

**ATOMIC ENERGY EDUCATION SOCIETY**  
**Anushakti Nagar, Mumbai 400094 SYLLABUS**

**FOR BALVATIKA – 3 (2024-25)**


**ENGLISH**

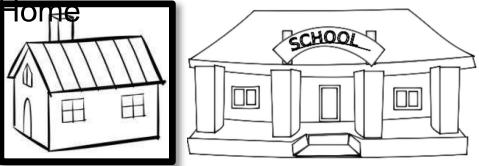
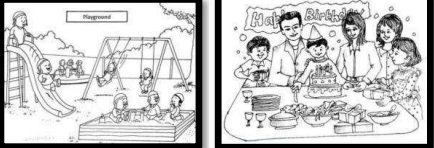
| <b>S.NO</b> | <b>Month</b>            | <b>Subject/Topic Details</b>  | <b>Suggested Activities</b>  |
|-------------|-------------------------|---|--|
| 1           | APRI<br>L<br>to<br>JUNE | <p>1. Revision of Alphabet - Aa to Zz</p> <p>2. Revision of two letter words.</p> <p>3. Teaching: vowels and consonants<br/>- Articles 'a' and 'an'</p> <p>4. Introduction of vowel - 'a' family words<br/>- ab, ad, ag, am, an, ap, ar, at, ax, ay words</p> | <p>-Revise the Alphabet - Aa to Zz and two letter words done in Balvatika 2 (orals and written)</p> <p>-To help students identify and understand the key difference between vowels and consonants</p> <p>-Introducing Articles 'a' and 'an' through activities and worksheets having a variety of interesting exercises</p> <p>- 'a' family words – To be written in Red and Blue line with gap book</p> <p>-ab words-cab</p> <p>-ad words-pad, sad</p> <p>-ag words- bag, tag</p> <p>-am words- jam, dam, yam</p> <p>-an words- can, fan, man, pan, van</p> <p>-ap words- cap, tap</p> <p>-ar words- car, jar</p> <p>-at words-bat, cat, fat, hat, mat, rat</p> <p>-Sight Words: Making a list of related words (vowel 'a' family) and putting them at a prominent place in the classroom</p> |

|          |  |   |   |
|----------|--|---|---|
|          | <p style="text-align: center;"><b>APRI<br/>L<br/>to<br/>JUNE</b></p> | <p>5. Introduction of This &amp; That (June)</p> <p>6. Reading sight words</p>  | <p><b>Worksheets</b></p> <ul style="list-style-type: none"> <li>-Match picture with correct word</li> <li>-Write the name of the picture</li> <li>-Circle the correct word for the given picture</li> <li>-Fill in the missing letters</li> <li>-Rhyming Words</li> <li>-Jumbled words</li> <li>-Word puzzles and games</li> <li>-Draw/ Colour the correct picture for the words</li> <li>-Dictation of the above words ('a' family words)</li> </ul> <p>-Introduce the concept of 'This' and 'That' and with the help of activities</p> <p>-Writing sentences using the words 'this and that'</p> <p>-Reading the sight words aloud</p> <p>-Providing opportunities for conversation and expression using the sight words</p> <p>-Sight words can be taken from the concepts of the next month</p> |
| <b>2</b> | <b>JULY</b>  | <p>1. Introduction of vowel 'e' &amp; 'i' family words</p> <ul style="list-style-type: none"> <li>- eb, ed, eg, en, et, ey words</li> <li>- ib, id, ig, in, ip, it words</li> </ul> | <p>eb words- web</p> <p>ed words- bed, red</p> <p>eg words- leg, peg, keg</p> <p>en words- den, hen, men, pen ,</p> <p>ten et words- wet</p> <p>ey words- key</p> <p>ibwords- bib, nib, rib</p>   |

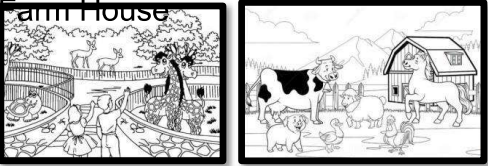
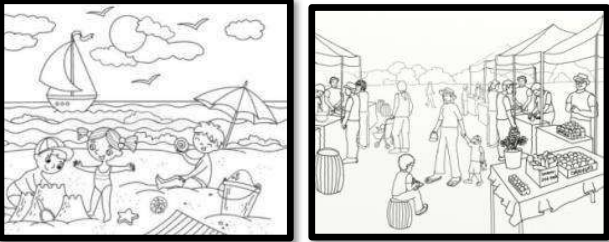
|   |        |  |   |
|---|--------|--|---|
|   |        | <p>2. Introduction of:<br/> - 'These' &amp; 'Those'<br/> -'in' &amp;'on'</p> <p>3. Reading sight words</p>         | <p>idwords- lid, kid<br/> igwords- big, fig, dig<br/> ,wig<br/> in words- bin, fin, pin, tin<br/> ipwords-dip, lip, hip,<br/> sip,zip itwords- bit, hit,<br/> kit, pit, sit<br/> Sight Words: Making a list of related words (vowel 'e' and 'i' family)<br/> and<br/> putting them at a prominent place in the classroom<br/> -Worksheets to be continued as done for previous words</p> <p>-Introduce the concept of 'These' &amp;'Those' and 'in' &amp;'on' with the help of activities<br/> -Writing sentences using the words 'these and those' and 'in' &amp;'on'</p> <p>-Reading the sight words aloud<br/> -Providing opportunities for conversation and expression using the sight words<br/> -Sight words can be taken from the concepts of the next month</p> |
| 3 | AUGUST | <p>1. Introduction of vowel 'o' &amp; 'u' family words<br/> - ob, od, og, op, ot words<br/> - ub, ug, us words</p> | <p>ob words-cob od<br/> words-cod, rod<br/> og words-dog, fog, log, jog<br/> op words- cop, hop, mop, top<br/> ot words-cot, dot, hot<br/> ub words-cub,rub,tub<br/> ug words-bug,rug,jug,mug<br/> us words-bus<br/> -Worksheets to be continued as done for previous words</p>   |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>Sight Words: Making a list of related words (vowel 'o' and 'u' family) and putting them at a prominent place in the classroom</p>   |
|  |  | <p>2. Introduction of:<br/>         -Blends (ch,sh,th )<br/>         - Consonant Blends : initial consonant clusters (bl, br, cl, cr, st, str etc)<br/>         -I, He, She &amp; It<br/>         -Use of : and, is, am, are</p> <p>3-Action Words</p> <p>4. Reading sight words</p> | <p>-Build a common understanding of blends are. Define blends as two or more consonants that each make their own sound, the sounds blend together<br/>         -Teaching the children how to use the blends at the beginning and at the end of a particular word<br/>         -Teaching the use of am, are, is I am, You are, He/She/It is<br/>         We are, You are, They are<br/>         Drilling the concept with different action words (sing, eat, dance etc)<br/>         -Writing sentences based on (I am, You are, He/She/It is We are, You are, They are)</p> <p>-Introduction of action words<br/>         -Writing a few basic action words</p> <p>-Reading the sight words aloud<br/>         -Providing opportunities for conversation and expression using the sight words<br/>         -Sight words can be taken from the concepts of the next month</p> |

|   |           |  |   |
|---|-----------|--|---|
| 4 | SEPTEMBER | <p>1.Introduction of:<br/>         -above and below<br/>         -singular, plural<br/>         -opposites</p>   | <ul style="list-style-type: none"> <li>-Explaining the appropriate use of 'above' and 'below' through pictures and activities</li> <li>-Teaching the students the concept of one and many, singular and plural through activities and examples</li> <li>-Writing few simple opposites</li> <li>-Worksheets consisting of child centered activities and exercises to drill the concepts</li> </ul> |
|   |           | <p>2. Picture Composition (Oral and Written) Topic- Myself and My Family</p>  <p>3. Reading sight words</p> | <ul style="list-style-type: none"> <li>-Framing a few sentences based on the picture shown</li> <li>-Encourage students to write some key words based on the picture shown</li> <li>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</li> </ul> <p>Sight Words can be developed based on the words used during conversation</p>                            |

|   |          |   |  |
|---|----------|---|--|
| 5 | OCTOBER  | <p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- My School and My</p>  <p>3. Reading sight words</p> | <p>-Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p> |
| 6 | NOVEMBER | <p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- In the Park/ Garden and Birthday Party</p>   | <p>-Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p>  |
|   |          |  <p>3. Reading sight words</p>  | <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>   |



|                              |                        |  |  |                            |                           |                              |
|------------------------------|------------------------|--|--|----------------------------|---------------------------|------------------------------|
|                              |                        | <p>2. Picture Composition (Oral and Written) Topic- A Visit to a Zoo and Farm House</p>  <p>3. Reading sight words</p>  | <p>shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation<br/>Words based on the topics of the next month</p>  |                            |                           |                              |
| <p>9</p>                     | <p><b>FEBRUARY</b></p> | <p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- At the Beach and A Visit to the Market</p>  <p>3. Reading sight words</p> <p>4. Reading small passages/poems</p> | <p>Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation<br/>Words based on the topics of the next month</p> <p>-Reading small passages /poems and answering the questions<br/>-Worksheets may be given for short passages/poems</p> <p>Example of a passage is given below:</p> <table border="1" data-bbox="1070 1265 1534 1380"> <tr> <td>The park has a mango tree.</td> </tr> <tr> <td>The tree is big and tall.</td> </tr> <tr> <td>There are ten mangoes on the</td> </tr> </table> | The park has a mango tree. | The tree is big and tall. | There are ten mangoes on the |
| The park has a mango tree.   |                        |  |  |                            |                           |                              |
| The tree is big and tall.    |                        |  |  |                            |                           |                              |
| There are ten mangoes on the |                        |  |  |                            |                           |                              |



|           |              |          |                                       |  |
|-----------|--------------|----------|---------------------------------------|--|
|           |              |          | tree.                                 |  |
|           |              |          | The mangoes are yellow in colour.     |  |
|           |              |          | 1                                     | 2  |
|           |              |          | <b>Fill in the gaps:</b>              | <b>Put ✓ or X</b>                          |
|           |              |          | 1. The park has a ___ tree.           | 1. There is an apple tree in the park. ( ) |
|           |              |          | 2. There are ___ mangoes on the tree. | 2. The tree is big. ( )                    |
| <b>10</b> | <b>MARCH</b> | Revision | Revision                              |  |

# ATOMIC ENERGY EDUCATION SOCIETY

Anushakti Nagar, Mumbai 400094

## SYLLABUS FOR BALVATIKA – 3 (2024-25)

### HINDI

| S.N<br>O. | Month               | Subject/Topic Details   |
|-----------|---------------------|---|
| 1         | APRIL<br>to<br>JUNE | 1. पुनरावृत्ति: वर्णमाला<br>2. पुनरावृत्ति: बिना मात्रा वाले दो और तीन अक्षर वाले शब्द<br>3. पुनरावृत्ति: बिना मात्रा वाले दो और तीन अक्षर के समूह से बने वाक्य<br>4. बारहखड़ी का परिचय |

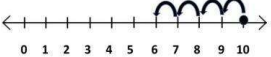
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| 2 | <b>JULY</b>      | <ol style="list-style-type: none"><li>1. बारहखड़ी का परिचय (जारी)</li><li>2. आ की मात्रा वाले शब्द एवं वाक्य</li><li>3. स्वर एवं व्यंजन – पुनरावृत्ति .</li><li>4. चित्र वाचन</li></ol>                      |
| 3 | <b>AUGUST</b>    | <ol style="list-style-type: none"><li>1. बारहखड़ी का परिचय (जारी)</li><li>2. इ और ई की मात्रा , इ और ई की मात्रा वाले शब्दों का परिचय एवं वाक्य</li><li>3. चित्र वाचन</li></ol>                              |
| 4 | <b>SEPTEMBER</b> | <ol style="list-style-type: none"><li>1. उ और ऊ मात्रा, उ और ऊ मात्रा वाले शब्दों का परिचय एवं वाक्य</li><li>2. चित्र वाचन</li></ol>   |
| 5 | <b>OCTOBER</b>   | <ol style="list-style-type: none"><li>1. ए और ऐ की मात्रा, ए और ऐ की मात्रा वाले शब्दों का परिचय एवं वाक्य<br/>चित्र वाचन</li><li>3. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)<br/>विषय: फल और सब्ज़ी</li></ol> |

|   |                 |   |
|---|-----------------|---|
| 6 | <b>NOVEMBER</b> | <ol style="list-style-type: none"><li>1. ओ, औ और अं की मात्रा, ओ, औ और अं की मात्रा वाले शब्दों का परिचय एवं वाक्य</li><li>2. चित्र वाचन</li><li>3. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)<br/>विषय: पालतू जानवर और जंगली जानवर</li><li>4. अंकों के नाम: 1 से 10</li></ol>        |
| 7 | <b>DECEMBER</b> | <ol style="list-style-type: none"><li>1. चित्र वाचन</li><li>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)<br/>विषय: पाठशाला में दिखने वाली आम वस्तुएँ<br/>घर में पाई जाने वाली आम वस्तुएँ</li><li>3. विलोम शब्द</li><li>4. तुक वाले शब्द</li><li>5. बारहखड़ी का पुनरावृत्ति</li></ol> |
| 8 | <b>JANUARY</b>  | <ol style="list-style-type: none"><li>1. चित्र वाचन</li><li>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)<br/>विषय: शरीर के विभिन्न अंग<br/>पेड़ के विभिन्न अंग</li><li>5. मात्रा वाले अक्षरों के समूह से बने सरल वाक्यों का परिचय</li></ol>  |

|    |                 |  |
|----|-----------------|--|
| 9  | <b>FEBRUARY</b> | <ol style="list-style-type: none"><li>1. चित्रवाचन</li><li>2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर)<br/>विषय: वाहन के नाम<br/>रंगों के नाम</li><li>3. मात्रा वाले अक्षरों के समूह से बने कुछ अन्य सरल वाक्य</li><li>4. पाठ-बोधन</li></ol> |
| 10 | <b>MARCH</b>    | पुनरावृत्ति  |

**ATOMIC ENERGY EDUCATION SOCIETY**  
**Anushakti Nagar, Mumbai 400094**  
**SUGGESTED REVISED SYLLABUS FOR BALVATIKA – 3 (2024-25)**

**MATHS**

| S.NO. | Month            | Subject/Topic Details  |
|-------|------------------|--|
| 1     | APRIL<br>to JUNE | Revision of Pre math Concepts<br>1. Introduction of Pre-Math Concepts<br>- 'Left' and 'Right'<br>2. Oral Recap of Numbers (1-100)<br>3. Introduction of numbers -Written - 51 – 60   |
| 2     | JULY             | 1.Introduction of Pre-Math Concepts<br>-'Front' and 'Behind'<br>2. Oral- Counting Backwards 10 to 1<br>3. Oral- Numbers (101-120)<br>4. Introduction of numbers- Written 61 – 80   |
| 3     | AUGUST           | 1. Introduction of Pre-Math Concepts<br>-'Top' and 'Bottom'<br>2. Written- Counting Backwards 10 to 1<br>3.Introduction of 'before' number (using number line) from 1 to 10<br>4. Oral Num,bers (121-140)<br>5. Introduction of numbers - written 81 –100<br><div style="text-align: center;">  </div> |
| 4     | SEPTEMBER        | 1. Pre- Math Concept (3 Levels)<br>-big, bigger, biggest<br>-small, smaller, smallest<br>2. Oral – Numbers (141-160)<br>3. Written: Numbers 1– 100<br>4. Number names -1 to 5  |

|           |                 |  |
|-----------|-----------------|--|
| <b>5</b>  | <b>OCTOBER</b>  | 1. Pre- Math Concept (3 Levels)<br>-tall, taller, tallest<br>-short, shorter, shortest<br>2. Oral – Numbers (161-180)<br>3. Continuation of numbers 1– 100<br>4. Number names -6 to 10         |
| <b>6</b>  | <b>NOVEMBER</b> | 1. Pre- Math Concept (3 Levels)<br>-thin, thinner, thinnest<br>-thick, thicker, thickest<br>2. Oral – Numbers (181-200)<br>3. Currency notes and coins<br>Number names: 11, 12, 13 & 14        |
| <b>7</b>  | <b>DECEMBER</b> | 1. Greater than, lesser than (1 to 10 through activities)<br>2. Fractions full and half (through activities)<br>3. Revision of all shapes Shapes (diamond)<br>4. Number names: 15, 16, 17 & 18 |
| <b>8</b>  | <b>JANUARY</b>  | 1. Ascending and Descending order of numbers (1 to 10)<br>2. Number names :19 & 20   |
| <b>9</b>  | <b>FEBRUARY</b> | 1. Basic Addition (through activities)<br>2. Basic Subtraction (through activities)<br>2. Number names: 1 to 20  |
| <b>10</b> | <b>MARCH</b>    | Revision   |

## ATOMIC ENERGY EDUCATION


### SOCIETY

Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 3

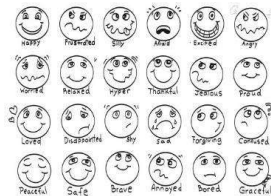
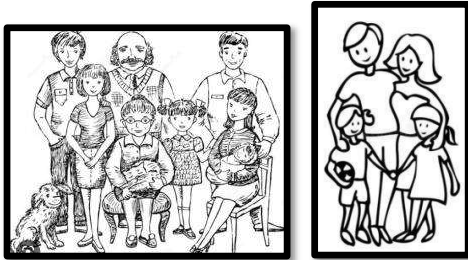
(2024-25)

### GK-Awareness about Immediate Environment, Health and Well Being and Sensitization about Environmental Concerns

| S.NO. | Month                   | Subject/ Topic Details   | Suggested Activities   |
|-------|-------------------------|--|--|
| 1     | APRIL<br>to<br>JUN<br>E | <p>1. Seasons<br/>Other Concepts –Water, Air ,Sun Moon, Day and Night</p>  <p>2. Colours :- Primary Colours<br/>–Introduction of dark and light shades</p> | <p>-Comparing different season<br/>-Talk about the time of the season in the year, weather, food, things we use, type of clothes we wear in a particular season<br/>-Picture talk<br/>-Talk about the sun, the moon, water and air. Discuss the uses of air and water<br/>-Develop the ability to differentiate the features of the night and daytime sky<br/>- Encourage children to learn and use the new vocabulary acquired in everyday language<br/>- Creative worksheets for practicing and reinforcing the concepts<br/>- Freehand drawing</p> <p>Revision : Primary colours<br/>-Introduce the different shades( dark and light) of the colours by showing concrete objects( computer may be used to show different shades of a colour)<br/>-Colouring activities<br/>-- Creative worksheets for practice and reinforcing the concepts</p> |



3. Myself, Emotions, My Family (June)

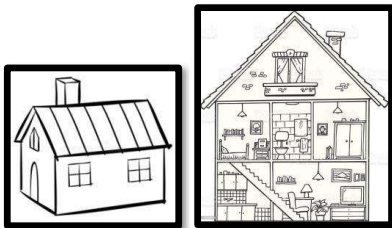


- Encourage the children to express themselves: tell a few sentences about themselves, their likes and dislikes, their favourite toy/ food etc.
- Encourage children to talk about their family members, the work they do etc.
- Helping students in understanding and appreciating the work done by every member of the family and designing their own role in the housework
- To make the children understand the concept of small family/ large family
- To recognize that every family is unique
- To develop a pro-social behavior like caring, sharing, collaboration, respecting and greeting elders, helping the family members etc.
- To know the different emotions like feeling happy, sad, angry, sleepy etc.
- Encouraging the children to express their emotions without the fear of rejection
- Explaining the children about the good/ acceptable and unacceptable behavior (beating peers, teasing stray animals, throwing tantrums etc.)
- Picture Talk
- Colouring activities
- Creative worksheets for practicing and reinforcing the concepts
- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)

2

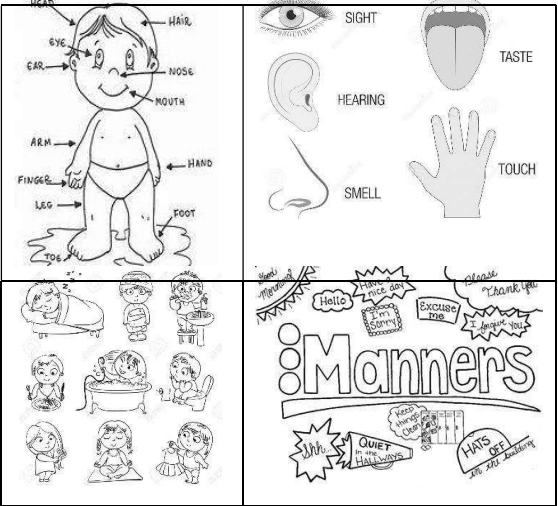
**JULY**

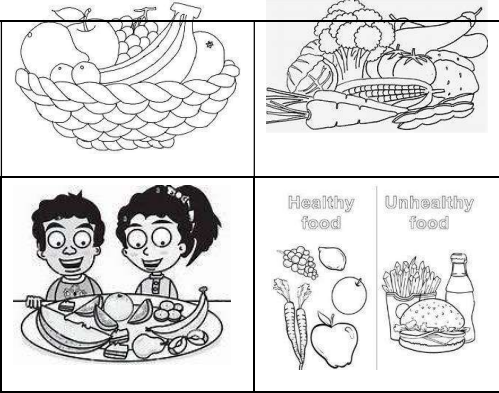
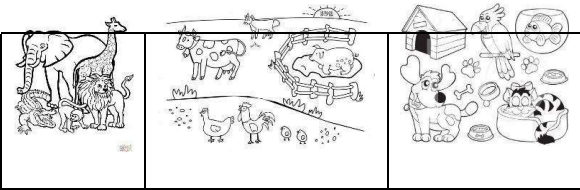
My Home, Rooms in a House



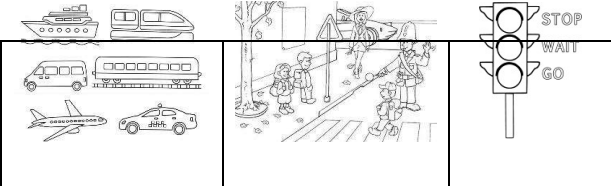


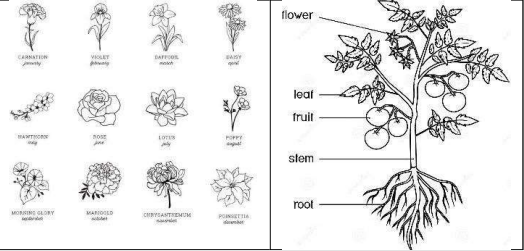
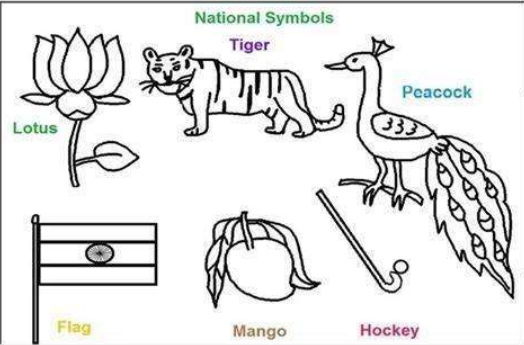
Days of the week,  
Months of the year

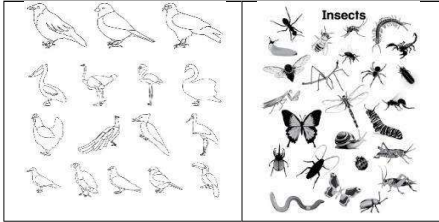
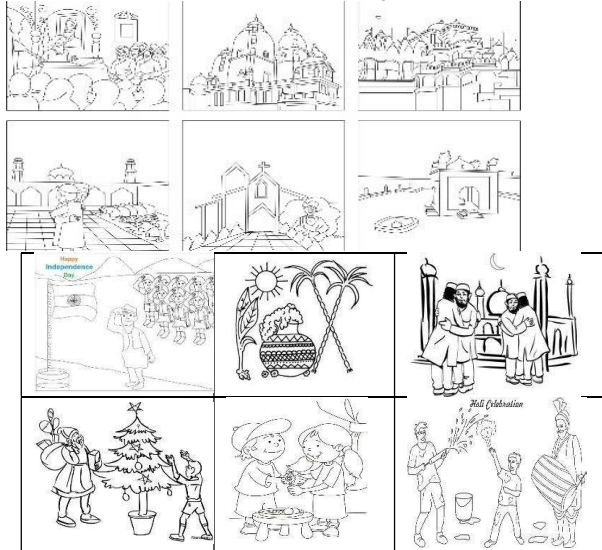
- Encourage each child to talk about his/her home: rooms in the house, different things used in the different rooms of the house and the purpose of the rooms. Eg: food is cooked in the kitchen, we sleep in the bedroom etc.
- To make the students aware of common issues and sensitize them towards environmental concerns. Eg: Why should we not waste water? Why should we switch off lights when not in use? etc.
- Importance of swachhta
- Revision: Days of the week and the Months of the year
- Make the children write and learn the spellings
- Calendar activity ( telling the day, month, date, year etc)

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|   |  |   | <ul style="list-style-type: none"> <li>-Picture Talk</li> <li>-Colouring activities</li> <li>-- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul>  |
| <p style="text-align: center;"><b>3</b></p> | <p style="text-align: center;"><b>AUGUST</b></p> | <p>Parts of the body, Sense Organs<br/>Good Habits, Good Manners</p>  <p style="text-align: center;">Secondary Colours ( light and dark shades)</p> | <p>Revision the Parts of the body and making the children write and learn the spellings of some body parts</p> <ul style="list-style-type: none"> <li>-Naming the sense organs and their uses in complete sentences (Written)</li> <li>-Development of healthy habits, hygiene, sanitation and awareness for self protection</li> <li>-Encouraging children to practice simple yoga exercises to keep themselves fit and healthy</li> <li>-Creating awareness about the magic words ‘ sorry’, ‘please’, ‘thank you’ and ‘excuse me’ and their usage at the appropriate occasion</li> <li>-Sensitizing the children about good touch and bad touch; encouraging them to share their feelings with any close adult(parents, grandparents, teachers etc.)</li> </ul> <p>It should be ensured that students maintain and display basic health and hygiene, sanitation practices and healthy eating practices with increased independence</p> <ul style="list-style-type: none"> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> <p>Revision : Secondary colours</p> <ul style="list-style-type: none"> <li>-Introduce the different shades( dark and light) of the colours by showing concrete objects(Computer may be used to help them explore different shades and colours)</li> <li>-Colouring activities</li> <li>- Creative worksheets for practicing and reinforcing the concepts</li> </ul> |

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| 4 | <b>SEPTEMBER</b> | <p>Fruits and Vegetables<br/>Good Eating Habits<br/>Nutritious and junk food</p>  | <p>Revision: Fruits and Vegetables</p> <ul style="list-style-type: none"> <li>-To write and learn the spellings of a few locally available common Fruits and Vegetables</li> <li>The children should know : <ul style="list-style-type: none"> <li>-fruits that can be eaten peeled/ unpeeled</li> <li>-fruits that have more seeds/a few seeds/seedless</li> <li>- vegetables that can be eaten raw/ cooked</li> <li>-difference between leafy and other vegetables</li> <li>- vegetables that grow on plants / underground</li> </ul> </li> <li>-Developing good eating habits: chewing food properly, not to talk while eating, drinking lots of water etc</li> <li>-Encouraging the children to enjoy eating nutritious food and to differentiate between the healthy and junk food</li> </ul> <p>Activity: Preparation of vegetable sandwich, mixed salad, fruit salad etc</p> <ul style="list-style-type: none"> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> |
| 5 | <b>OCTOBER</b>   | <p>Animals:<br/>-Pet<br/>-Domestic<br/>-Wild<br/>-Water</p>                     | <ul style="list-style-type: none"> <li>-Revision: pet, wild, domestic animals</li> <li>-Introduction of water animals</li> <li>-Identifying the unique features of animals</li> <li>-Children should be able to classify the animals( Pet, wild and domestic)</li> <li>-To write and learn the spellings of few animals, their babies, their homes, food they eat and animal products</li> <li>-Developing skills of noticing and describing finer details of animals in the immediate environment</li> </ul> <ul style="list-style-type: none"> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> <li>-Creative worksheets for practicing and reinforcing the concepts</li> </ul> <p>Activity: A visit to the zoo/ farm can be arranged</p>   |
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| <p>6</p> | <p><b>NOVEMBER</b></p> | <p>Community Helpers</p>  <p>My Neighbours and Neighbourhood</p>  | <ul style="list-style-type: none"> <li>-Revision : Community Helpers</li> <li>-Talk about the various community helpers and the work done by them</li> <li>- Identification of the tools used by the helpers</li> <li>-To Write and learn the spellings of few community helpers</li> <li>- Developing skills of noticing and describing finer details of different professionals</li> <li>-Sensitizing students about dignity of labour and respecting all types of jobs equally</li> <li>-Encouraging the children to talk about their neighbours and about their neighbourhood (market, stores, park, police station, hospital, saloon, bank, post office etc.)</li> <li>-Picture Talk</li> <li>-Colouring activities</li> <li>-- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul> |
| <p>7</p> | <p><b>DECEMBER</b></p> | <p>Modes Of Transport<br/>Traffic Signal<br/>Road Safety</p>    | <ul style="list-style-type: none"> <li>-Let the child tell how they commute to school</li> <li>-Talk about the modes of transport and the different vehicles through flash cards, picture cards, models etc.</li> <li>-To write and learn the spellings of few vehicles of the different means of transport</li> <li>-Talk about the time taken to travel a distance by different means of transport, talk about the concept of fast and slow</li> <li>-Encouraging children to notice and describe finer details of the vehicles they see</li> <li>-Talking about the traffic lights, traffic rules, road safety and other general rules to be followed by the people (eg: crossing the road at the zebra crossing only , switching off the engine of vehicle while waiting at the signal etc.)</li> </ul>  |

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|          |                       |   | <ul style="list-style-type: none"> <li>- Activities to ensure that the child follows basic rules of safety at home, in school, in playground etc.</li> <li>-Picture Talk</li> <li>-Colouring activities</li> <li>-- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul>  |
| <p>8</p> | <p><b>JANUARY</b></p> | <p><b>Flowers &amp;Parts of a Plant</b></p>  <p><b>National Symbols</b></p>  | <ul style="list-style-type: none"> <li>-Introducing the various flowers seen in the immediate environment, talking about their vibrant colours, fragrance, their uses etc.</li> <li>-Showing the children a plant and telling them about the different parts like roots, stem, leaves etc.</li> <li>-Writing and learning the spellings of few flowers and the parts of a plant</li> <li>Identifying the missing parts of a picture (plant)</li> </ul><br><ul style="list-style-type: none"> <li>-Making the children aware of the importance of the national festival- Republic Day</li> <li>-The children should be made aware of the National Flag, National emblem, the different national symbols like National fruit, animal, bird, tree, flower etc.</li> <li>-The children should know the National Anthem and the National Song</li> <li>-Activity : National Anthem to be sung during the morning circle time</li> <li>-Fancy Dress can also be conducted based on a theme</li> <li>-Picture Talk</li> <li>- Creative worksheets for practicing and reinforcing the concepts</li> <li>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</li> </ul> |

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| <p>9</p>  | <p><b>FEBRUARY</b></p> | <p>Birds<br/>Insect<br/>S</p>  <p>Festivals &amp; Places of worship</p>  | <p>Revision: Birds<br/>-Introduction of Insects<br/>-To identify the features of birds/ insects<br/>-Writing and learn the spellings of few birds and insects<br/>-Noticing and describing finer details of birds in the immediate environment<br/>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)<br/>-Creative worksheets for practicing and reinforcing the concepts<br/>Activity: A visit to the zoo/ farm can be arranged for bird watching</p> <p>-Discussing about the various festivals celebrated in different parts of our country<br/>-Talking about the tradition and culture<br/>Activity:<br/>Festivals can be celebrated in the school<br/>-Picture Talk<br/>- Creative worksheets for practicing and reinforcing the concepts<br/>- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)</p> |
| <p>10</p> | <p><b>MARCH</b></p>    | <p>Revision</p>  | <p>Revision</p>   |