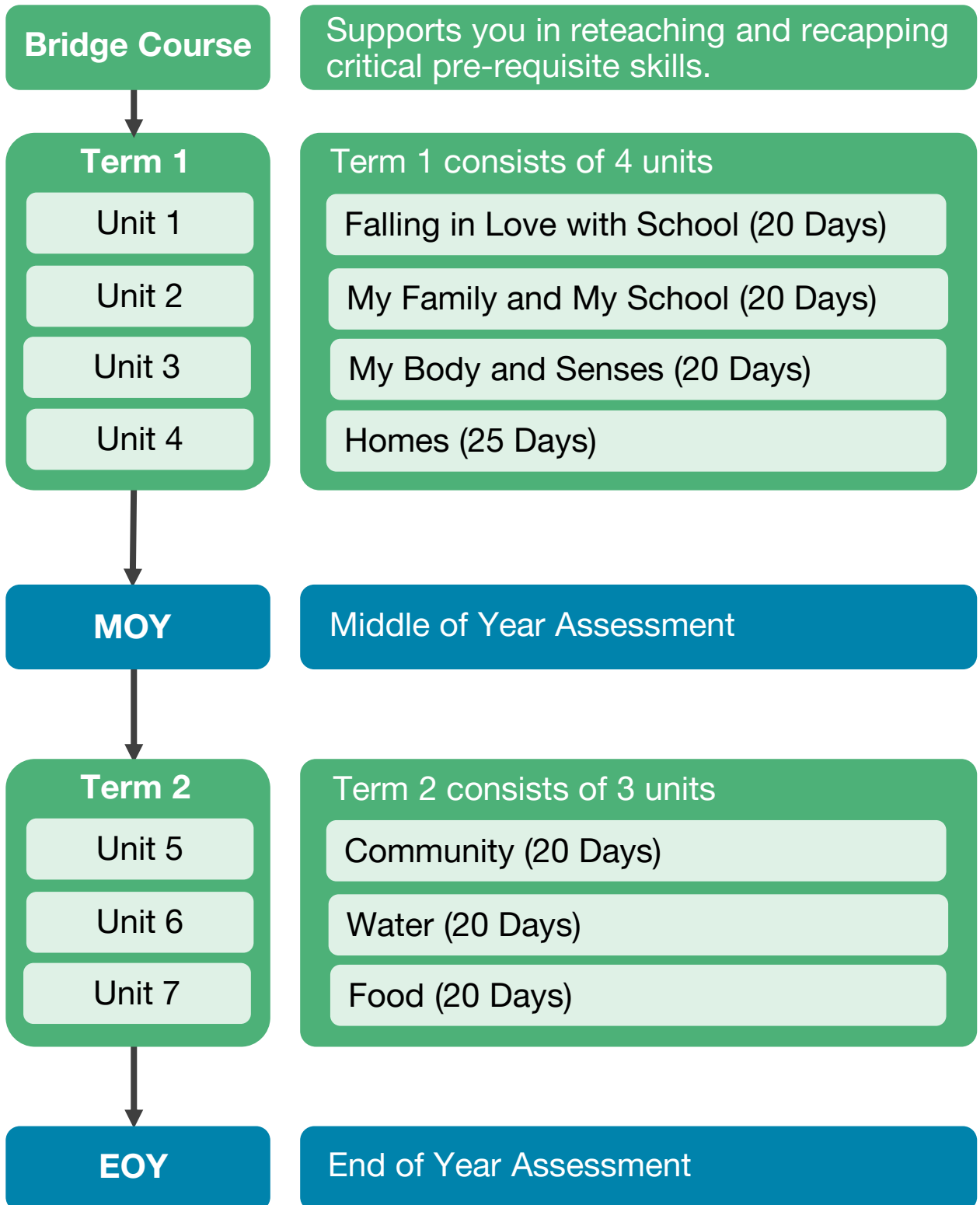


Learning Journey for the Year









Dear teachers, the table below summarises the learning journey you will cover with your students this year.



Detailed Syllabus for the year

The table given below lists the topics covered in each term. Term 2 units will be visible on the tab after the completion of MOY.

Term 1

	Unit 1	Unit 2	Unit 3	Unit 4
	 <p>Falling in Love with School</p>	 <p>My Family and My School</p>	 <p>My Body and Senses</p>	 <p>Homes</p>
 Early EVS	Familiarity with school environment, Recap of concepts covered in Nursery (Body Parts, Fruits, Vegetables, Emotions, Animals, Colours, Shapes, Numbers 1-5, Comparison)	People at home and school, Magic words and kind gestures, Respect and care for school and classroom	Senses and their functions, Healthy habits, Personal safety (Good touch and bad touch)	Types of houses, Keeping the house clean, Animals and their homes
 Early ELGA	Letter sounds, Draw lines	Beginning sounds, Vocabulary and sight words, Write letters in upper case, Draw and label pictures	Beginning sounds, Answer factual questions, Speak short sentences, Write upper-case letters	Blend sounds, 3-letter CVC /a/ words, Vocabulary and sight words, Draw and label pictures, Write upper-case letters
 Early Mathlogic	Practise numbers 1-5, Sort by colour and shape, Rote count 1-10, Identify same and different things, Complete a picture by connecting dots or dashed lines	Number 6, Oval and pentagon shapes, Rote count 1-20, Shapes used to create a figure, Identify things in a picture, Solve maze puzzles	Number 7, Hexagon shape, Simple ABAB pattern, Rote count 1-30, Solve the jigsaw puzzle of 4-5 pieces	Number 8, Write numbers 1-8, Compare things, Cube and cuboid shapes, Missing numbers 1-30, Identify related things
 Creative Arts	Painting and colouring	Singing, Recognise lines	Dancing, Use lines to make stick figures	Dancing, Textures
 Yoga & PE	Free play, Breathing, Vrikasana	Jump, Throw and catch, Navasana, Purna Titli Asana	Walking on lines, Balasana, Urdhva Mukha Svanasana	Beam balancing, Janu Hastasana, Adho Mukha Svanasana
 Thinking & Socio-Emotional Skills	Interact with the teacher and other students, Show respect and gratitude towards friends and family	Identify and name different emotions and talk about them, Share with peers and wait for their turn	Explain and practise healthy habits of cleanliness and hygiene, Speak a few sentences in English with confidence	Explain how weather and types of houses are related, Maintain eye contact with the listeners while speaking

Term 2

Unit 5



Community

Unit 6



Water

Unit 7



Food



Early EVS

Community helpers and their roles

Importance of water, Properties of water

Food groups, Nutrients in different food groups, Healthy and unhealthy food



Early ELGA

Blend sounds, 3-letter CVC /e/, /i/ words, Answer factual questions, Predict what happens, Write upper-case letters

Blend sounds, 3-letter CVC /o/, /u/ words, Draw and label pictures, Favourite character in a story, Write lower-case letters

Recap all word families, Read simple sentences independently



Early Mathelagic

Number 9, Ordinal numbers, Cylinder and sphere shapes, Rote count 1-40, Connect dots to create basic shapes on grid, Identify differences between 2 pictures

Number 10, Match, sort and compare quantities, Add quantities to make 10, Simple ABB pattern, Cause and effect Position words, Simple measurement

Numbers 1-10, Rote count 1-50, Write numbers 1-50, Subtract numbers up to 5, Recap all shapes



Creative Arts

Create art using textures and shapes

Recognise tempo and pitch, Sounds in nature

Dancing, Use textures, shapes, and colours in art



Yoga & PE

Pick things while running, Crescent moon and Kite poses

Fill a utensil, Trikonasana and Marjariasana poses

Climb and slide, Recap all asanas



Thinking & Socio-Emotional Skills

Express ideas related to community helpers and how they help us, Show persistence in completing classroom activities

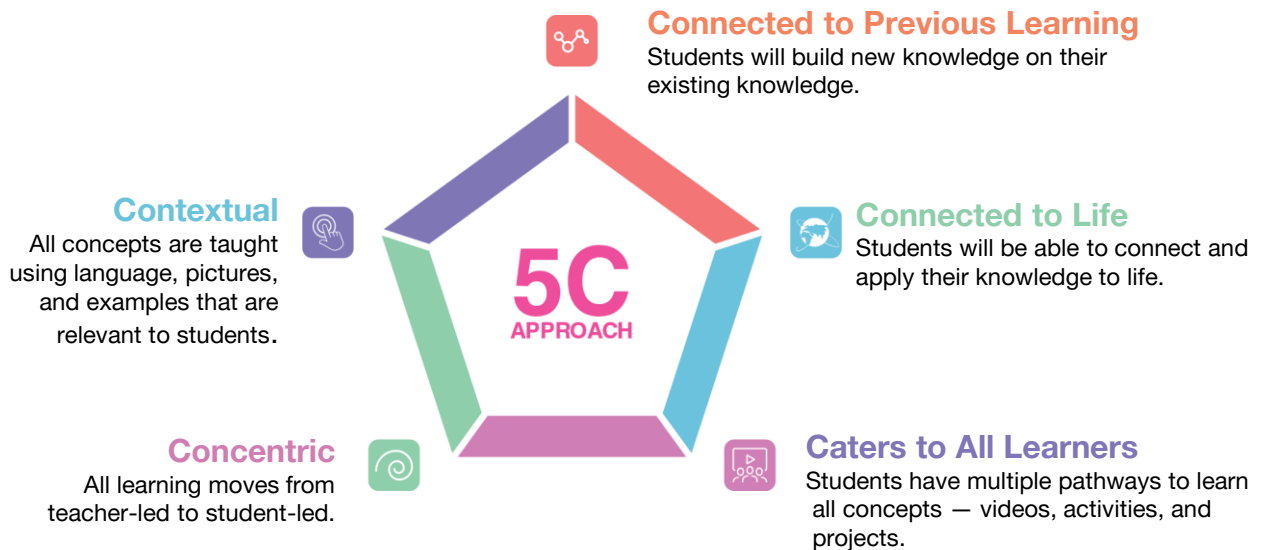
Express ideas on importance of water for plants and animals, Draw and label pictures to express ideas related to water

Draw images to express ideas related to food and label them, Develop healthy eating habits

The LEAD Method

The tables below detail the LEAD Method that you will be following with your students.

1. 5Cs Approach: Every concept is taught through the 5Cs approach.



2. Student Centric Design

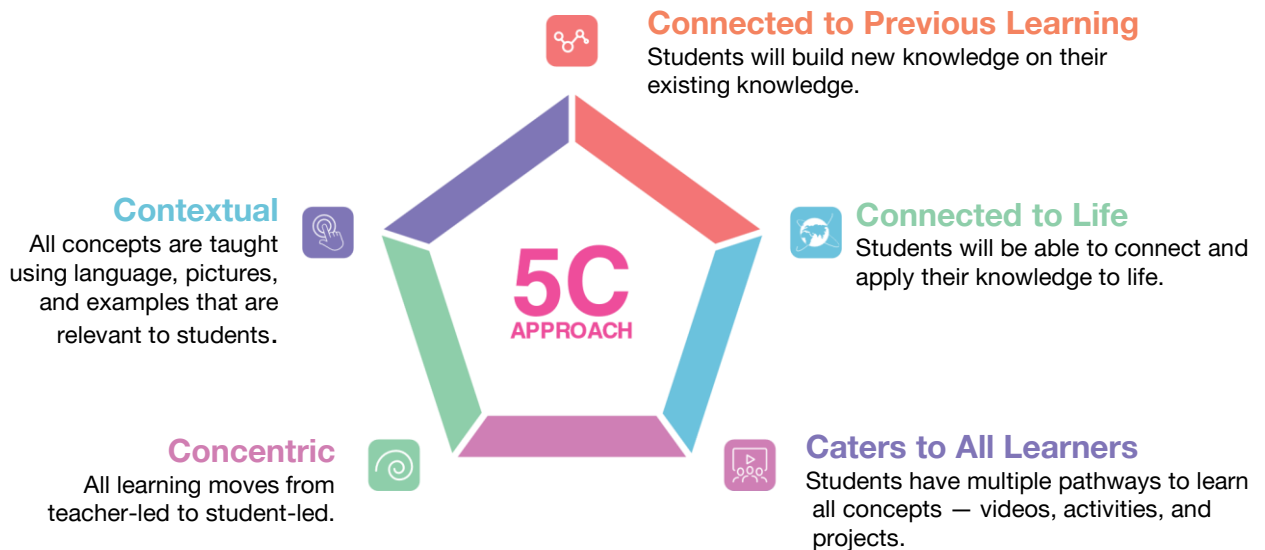


The curriculum is designed based on how students in this age group learn. This ensures that they get enough opportunities to learn through engaging ways like playing, listening to stories, exploring, creating, and participating in hands-on activities.

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The LEAD Method

3. Integrated Theme-Based Learning

LEAD Pre-Primary Curriculum has six components that form part of the lessons every day. These components help the child learn and practise different skills during the day. All these components are integrated through a common EVS topic, which is the central theme of each unit.



Important Icons

Features and Icons in the Books

1. Component Icons

Provides information about the components covered on a page



Early EVS



Early ELGA



Early Mathelagic

2. QR Codes



Students can access important resources at home by scanning these codes using the LEAD Student App.

3. Thinking and Socio-emotional icons

Provides information about the activities tagged to Socio-emotional learning



Let's Think

Provide opportunities for building thinking skills



Let's Discuss

Provide opportunities for building communication skills

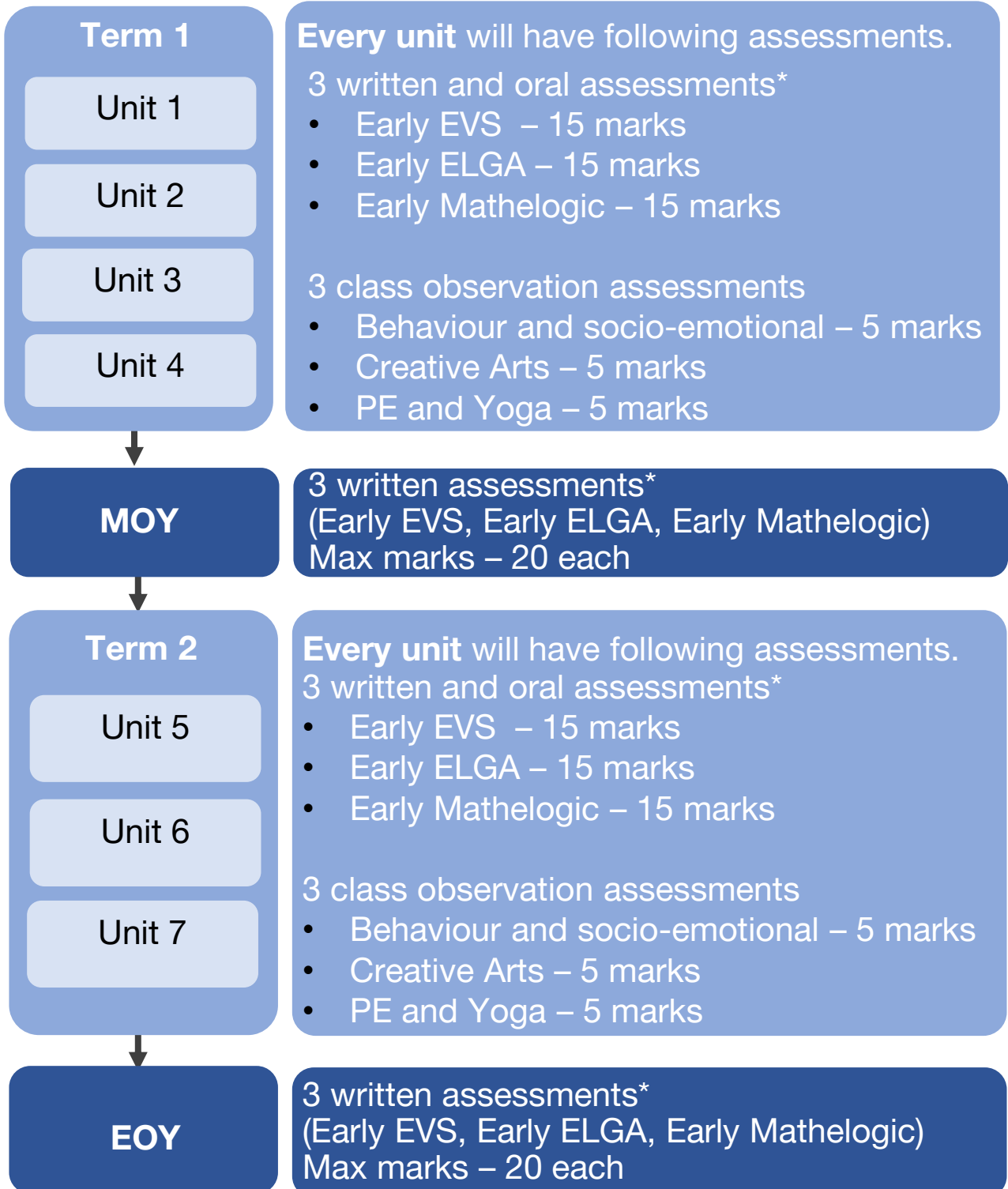


Let's Work Together

Provide opportunities for building collaboration skills

Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



*This includes an oral assessment worth 5 marks

Assessment Framework

- In MOY – 100% questions will be from Term 1 Units for Early EVS, Early ELGA and Early Mathelagic.
- In EOY – 85% questions will be from Term 2 Units, and 15% will be from Term 1 Units for Early ELGA and Early Mathelagic. For Early EVS 100% questions will be from Term 2 Units.
- In Unit Assessments – The Unit 1 and unit 2 assessments have no spiralling. In every subsequent unit assessment, 90% of the questions will be from the unit and 10% will be from the previous unit. This is to help students practise concepts and be better prepared for the MOY and EOY assessments.

Please Note: There is no unit wise spiralling in Early EVS assessment since they are based on the theme of the unit.

Materials Required

You will need to procure the following materials for the various activities and experiments that will be conducted in Term 1.

Term 1

Common materials to be used in all 4 units

- Stationery Items: Paint brushes, Coloured marble papers, Colour chart papers, *Bindis*/Stickers, Crayons, Markers, Coloured tapes, Clay, Paints - all colours, Glue, Earbuds, Cotton balls, Scissors, 1 stapler, Sketch pens, Punch machine, String
- Books, Newspapers, Balloons, Tiffin box, Yoga mat, Box, Bag, Shoelaces, Ropes, Plastic bottles, Googly eyes, aluminum foil, box
- Bowls/Cups/Paper plates, Dice, Napkins, sandpaper
- 2D-shaped objects like a CD, a slice of bread/chessboard/paper napkin, a placard/a A4 sheet, hanger/signboard, etc.

Unit specific materials

Unit 1

- Labels of names of the students
- Dolls
- Cloth strips
- Animal or star sticker for each student
- Peanuts
- Corn seeds
- 3 plastic bottles filled with sand
- Envelope

Unit 2

- Wax candle, Candle wax
- 4–5 things that are oval in shape
- Wool
- 4 things that are pentagonal in shape
- Seeds
- A spade or something similar to dig holes

Unit 3

- Wax
- Whistle
- Rice, popcorn
- Silk, Satin, Velvet, Net, Jute cloth pieces
- Wooden block, soft block, cotton ball, silver foil, sandpaper, etc
- Sour, sweet, salty, and bitter things (2 each)
- Five items of different smells
- Squirt bottle with water

Unit 4

- Four things of two different sizes
- Tweezers
- 1 thick double bedsheet
- 1 mat for building tent
- A few clothespin
- Chocolate/biscuit wrappers
- Bubble wrap paper
- A small pot for each student
- ½ kg and 1 kg detergent powder packs
- Tea-lights
- Toy cars

Materials Required

You will need to procure the following materials for the various activities and experiments that will be conducted in Term 2.

Term 2

Common materials to be used in all 3 units

- Stationery Items: Crayons, Coloured chart papers, Markers, Scissors, Paints - all colours, Glue, scales, erasers, Cardboard, Stapler, Googly eyes, Stickers, Punch machine, Sketch pens, Clay, Gelatine paper, Construction papers, Basket, Cotton balls, Ziplock bags, Tape, Sponge, Transparent bags, Thread
- Books, Newspapers, Yoga mats
- Bowls, Cups, Plates, Spoons, Glasses, Trays, Dice
- Bottle caps

Unit specific materials

Unit 5

- 3-4 Zip lock bags
- Tweezer
- Plastic bangle
- Old toothbrush
- Jute ropes
- Brooms
- Dustpans
- Small cloth pieces
- Mops
- Dustbins
- Toy cars
- Googly eyes
- Brown wool pieces
- Black wool pieces
- Pom-pom balls

Unit 6

- Liquid soap
- Dry beans
- Cling film
- Vegetable oil
- Cloth hanger
- Cloth pegs
- Blotting paper
- Clean flower pots with holes
- Transparent containers
- Large measuring cups or pouring jugs
- Gas stove (portable)
- Utensils
- T-shirt

Unit 7

- Napkin
- Jowar grains
- Rolling board
- Rolling pin
- Green gram
- Black-eyed beans
- Kidney beans
- White peas
- Butter knives

Field Trips and Classroom Visits

The learning approach followed to teach Early EVS is 'Learning by Doing'. As a part of the same there are lessons plans in the curriculum where students either step outside the class or people from the community are invited to class to help students learn.

Term 1

Unit 1

No field trips or classrooms visits to be conducted in this Unit.

Unit 2

Activity	Day	Preparation needed
Classroom visit by Nursery and SKG teachers, Head of school and Administrative officer.	Day 10, 11	Inform the class teachers of grades Nursery and SKG.
Visit to Grade 1 and 2 Classrooms.	Day 14, 15	Inform the class teachers of grades 1 and 2.

Unit 3

Activity	Day	Preparation needed
Walk in the school campus. (Listen to sounds)	Day 2	Arrange for a co teacher to assist in escorting students around the school campus.
Walk in School Campus. (Identify textures)	Day 6	Arrange for a co teacher to assist in escorting students around the school campus.
Group roleplay by teachers on 'Safe and unsafe touch'	Day 19	Inform the participating teachers and prepare for the role play.

Field Trips and Classroom Visits

Term 1

Unit 4

Activity	Day	Preparation needed
Parent Child House Building	Day 14	Share the notice with the parents in advance. Arrange for the necessary space and materials for the activity.

Term 2

Unit 5

Activity	Day	Preparation needed
Walk in the school campus. (Listen to sounds)	Day 2	Arrange for a co teacher to assist in escorting students around the school campus.
Visit by Doctor	Day 7	Invite a doctor from the neighbourhood to the classroom.
Visit to a Dentist	Day 8	Arrange a visit to a dentist in the neighbourhood. Arrange for a co-teacher to assist you in escort the students and make arrangements for safe transportation.
Visit to Veterinarian	Day 9	Arrange a visit to a veterinarian in the neighbourhood. Arrange for a co-teacher to assist you in escort the students and make arrangements for safe transportation.
Visit by Security Guard	Day 18	Invite the school security guard to classroom. Inform them about the activity in advance.

Field Trips and Classroom Visits

Term 2

Unit 6

Activity	Day	Preparation needed
Water Cycle Activity	Day 3	Arrange to take the students outside the classroom to an open space. Get the students to sit safely in a circle.
Water when Heated	Day 16	Arrange to take the students outside the classroom to an open space. Get the students to sit safely in a circle.

Unit 7

No field trips or classrooms visits to be conducted in this Unit.