

ATOMIC ENERGY EDUCATION SOCIETY

Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 2 (2024-25)

ENGLISH

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUNE	<p>1. Revision of all strokes learnt in Balvatika 1I – C / \ U etc.</p> <p>2. Pattern formation using strokes</p> <p>3. Capital letters : To be written in Red and Blue line with gap books</p> <p>APRIL - L, T, I, E, F, H</p> <p>JUNE – A, V, W,</p> <p>Phonic drill</p>	<p>-Revise all the strokes taught in Balvatika 1</p> <p>-Worksheets</p> <p>-Encourage the children to follow the particular pattern legibly</p> <p>Introduce one letter at a time and help students:</p> <p>-To recognize and write the letters</p> <p>-To identify, say and write the letter</p> <p>-To understand the related phonic sound</p> <p>-To identify and name some vocabulary related to the letter</p> <p>-To write the letter correctly within the four lines of the notebook</p> <p>Worksheets</p> <p>-Colour the correct picture for the given letters</p> <p>-Match the objects with the letters</p> <p>-Circle the correct letter</p> <p>-Draw objects for the given letter</p> <p>Write the first letter of the picture</p>	<p>Real objects in the surroundings, Flash cards, Picture cards, Puppets or any other learning aid</p>

		<p>4.General Conversation/ Picture talk:</p> <p>Myself</p>	<p>-General conversation/ Picture talk to be done on daily basis (initially to be done in mother tongue / language that the child understands local language/ home language). This helps the children to understand, to help students express themselves and develop language skills. Free and guided conversation supporting students in using a variety of communication strategies including gestures and non verbal expressions.</p> <p>- The teacher should start the conversation by introducing herself and encourage children to tell about himself /herself.</p> <p>-Encouraging positive interaction among the children(interaction between peers), interaction between children and teachers, children and material (toys, puppets etc.)</p> <p>-Encouraging the children to speak in complete sentences Eg: I am a boy/girl. My name is _____. I like to_____.</p> <p>(More such age appropriate sentences)</p> <p>-The topic can be introduced through a story or picture talk.</p> <p>- Rhymes, Stories and Picture Talk</p>	<p>Flash cards, Picture cards, Puppets, Story cards, Story books, Picture books or any other learning aid</p> <p>Big font reading books, Story books, concept picture books (eg: fruits, colours etc.)</p>
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		<p>2. General Conversation/ Picture talk: My Family</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<ul style="list-style-type: none"> -Match the objects with the letters -Circle the correct letter -Draw objects for the given letter Write the first letter of the picture -The topic can be introduced through a story or picture talk - Drawing stick figures of family members - Learning rhymes and songs based on the topic -Reading activity to be done regularly -The classroom should be print rich (labeling the objects in the classroom in big font size) -Ample opportunity should be given to handle books where the children learn to flip pages, pretend to read etc. -Showing children the cover page, first page and the last page of the book -Letting the children know the directionality of the print: follows from left to right and the reading is done from top to bottom -Showing children how to move a finger across the page and have their eyes follow the finger (during the story- telling time/ reading other books) Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions 	<p>Flash cards, Picture cards, Finger Puppets, Glove Puppets, Stick Puppets, Story cards, Story books, Picture books or any other learning aid.</p> <p>Big font reading books, Story books, concept picture books (eg: fruits, colours etc.)</p>
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<p>3</p>	<p>AUGUST</p>	<p>1.Capital letters : To be written in Red and Blue line with gap books</p> <p>- C, O, Q, S, G, J</p> <p>and UPhonic drill</p> <p>2.General Conversation/ Picture talk: My Friends and Birthday</p> <p>3.Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time</p> <p>- Activities: As suggested for the other letters above</p> <p>-Initiate and encourage conversations in the classroom, talking about the child's friends/ classmates/ playmates</p> <p>-Encourage the children to talk about their birthday</p> <p>-Activity: Doll Birthday party can be celebrated in the school</p> <p>-Create opportunities for conversation and encourage conversation with the help of puppets, stories, picture talk etc.</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Flash cards, Picture cards, Finger Puppets, Story books etc.</p>
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4	SEPTEMBER	<p>1. Capital letters : To be written in Red and Blue line with gap books</p> <p>2. Small letters : To be written in Red and Blue line with gap books</p> <p>- a to h</p> <p>Phonic</p> <p>drill</p>	<p>-Writing the alphabet in sequence (A to Z)</p> <p>-Introduce one letter at a time</p> <p>- Activities: As suggested for the other letters above</p>	
		<p>3. General Conversation/ Picture talk: House and rooms in a house</p> <p>4. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-During Doll Play draw children's attention towards the different things in the different areas of the doll house and encourage them to talk about the different rooms in their house and the things they see in the respective rooms</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Doll house, Flash cards, Picturecards, Finger Puppets, Story books etc.</p>

5	OCTOBER	<p>1. Small letters : To be written in Red and Blue line with gap books - i to</p> <p>Phonic drill</p> <p>2. General Conversation/ Picture talk: My School</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time - Activities: As suggested for the other letters above</p> <p>-Initiate a conversation about the classroom and also discuss about the school. Take the children around the school and show them the playground, library, staffroom, principal's room etc. Discuss with children about the people who work in the school and the work they do.</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	
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6	NOVEMBER	<p>1. Small letters : To be written in Red and Blue line with gap books -q to z</p> <p>Phonic drill</p> <p>2. General Conversation/ Picture talk :A Train/ Bus Journey</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time - Activities: As suggested for the other letters above</p> <p>-Encourage the children to talk about the places they have visited and the things they saw during the journey. -Have a make-belief bus / train journey with active participation of the children (during the play time). -Things like ticket counters, green and red flags etc. can be arranged, children can play the roles of passengers, engine driver, conductor, guard etc.</p> <p>-Reading activities as mentioned in the previous months</p> <p>-Singing rhymes and songs that describe a bus journey or a train journey</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Word cards, picture cards, chart puzzles, toy train etc.</p>
7	DECEMBER	<p>1. Small letters : To be written in Red and Blue line with gap books - a to z</p> <p>Phonic drill</p>	<p>- Activities: As suggested for the other letters above</p> <p>-Have a conversation about the teacher and the work she does</p>	<p>Blackboard work</p>

		<p>2. General Conversation/ Picture talk: My Teacher</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	
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8	JANUARY	<p>1. Capital & Small letters : To be written in Red and Blue line with gap books</p> <ul style="list-style-type: none"> - A to Z - a to z <p>Phonic drill</p> <p>2. General Conversation/ Picture talk: Park/ Garden</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<ul style="list-style-type: none"> -Introduce one letter at a time - Activities: As suggested for the other letters above -Match the small letters with the capital letters and vice-versa -Take the children to a nearby park/ garden and encourage them to observe things around them -Encourage them to collect some leaves, flowers, pebbles, feathers etc.(These can later on be used in the classroom for counting, seriation activities etc.) -Encourage them to talk about any other park or garden they have visited <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	
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9	FEBRUARY	<p>1. Capital & Small letters : To be written in Red and Blue line with gap books</p> <ul style="list-style-type: none"> - Aa to Zz Phonic drill <p>2. General Conversation/ Picture talk: A Birthday party</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories, Songs and Games</p>	<ul style="list-style-type: none"> - Activities: As suggested for the other letters above - Explain the importance of Birthdays - Encouraging students to discuss how they celebrate their birthdays - A doll's birthday party can be enacted in the classroom - Preparing a birthday chart of the children - Reading activities as mentioned in the previous months Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions 	Dolls, puppets, picture cards, birthday chart etc.
10	MARCH	1. Revision	Revision	

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HINDI

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUN E	1.Introduction of स्वर - अ से अं (Orally) Written :- अ, आ, इ & ई	-Encourage the children to name few objects they see around in the language they know, later teacher tells them what they are called in the particular language (Hindi) -Introduction of स्वर to be done through flash cards, picture cards, black board work etc. and their related vocabulary -Phonological awareness (relating the sound to its letter) -Proper formation of the letters to be emphasized -Rhymes -Worksheets -सही अक्षर पर गोला लगाओ -सही अक्षर से चित्र मिलाओ - चित्र बनाओ - पहला अक्षर लिखो - अक्षर से अक्षर मिलाओ	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.

2	JULY	<p>1. उ से अं : Written</p> <p>2. स्वर अ से अं (Written)</p>	<ul style="list-style-type: none"> -Introduction of letters to be done through flash cards,picture cards, black board work etc. and their related vocabulary -Phonological awareness (relating the sound to itsletter) -Proper formation of the letters to be emphasized -Rhymes -Worksheets -सही अक्षर पर गोला लगाओ - सही अक्षर से चित्र मिलाओ - चित्र बनाओ - पहला अक्षर लिखो - अक्षर से अक्षर मिलाओ 	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.
3	AUGUST	<p>1. व्यंजन :- क,ख,ग,घ (Oral &Written)</p>	<ul style="list-style-type: none"> -Introduction of व्यंजन to be done through flash cards, picture cards, black board work etc. and their related vocabulary -Phonological awareness (relating the sound to its letter) -Proper formation of the letters to be emphasized -Rhymes -Worksheets -सही अक्षर पर गोला लगाओ - सही अक्षर से चित्र मिलाओ -चित्र बनाओ 	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.

			-पहला अक्षर लिखो - अक्षर से अक्षर मिलाओ																
4	SEPTEMBER	1. व्यंजन :- च, छ, ज, झ ट, ठ, ड, ढ, ण (Oral & Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
5	OCTOBER	1. व्यंजन :- त, थ, द, ध, न (Oral & Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
6	NOVEMBER	1. व्यंजन :- प, फ, ब, भ, म (Oral & Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
7	DECEMBER	1. व्यंजन :- य, र, ल, व श, ष, स, ह (Oral & Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
8	JANUARY	1. वर्णमाला (Written) 2. Introduction of: बिना मात्रावाले दो और तीन अक्षर के शब्द	- Writing of वर्णमाला - Activities: As suggested for the other letters above - Introduce the words with pictures, writing in notebook <table border="1" data-bbox="1012 1182 1552 1345"> <tr> <td>हल</td> <td>बस</td> <td>फल</td> <td>घर</td> <td>जग</td> </tr> <tr> <td>टब</td> <td>नल</td> <td>रथ</td> <td>वक</td> <td>मग</td> </tr> <tr> <td>कमल</td> <td>मटर</td> <td>बटन</td> <td>कलम</td> <td>बतख</td> </tr> </table> etc.	हल	बस	फल	घर	जग	टब	नल	रथ	वक	मग	कमल	मटर	बटन	कलम	बतख	Chart, flash cards, puzzles, traceboards etc.
हल	बस	फल	घर	जग															
टब	नल	रथ	वक	मग															
कमल	मटर	बटन	कलम	बतख															


			-Worksheets -सही शब्द पर गोला लगाओ - सही अक्षर से चित्र मिलाओ - शब्द के चित्र बनाओ - चित्र देखकर शब्द लिखो				
9	FEBRUAR Y	1. वर्णमाला (Written Recapitulation) 2.Introduction of : बिना मात्रावाले दो और तीन अक्षर के समूहसे बने वाक्य	2. - Recapitulation of वर्णमाला and शब्द -Writing of : बिना मात्रावाले दो और तीन अक्षर के समूहसे बने वाक्य जैसे: <table border="1" style="margin-left: 20px;"> <tr><td>अमर घर चल ।</td></tr> <tr><td>गगन जल भर ।</td></tr> <tr><td>etc.</td></tr> </table>	अमर घर चल ।	गगन जल भर ।	etc.	Chart, flash cards, puzzles, traceboards etc.
अमर घर चल ।							
गगन जल भर ।							
etc.							
10	MARCH	1. Revision	Revision				

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SYLLABUS FOR BALVATIKA – 2 (2024-25)


MATHS

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUN E	<p>1. Revision of Pre math Concepts - Big and small -Tall and short -More and less</p> <p>Introduction of Same and different</p> <p>2. Shape –Circle </p>	<p>-Revision of Pre math Concepts - Big and small -Tall and short -More and less</p> <p>--Variety of objects can be shown to students to help them understand the similarities and differences in their sizes, colours, shapes etc. -Matching, Sorting and grouping activities - Rhymes, Songs, Stories and Picture Talk -Worksheets</p> <p>-Show children a circular object and ask them to observe the things around them and name or pick or show a few objects that are of circular shape -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p>	<p>Concrete objects, non-standard tools of measurement like cups, glasses, toy buckets etc.</p> <p>Sand play, water play</p> <p>Seriation tower of the shape</p> <p>Real objects, flash cards, chalk and board, puzzles etc.</p>


		<p>3. Introduction of concept : - Zero/ Nil/ Nothing</p> <p>4. Written :- Numbers 1 – 5</p> <p>5. Number Recognition 1- 20 (Oral counting)</p>	<p>-Make the children understand that zero stands for 'NIL' -Make the children aware that things reduce in number and become 'NIL' -Rhymes on the above concept -To recognize and write the numbers 1 to 5 in the square ruled book</p> <p>- To identify and say the numbers 1- 20</p> <p>Activities -Counting, Sorting and making sets of objects -Matching the objects with the correct numbers -Counting and threading beads -Picture talk/ stories based on the number concepts -Number Rhymes -Using clay to shape the form of numbers</p> <p>Worksheets -Count the objects and write the number - Count the objects and match with the correct number - Count the objects and circle the correct number -Draw objects/ balls for the given number etc.</p>	<p>Abacus, beads etc. Black board, chalk, beads, concrete objects, picture cards, story cards etc.</p>
2	JULY	<p>1.Pre math Concepts - Heavy and Light</p>	<p>-Explain the concept of Heavy and Light to the children with concrete examples like stones, feathers, leaves etc. It helps the children to identify the objects they can pick easily and the objects they cannot. It helps to develop thinking and problem solving skills -Along with the concept of heavy and light, the teacher can introduce the concept of float and sink -Water play activity to make the students understand that heavy objects sink and light objects float - Rhymes, Songs, Stories and Picture Talk</p>	<p>Concrete objects, tub, water, sand play, water play etc.</p>

		<p>2. Shape – Square </p> <p>3. Written :- Numbers 6–10</p> <p>4. Number Recognition 1- 30 (Oral counting)</p>	<p>-Worksheets</p> <p>-Show children a square shaped object and ask them to observe the things around them and name or pick or show a few objects that are in square- shaped</p> <p>-Making pictures and designs with cut out of the shape</p> <p>-Sorting/ Matching activities</p> <p>-Worksheets</p> <p>-Clay activities</p> <p>-To recognize and write the numbers 6 to 10 in the square ruled book</p> <p>-To write the numbers 1 to 10 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1- 30</p> <p>Activities</p> <p>-Counting, Sorting and making sets of objects</p> <p>-Matching the objects with the correct numbers</p> <p>-Counting and threading beads</p> <p>-Picture talk/ stories based on the number concepts</p> <p>-Number Rhymes</p> <p>-Using clay to shape the form of numbers</p> <p>Worksheets</p> <p>-Count the objects and write the number</p> <p>- Count the objects and match with the correct number</p> <p>- Count the objects and circle the correct number</p> <p>-Draw objects/ balls for the given number</p> <p>-Write the next number</p> <p>-Write the number that comes between the given numbers</p> <p>-Write the missing numbers etc.</p>	<p>Picture cards, black board activity, puzzles etc. Seriation tower of the shape</p> <p>Abacus, beads etc.</p>
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3	AUGUST	<p>1.Pre math Concepts - Full and empty</p> <p>2. Shape – Triangle </p> <p>3.Written :- Numbers 11–20</p> <p>4. Number Recognition 1- 40 (Oral counting)</p>	<p>-The concept can be introduced with simple activities using concrete objects like water bottles, basket with leaves or flowers etc. -The concept is strengthened during water play and sand play as they get firsthand experience - Rhymes, Songs, Stories and Picture Talk -Worksheets</p> <p>-Show children an object that is triangular in shape and ask them to observe the things around them and name or pick or show a few objects that are of triangular shape -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p> <p>-To recognize and write the numbers 11 to 20 in the square ruled book -To write the numbers 1 to 20 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1- 40</p> <p>- Activities and worksheets : As suggested for the other numbers before</p>	<p>Picture cards, Black board activity, concrete objects, sand play, water play, tub, toy buckets, tumblers, jugs, baskets etc.</p> <p>Seriation tower of the shape</p>
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4	SEPTEMBER	<p>1.Pre math Concepts -In and out</p>	<p>-The concept can be introduced with live examples using concrete objects like boxes, pencils, cupboards, bags etc. -The concept is strengthened during free play (indoor and outdoor) - Rhymes, Songs, Stories and Picture Talk -Worksheets</p>	<p>Picture cards, Black board activity, concrete objects, charts, sand play, water play etc.</p>
		<p>2. Shape – Rectangle </p> <p>3.Written :- Numbers 21–30</p> <p>4. Number Recognition 1- 50 (Oral counting)</p>	<p>-Show children an object that is rectangular in shape and ask them to observe the things around them and name or pick or show a few objects that are of rectangular shape -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p> <p>-To recognize and write the numbers 21 to 30 in the square ruled book -To write the numbers 1 to 30 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-50</p> <p>- Activities and worksheets : As suggested for the other numbers before</p>	<p>Seriation tower of the shape</p>

5	OCTOBER	<p>1.Pre math Concepts - Thick and thin</p> <p>2. Shape – Oval</p> <p>3.Written :- Numbers 31–40</p>	<p>-The concept can be introduced by asking children to observe the books, brushes, tree trunk around them etc. - Rhymes, Songs, Stories and Picture Talk -Worksheets</p> <p>-Show children an object that is oval in shape and ask them to observe the things around them and name or pick or show a few objects that are oval shaped -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p> <p>To recognize and write the numbers 31 to 40 in the square ruled book</p>	<p>Picture cards, Black board activity, concrete objects, charts etc.</p>
		<p>4. Number Recognition 1- 60 (Oral counting)</p> <p>5. Number names - one and two</p>	<p>-To write the numbers 1 to 40 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-60 - Activities and worksheets : As suggested for the other numbers before</p> <p>-Learn to spell and write the number names one and two Worksheets : -Count and match to the number name -Count and write the number name</p>	

6	NOVEMBER	<p>1. Shape – Semi circle </p> <p>2. Written :- Numbers 41–50</p> <p>3. Number Recognition 1- 70 (Oral counting)</p> <p>4. Number names - three, four and five</p>	<p>-Show children an object that is semi-circle in shape and ask them to observe the things around them and name or pick or show a few objects that have semi-circle shape</p> <p>-Making pictures and designs with cut out of the shape</p> <p>-Sorting/ Matching activities</p> <p>-Worksheets</p> <p>-Clay activities</p> <p>To recognize and write the numbers 41 to 50 in the square ruled book</p> <p>-To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-70</p> <p>- Activities and worksheets : As suggested for the other numbers before</p> <p>-Learn to spell and write the number names three, four and five</p> <p>Worksheets :</p> <p>-Count and match to the number name</p> <p>-Count and write the number name</p>	<p>Picture cards, Black board activity, concrete objects, charts, puzzles etc.</p>
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7	DECEMBER	<p>1.Counting Backwards – 10 to 1 (Orally)</p> <p>2.Written :- Numbers 1–50</p> <p>3. Number Recognition 1- 80 (Oral counting)</p> <p>4. Number names - six, seven and eight</p>	<p>-Start teaching counting backwards with simple songs that practice the skill in a simple way -Plan a variety of games that include counting backwards - To count backwards from 10 to 1 -Rhymes</p> <p>To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-80 - Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names six, seven and eight Worksheets : -Count and match to the number name -Count and write the number name</p>	<p>Number cards, beads, , black board activity, concrete objects, charts etc.</p>
8	JANUARY	<p>1.Counting Backwards – 10 to 1 (Written)</p> <p>2.Written :- Numbers 1–50</p> <p>3. Number Recognition 1- 90 (Oral counting)</p> <p>4. Number names - nine and ten</p>	<p>To write the numbers 10 to 1 in the square ruled book</p> <p>To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-90 - Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names nine and ten Worksheets : -Count and match to the number name -Count and write the number name</p>	<p>Picture cards, Black board activity, concrete objects, charts, puzzles etc.</p>
9	FEBRUARY	<p>1.Written :- Numbers 1–50</p>	<p>To write the numbers 1 to 50 in sequence in the square ruled book - To identify and say the numbers 1-100</p>	<p>Picture cards, Black board activity, concrete objects,</p>

		<p>2. Number Recognition 1- 100 (Oral counting)</p> <p>3. Number names (Revision) - one to ten</p>	<p>- Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names one to ten</p> <p>Worksheets :</p> <p>-Count and match to the number name</p> <p>-Count and write the number name</p>	charts, puzzles etc.
10	MARCH	1.Revision	Revision	

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Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 2 (2024-25) GENERAL KNOWLEDGE

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUN E	1. My Body Parts - Identifying the body parts - Sense organs	- The teacher should give opportunities for free and guided conversation and encourage children to tell about himself/herself -Encouraging positive interaction among the children (peer interaction), interaction between children and teachers, children and material (toys, puppets) -Encourage the children to talk about their likes, dislikes and develop a respect for others' feelings -Encouraging the children to speak in complete sentences. -Stimulating social interactions among children Eg. I am a boy/girl. My name is _____. I am _____year s old I like to ____. (More such age appropriate sentences) -To increase awareness about the various body parts and understand their importance and functions of sense organs -To make the children aware of the importance of maintaining distance from strangers and about good touch and bad touch -Activities like Tasting/ Smelling and guessing the name -Worksheets - Rhymes, Stories and Picture Talk	-Concrete objects like flowers, perfume, salt, sugar, bell, velvet paper, sand paper, puppets etc. Concrete objects, Sound boxes, touch boards, jal tarang activity, puppets etc.

		<p>2. Colours (primary) Red, Yellow and Blue</p> <p>3. Season – Summer : Revision of concepts learnt in Balvatika 1 -Things we use in summer to feel better - Enlisting the food items that we enjoy eating in summer</p> <p>4. Concept – Hot and cold</p>	<p>-Revision of primary colours taught in Balvatika 1 -Worksheets with creative exercises</p> <p>-Develop an understanding about different seasons (comparison) -Enlisting different food items that we like to eat in summer -Helping students in observing and reporting the changes in weather in summer season -Story Telling, Picture Talk-asking open-ended questions to stimulate thinking and speaking during conversations -Rhymes and songs based on the topic -Free hand drawing -Understanding the difference between hot and cold (touch and feel ice cube and warm water)</p>	Concrete objects, picture cards, story cards etc.
2	JULY	<p>1. Season – Rainy season</p> <p>2. Concept – Wet and dry - Origami – Boat</p>	<p>-Conversation about the weather in the rainy season ,things we need in rainy season, seasonal fruits, different types of creatures that are seen in rainy season</p> <p>-Story Telling, Picture Talk -Rhymes and songs based on the topic -Creative activities like Origami (boat: four folds) etc. -Understanding the difference between wet and dry (touch and feel a wet cloth and a dry cloth) -Activity: Wet a piece of cloth, sponge etc. and see how the objects feel when they are wet. Later put them out (if it is a sunny day) or under a fan to dry them. This helps them to understand how wet objects become dry. -Similarly students can be encouraged to observe how their umbrellas and raincoats kept outside the classroom become dry.</p>	Concrete objects, picture cards, story cards etc. Transparent glasses, colours, beads, balls etc.

		<p>3. Secondary Colours - Orange</p> <p>4. Good habits and Good manners</p>	<p>-Demonstrating how the secondary colour- orange is formed by mixing two primary colours (red and yellow) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Colouring activities</p> <p>-Encourage the children to learn and adopt healthy habits like brushing teeth twice a day, bathing, wearing clean clothes, washing hands etc. -Make the children understand the importance of the four magic words (Please, Sorry, Thank You and Excuse me) -It should be communicated to students through stories and rhymes that they need to treat people well at all times -Apart from learning to say ' Please', 'Thank you' and 'Excuse me', learning to say 'Sorry' when the child has done something wrong is an important etiquette. Being empathetic is a skill each child should imbibe.</p>	
3	AUGUST	<p>1. Days of the week Months in a year</p> <p>2. Secondary Colours - Purple</p>	<p>-Helping children in learning the names of the days of the week and months in a year through songs and rhymes. -Encouraging students to name the days of the week and months in a year</p> <p>-Demonstrating how the secondary colour- purple is formed by mixing two primary colours (red and blue) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done - -Sorting and grouping activities -Worksheets -Colouring activities</p>	<p>Calendar, black board, charts etc.</p> <p>Transparent glasses, colours, beads, balls, clay, etc.</p>

		<p>3. Festival -EID -Independence Day - Raksha Bandhan</p>	<ul style="list-style-type: none"> -Learning patriotic songs -Colouring pictures of the flag -Making flags using clay -EID and Raksha Badhan Festivals can be celebrated in the school. -Activity: Rakhi making (optional) -Colouring 	
4	SEPTEMBER	<p>1. Fruits Vegetables</p>	<p>Showing children different types of fruits and helping them identify and name them</p> <ul style="list-style-type: none"> -Fruits that can be eaten with skin and without skin (peeled/ unpeeled) -Seeds: Small /big, few / more seeds / seedless -Colouring -- Fruit Puzzles -Stories, rhymes and songs -Fruit salad or fruit chaat can be prepared involving the students <p>Show children different types of locally available vegetables and help them to identify and name them</p> <ul style="list-style-type: none"> -Differentiate between the vegetables that can be eaten raw and that can be eaten only when cooked. -Colouring -Vegetable salad or vegetable sandwich can be prepared - Vegetable Puzzles -Creative Activity: -Vegetable Printing -Stories, rhymes and songs -Worksheets <p><u>Creative Activity :-</u></p> <ul style="list-style-type: none"> - Cultivating a small kitchen garden with a variety of plants adjoining the indoor environment -Worksheets 	<p>Real fruits, models, Flash cards, Available real vegetables, clay etc.</p>

		<p>2. Good eating habits</p> <p>3. Secondary Colours - Green</p> <p>4. Festival - Ganesh Chathurti</p>	<p>-Help the children understand the difference between junk and nutritious food -Encourage the children to bring healthy food to school -Guiding them to chew the food properly and drinking lots of water etc.</p> <p>-Demonstrating how the secondary colour- green is formed by mixing two primary colours (blue and yellow) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Colouring activities</p> <p>-Ganesh Chathurthi Festival can be celebrated in the school -Activity: Making Ganapati with clay(optional) -Worksheets -Colouring activities</p>	<p>Transparent glasses, colours, beads, balls etc.</p>
5	OCTOBER	<p>1. Animals - Domestic animals - Wild animals</p>	<p>-Show few common animals seen in the surroundings through flash cards/ picture cards to the children and talk about their name, features, homes, babies, food they eat etc. Discuss the usefulness of domestic animals like Sheep gives us wool, Hen gives us eggs etc. - A visit to the local zoo can be arranged -Activity Origami: Dog, Fox etc. -To identify and name the animals and differentiate between domestic and wild animals - Animal Puzzles -Stories, rhymes and songs -Worksheets</p>	<p>Picture cards, Flash cards, Animal Puzzles etc.</p>

		<p>2. Colours - Black</p> <p>3. Festival - Dusshera</p>	<p>To identify the colour black</p> <ul style="list-style-type: none"> -Sorting and grouping activities -Worksheets -Colouring activities <p>-Dussehra Festival can be celebrated in the school (Playing dandiya/ Bathukamma etc.)</p> <ul style="list-style-type: none"> -Colouring 	<p>Black colour real objects, pictures etc.</p>
6	NOVEMBER	<p>1. Means of transport - Traffic signal</p> <p>2. Concept - fast and slow</p>	<p>Converse about the various means of transport based on :</p> <ul style="list-style-type: none"> -Land Transport: bus, car, van, train etc. -Air Transport: aeroplane, helicopter etc. -Water Transport: boat, ship etc. -Discuss the significance of traffic rules, traffic lights and zebra crossing -Stories, rhymes, picture talk and songs - Puzzles -Activity Origami : boat,aeroplane etc. <ul style="list-style-type: none"> -Worksheets -Colouring activities <p>-Along with the topic the teacher can explain about the term fast and slow with examples like car and bicycle etc.</p> <ul style="list-style-type: none"> -Constructive sound games -Stories, rhymes, games and songs To identify the colour white -Sorting and grouping activities -Worksheets -Stories, rhymes and songs 	<p>Picture cards, flash cards, puzzles etc.</p>

		<p>3. Colours - White</p> <p>4. Festival - Childrens' Day - Diwali</p>	<p>-Colouring activities</p> <p>-Diwali Festival can be celebrated in the school -Painting of diyas (optional) -Colouring -Making greeting card</p>	White colour real objects, pictures etc.
7	DECEMBER	<p>1. Community Helpers</p> <p>2. Colours - Pink</p> <p>3. Festival - Christmas</p>	<p>-Help the children understand the work done by postman, policeman, tailor, cobbler, doctor, fireman etc. through a story or a picture talk. Discuss the importance of the work done by them. -Identifying the tools used by different helpers -Visit to the nearest Post Office, Police Station, Supermarket etc. can be arranged -Worksheets -Stories, rhymes and songs</p> <p>-Demonstrating how the colour - pink is formed by mixing two primary colours (red and white) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Stories, rhymes and songs -Colouring activities</p> <p>-Christmas Festival can be celebrated in the school -Colouring -Making greeting card</p>	<p>Picture cards, flash cards, concrete objects, tool box , stamps, etc.</p> <p>Transparent glasses, colours, beads, balls etc</p>

8	JANUARY	<p>1. Birds</p> <p>2. Colours - Brown</p> <p>3. Festival - Pongal - Republic Day</p>	<p>-Show few common birds seen in the surroundings through flash cards or picture cards to the children and talk about their name, features, colour, sound, food they eat, home etc.</p> <p>-Excursion for bird watching can be arranged</p> <p>-Discuss the difference between animals and birds like animals have four legs, birds have beaks, feathers etc.</p> <p>-To identify and name the birds</p> <p>-Activity Origami: Bird, Hen etc.</p> <p>- Encourage the children to watch birds during outdoor activities</p> <p>-Stories, rhymes and songs</p> <p>-Worksheets</p> <p>-Demonstrating how the colour- brown is formed by mixing two primary colours (red and black)</p> <p>-Water glass activity (mixing of both the colours in a transparent glass of water) can be done</p> <p>-Sorting and grouping activities</p> <p>-Worksheets</p> <p>-Colouring activities</p> <p>-Pongal :Festival can be celebrated in the school</p> <p>-Colouring: Kite, the Flag</p>	<p>Picture cards, Flash cards , real feathers etc.</p> <p>Transparent glasses, colours, beads, balls etc</p>
9	FEBRUARY	<p>1. Flowers:</p> <p>-To identify and tell the names of few common flowers</p>	<p>-Show few common flowers seen in the surroundings, flash cards or picture cards to the children and talk about their colour, size, fragrance, uses of flowers etc.</p> <p>-To identify and name the flowers</p> <p>- Encourage the children to see the flowers around them during outdoor</p>	<p>Real flowers, flash cards, picture cards , clay etc</p>

			activities -Stories, rhymes and songs -Colouring activity -Creative Activity: -Pasting of petals/ flowers -Worksheets	
10	MARCH	1. Revision 2. Festival - Holi -EID	Revision -Eid, Holi Festivals can be celebrated in school - Activity with colours -Making greeting card	