करता है।</p> <p>*कक्षा में और अन्य बच्चों के साथ समायोजन करता है</p> <p>*शुरू की गई गतिविधि को पूरा करता है</p> <p>*अपनी पसंद, रुचियां व्यक्त करता है और चुनाव करता है</p> <p>*संघर्षों के समाधान सुझाता है (मार्गदर्शन के साथ)</p> <p>*देखभाल करने वाला व्यवहार (गले लगाना, थपथपाना, चूमना) दिखाता है और अन्य बच्चों के साथ सामान साझा करता है</p> <p>*विशेष आवश्यकता वाले बच्चों सहित विविध पृष्ठभूमि के बच्चों के प्रति संवेदनशीलता और स्वीकार्यता प्रदर्शित करता है।</p> <p>*प्रयोग का आनंद लेते हैं और अपने तत्काल भौतिक, सामाजिक और जैविक पर्यावरण के बारे में स्पष्टीकरण मांगते हैं</p> <p>*प्रयोग का आनंद लेते हैं और अपने तत्काल पर्यावरण के बारे में स्पष्टीकरण मांगते हैं</p> <p>*पर्यावरण संबंधी चिंताओं के प्रति जागरूकता और संवेदनशीलता प्रदर्शित करता है</p> <p>*सरल समस्या स्थितियों का समाधान प्रदान करता है।</p> <p>*प्रौद्योगिकी के बारे में जागरूकता प्रदर्शित करें।</p>

संवेदी अवधारणात्मक और संज्ञानात्मक विकास	<ul style="list-style-type: none"> *स्वतंत्रता के साथ स्वच्छता और स्वास्थ्य, और स्वस्थ खाने की आदतों को दर्शाता है *वे क्या और कैसे खेलेंगे, इसकी योजना बनाते हैं *आम खतरों / खतरों को पहचानता है और सुरक्षा सावधानी बरतता है * अच्छे और बुरे स्पर्श के बारे में जागरूकता प्रदर्शित करता है और अजनबियों से दूरी बनाए रखता है *पर्यावरण में परिचित संकेतों, लोगो और लेबल को पहचानता है। *4-5 वस्तुओं को एक से एक समानता में रखता है। *किसी परिचित वस्तु के चित्र के 3-5 अनुपस्थित भागों की पहचान करता है। *एक साधारण पैटर्न में दोहराने की इकाई की पहचान करता है और पैटर्न का विस्तार करता है *सरल समस्या स्थितियों का समाधान प्रदान करता है। *आकार और रंग, आकार और आकार जैसे दो से अधिक कारकों से वस्तुओं की तुलना और वर्गीकरण करता है। *किसी विशेष गुण के आधार पर अधिकतम 5 वस्तुओं को क्रमबद्ध करता है। *निर्देशों का पालन करता है
भाषा साक्षरता और संचार	<ul style="list-style-type: none"> *सामान्य वस्तुओं, ध्वनियों, लोगों, चित्रों, जानवरों, पक्षियों, घटनाओं आदि का वर्णन करता है *थोड़े समय के लिए दूसरों की सुनता है और प्रतिक्रिया करता है, कुछ सामाजिक परंपराओं जैसे आँख से संपर्क का प्रदर्शन करता है *मौखिक और गैर-मौखिक रूप से ज़रूरत और विचारों का संचार करता है। *शब्दों में सिलेबल्स को टैप करें (समर्थन के साथ) *आसपास के परिवेश के बारे में जिज्ञासा व्यक्त करता है और प्रश्न पूछता है और संबंधित अवधारणाओं को विकसित करता है
शारीरिक और मोटर विकास	<ul style="list-style-type: none"> *अन्य बच्चों के साथ सहकारी रूप से खेलता है *चलना, दौड़ना, कूदना, चढ़ना आदि खेल गतिविधियों में सकल मोटर समन्वय और नियंत्रण प्रदर्शित करता है। *संगीत, नृत्य और रचनात्मक गति की खोज और भाग लेता है
रचनात्मकता	<ul style="list-style-type: none"> *मौखिक निर्देशों का पालन करता है *दूसरों के साथ आकस्मिक लेखन और ड्राइंग साझा करने में आनंद आता है।

MATHEMATICS

Term I FMEA – 1	Reading Skills * Arrange 3-4 picture cards/Objects in a sequence	Topics * Rhyme Time * Big and Small (Pg 8-Half)	* Segregation Game will be played for Big and Small. * Number rhymes/songs will be recited with proper actions and voice modulation.	* Show your ward objects or pictures related to Big small and motivate him/her to compare the same. * Refer to the following Link https://www.youtube.com/watch?v=HIA2YcsSeds (for Big Small.)
Pre requisite Knowledge session 01.04.2022 to 08.04.2022 Working Days: 06	* Seriates up to 5 objects on the basis of a particular property. * Compares and classifies objects by more than two factors like shape and colour, size and shape. * Classifies a group of objects on the basis of two categories. * Shows ability to understand relationship such as			

<p>Term I FMEA – 1</p> <p>11.04.2022 to 13.05.2022</p> <p>Working Days:22</p> <p>Oral and Written Assessment Date: 12.05.2022 (Tuesday)</p>	<p>part and whole, odd one out, association.</p> <p>* Counts and give up to 5 objects when asked to.</p> <p>* Identifies numerals with corresponding numbers up to 5.</p> <p>* Can count forward from (1-5)</p> <p>Writing Skills</p> <p>* Exhibits fine motor skills and performs tasks that require more complex eye hand coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc., with moderate levels of precision and control.</p> <p>* Knows print conventions — top to bottom and left to right or right to left as per script ; Knows that print carries meaning.</p> <p>Speaking and Listening Skills</p> <p>* Taps out syllables in words (with support)</p> <p>* Demonstrates increase in vocabulary and shows interest in learning new words.</p>	<p>Topics</p> <p>* Pattern (Pg 9 Upper Half, 23)</p> <p>* Big and Small (Pg 8-Lower Half)</p> <p>* Near - Far (Pgs 12,13-Upper Half)</p> <p>* Long and Short (Pg 16)</p> <p>* Tall-Short (Pg 17)</p> <p>* Same-Different (Pgs 10, 11 Upper Half)</p> <p>* Heavy-Light (Pg 11 Lower Half)</p> <p>* Thick-Thin(Pg 19)</p> <p>* Top/Bottom (Pg 9 Lower Half)</p> <p>* Things that go together (Pg 13 Lower Half)</p> <p>* Odd one out (Pg 20)</p> <p>* I Know (Recapitulation) (Pgs 14,15,21,22)</p> <p>* I Can Match (Recapitulation) (Pg 18)</p> <p>* Days of the Week (Orals)</p> <p>* Oral drill of Numbers 1-5</p>	<p>Reading Skills</p> <p>* Look and Identify for Pre-Number Concept - Learners will be shown different real & concrete objects/ flash cards/ pictures, they will be asked to identify and compare them on the basis of Big/Small, Long/Short/Tall, Near/Far, Thick/Thin, Same/Different, Heavy/Light, etc.</p> <p>* Odd One Out</p> <p>* Segregation Game will be played for Pre Number concepts and things that go together.</p> <p>* Pick the correct pictures/objects</p> <p>* Number Mat will be conducted and learners will be provided various objects to identify the numerals with their corresponding numbers and objects.</p> <p>Writing Skills</p> <p>* Picture Drawing and Colouring of Pre-Number Concepts</p> <p>Speaking and Listening Skills</p> <p>* Number rhymes/songs will be recited with proper actions and voice modulation.</p> <p>* Oral Drill: Days of the Week.</p> <p>* Number and Actions - Teacher will assign an action to the number like clap on 1, jump on 2, nod on 3. Then teacher will call out the number and the learner will do actions allotted to that number.</p>	<p>* Motivate your ward to draw and colour the objects related to the Pre-Number Concepts.</p> <p>* Show your ward objects or pictures related to various Pre-Number Concepts and motivate him/her to compare the same.</p> <p>* Refer to the following link: https://www.youtube.com/watch?v=lurFlPhcN3s (for Pre-Number Concepts.)</p> <p>* For Practice: Download the application "Math Count and numbers for kids under 3" by Gadget Software Development and Research from Playstore for pre number concepts.</p> <p>* For Practice: Maths with Fun Games-play online game https://www.splashlearn.com/number-games</p>
<p>Indirect Assessment: Following ELO's will be assessed on regular basis. The assessment report will be shared with parents after every FMEA..</p>				
Domains of Development		ELOs/Developmental Indicators		
Physical and motor development		<ul style="list-style-type: none"> Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc. Describe self in terms of physical characteristics Explores and participates in music, dance and creative movements 		

Sensory perceptual and cognitive development	<ul style="list-style-type: none"> • Makes plan for what and how they will play • Follows oral instructions
Language literacy and communication	<ul style="list-style-type: none"> • Recites short poems, sings action rhymes, with comprehension and participates in rhythmic activities. • Ask questions and give answers appropriately during activities and conversation. • Describes common objects, sounds, people, pictures, animals, birds, events etc
Personal social and emotional development	<ul style="list-style-type: none"> • Expresses own preferences and interests. • Follows instructions • Completes an activity started
Creativity	<ul style="list-style-type: none"> • Makes marks or drawings to represent an idea and describes the same

EVS

Pre requisite Knowledge session 01.04.2022 to 08.04.2022 Working Days: 06	Reading Skills *Identifies beginning sound of common words. *Recognises few letters and their corresponding sounds. *Remembers and recalls 3-4 objects seen at a time. *Identifies 3-5 missing parts of a picture of a familiar object.	Topics Rhyme Time *I am Special (Pg 8)	* Rhyme Time will be conducted with proper actions and voice modulation.	* Encourage your ward to observe and appreciate the things around
Term I FMEA – 1 11.04.2022 to 13.05.2022 Working Days:22 Assessment I Oral and Written: Date: 13.05.2022 (Friday) (Tuesday)	*Seriates up to 5 objects on the basis of a particular property. *Classifies a group of objects on the basis of two categories. *Arranges 3-4 picture cards/ objects in a sequence. *Shows ability to understand relationship such as part and whole, odd one out, association. *Compares and classifies objects by more than two factors like shape and colour, size and shape. *Turns pages of a story book (one at a time) and pretends to read on her/his. Writing Skills *Exhibits fine motor skills and performs tasks that require more complex eye hand coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc., with moderate levels of precision and control.	Topics *Ana's Story (Pg 9) *This is ME (Pgs 10,11) *Body Parts (Pgs 12,13) *Keeping Clean (Pgs 14,15) *My School (Pgs 18,19) *My Classroom (Pgs 20,21) *Greetings (Pgs 26,27) *Recapitulation (Pgs 16,17,22, 23)	Reading Skills *Picture Reading: Picture book will be provided to the learners to explore and read. *'The Bowl Game': Learners will pick a chit from the bowl. Identify the letter/ picture/ object and will speak about the same. *Game Let's Segregate will be played related to parts of the body, My school, My Classroom. *Seriation Game will be played through Picture cards/ objects etc. *Odd One Out *Memory Game will be played wherein the teacher will show few words/real & concrete objects and the learners will be motivated to tell the same in the correct sequence. Writing Skills	* Encourage your ward to practice 5-7 lines on 'Myself' and 'My School'. * Discuss about the importance of being good with your ward. * Motivate your ward to learn the name of different parts of the body and their uses. * Motivate your ward to use Magical Words: Sorry, Please, Excuse me and Thank you. * 'Cleanliness Drive' at Home: Motivated your ward to clean their room and arranging the things at proper place. (under your supervision) *Motivate your ward to learn the rhymes and stories with proper actions and voice modulation. * Refer to the following links: https://www.youtube.com/watch?v=hFIGwwE1uAM (for Body Parts) https://www.youtube.com/watch?v=2i4CbCINjWA&t=192s (for My School and My

	<p>*Knows print conventions — top to bottom and left to right or right to left as per script ; Knows that print carries meaning.</p> <p>*Makes marks or drawings to represent an idea and describes the same.</p> <p>Speaking and Listening Skills</p> <p>*Suggests solutions to conflicts (with guidance).</p> <p>*Makes plan for what and how they will play</p> <p>*Participates actively in conversation and shares personal experiences, likes and dislikes.</p> <p>*Asks questions and gives answers appropriately during activities and conversations.</p> <p>*Uses five senses to observe and explore the environment.</p> <p>*Describes common objects, sounds, people, pictures, animals, birds, events etc.</p> <p>*Analyses situations, thinks and acts accordingly.</p> <p>*Enjoys experimentation and seeks explanation about their immediate physical, social and biological environment.</p> <p>*Expresses curiosity about the immediate surroundings and asks questions and develops related concepts.</p> <p>*Enjoys experimentation and seeks explanation about their immediate environment.</p> <p>*Demonstrates awareness and sensitivity towards environmental concerns.</p>		<p>*Free Hand Drawing and Colouring in My School.</p> <p>*Picture Pasting of Body Parts.</p> <p>*Clay Play of tools used to keep ourself clean.</p> <p>Speaking and Listening Skills</p> <p>* Circle Time related to My School, My Classroom, Cleanliness, Body Parts .</p> <p>*Quiz and Riddles related to the topic.</p> <p>*Let's Speak: I am Special</p> <p>*Rhymes will be recited and the story will be narrated with proper actions and voice modulation.</p> <p>*Rhyme Time -Good Manners -If you're happy and you know it -Bits of Paper</p> <p>*Value Education Stories -Value card 3: Bring Lifestyle Changes -Value card 11: Being Polite</p> <p>*'Cleanliness Drive': Learners will be motivated to help their teachers and classmates in cleaning the classroom and arranging things at the proper place.</p> <p>Activities to be taken up *NFC: Smiley Sandwich</p> <p>*Virtual Tour: Disney Land</p> <p>*Celebrations -Baisakhi -Earth Day</p> <p>Intra Class Activity (I.C.A) Torn Paper Art: Tearing & Pasting Activity Theme: Summer Season</p> <p>* Summer Time...Fun Time...Ice-Cream</p>	<p>Classroom)</p> <p>*For Practice : Download 'Human body Parts-Preschool Kids Learning' from play store/ app</p> <p>* Spend quality time with your ward and read moral based stories to them.</p>
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			Party	
			*PowerPoint Presentations on all the topics covered during the month will be shown.	
Indirect Assessment: Following ELO's will be assessed on regular basis. The assessment report will be shared with parents after every FMEA.				
Domains of Development		ELOs/Developmental Indicators		
Physical and motor development	<ul style="list-style-type: none">Plays cooperatively with other childrenDemonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc.Explores and participates in music, dance and creative movements			
Sensory perceptual and cognitive development	<ul style="list-style-type: none">Demonstrates hygiene and sanitation practices, and healthy eating habits with increased independenceProvides solutions to simple problem situations.Demonstrates awareness about good touch and bad touch and maintains distance from strangersFollows oral instructionsRecognises common dangers/hazards and takes safety precautions.Recognises familiar signs, logos and labels in the environment.Identifies the unit of repeat in a simple pattern and extends the patternFollows instructions			
Language literacy and communication	<ul style="list-style-type: none">Describes self in terms of physical characteristics.Demonstrates increase in vocabulary and shows interest in learning new words.Narrates events or stories in a sequenceUses frequently used English words, greetings, polite forms of expression and responds in English or the home languageRe-tells a short story in a sequence and acts out important events in a story.Invents her/his own story in her/his own words.Recites short poems, sings action rhymes, with comprehension and participates in rhythmic activities.Listens to others for short period of time and responds, demonstrating some social conventions like eye contactCommunicates needs and thoughts verbally and non-verbally.Taps out syllables in words (with support)			
Personal social and emotional development	<ul style="list-style-type: none">Identifies, close family members, friends and neighbours.Expresses own preferences and interests.Expresses emotions appropriate to the situation.Makes adjustment in the classroom and with other childrenCompletes an activity startedExpresses own preferences, interests and makes choices.Shows caring behaviour (hugs, pats, kisses) and shares belongings with other childrenDemonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.Demonstrate awareness about technology.			
Creativity	<ul style="list-style-type: none">Enjoys sharing emergent writing and drawing with others.Shows interest for appropriate writing and colouring tools			
ART				
Particulars	Early Learning Outcome (ELO)	Contents to be covered	Activities	Parents' involvement
FMEA 1 06.04.2022 to 13.05.2022	<ul style="list-style-type: none">* Expresses own preferences and interest.* Completes an activity started.* Follows instructions.* Exhibits fine motor skills and perform tasks that	<ul style="list-style-type: none">* Cluck-Cluck Chicks (Pg 11)* Let's Draw and colour (Pgs 19, 29)	<ul style="list-style-type: none">* Learners will be encouraged to accomplish all the activities in a joyful manner.	<ul style="list-style-type: none">* Motivate your ward to practice colouring with proper strokes.

<p>require more complex eye-hand coordination such as free hand drawing, colouring, with moderate levels of precision and control.</p> <p>* Enjoy sharing emergent writing and drawing with others.</p> <p>* Shows interest for appropriate writing and colouring tools.</p> <p>* Make marks or drawings to represent an idea and describes the same.</p>			
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* CB- Course Book, WB- Workbook, RB- Rhyme Book, A&C- Art & Craft

* Prescribed Books:- Collins - Little Learners English Course Book; Little Learners Hindi; Little Learners General Awareness; Little Learners Mathematics; Little Learners Art and Craft; Little Learners Rhymes and Stories, Foundation Level- 2

Intra Class Activity

Holidays

Date & Day	Activities
13.05.2022	Torn Paper Art: Tearing & Pasting Activity Theme: Summer Season

Interactive Activities

Date & Day	Activities
13.04.2022 (Wednesday)	Celebrations Good Friday
22.04.2022 (Friday)	Earth Day & Blue Colour Day
18.04.2022 (Monday)	Virtual Tour Disney Land
24.04.2022 (Friday)	Students' Workshop Good Touch & Bad Touch
25.04.2022 (Monday)	Speaking Activity I am Special
28.04.2022 (Thursday)	Non-Fire Cooking Fruit Salad
13.05.2022 (Friday)	Red Colour Day

Month	Date & Day	Details
April 2022	14th Thursday	Mahavir Jayanti
	15th Friday	Good Friday
May 2022	03rd Tuesday	Id - ul - Fitr
	16th Monday	Budha Purnima
	16th Monday to 31st Tuesday	Summer Break

We hope that together we succeed in enriching the skills of our children and nurturing their aptitude considerably.

Regards



Mrs. Anjana Gupta
Headmistress (Head Of the School)
Rukmini Devi Public School, Rohini