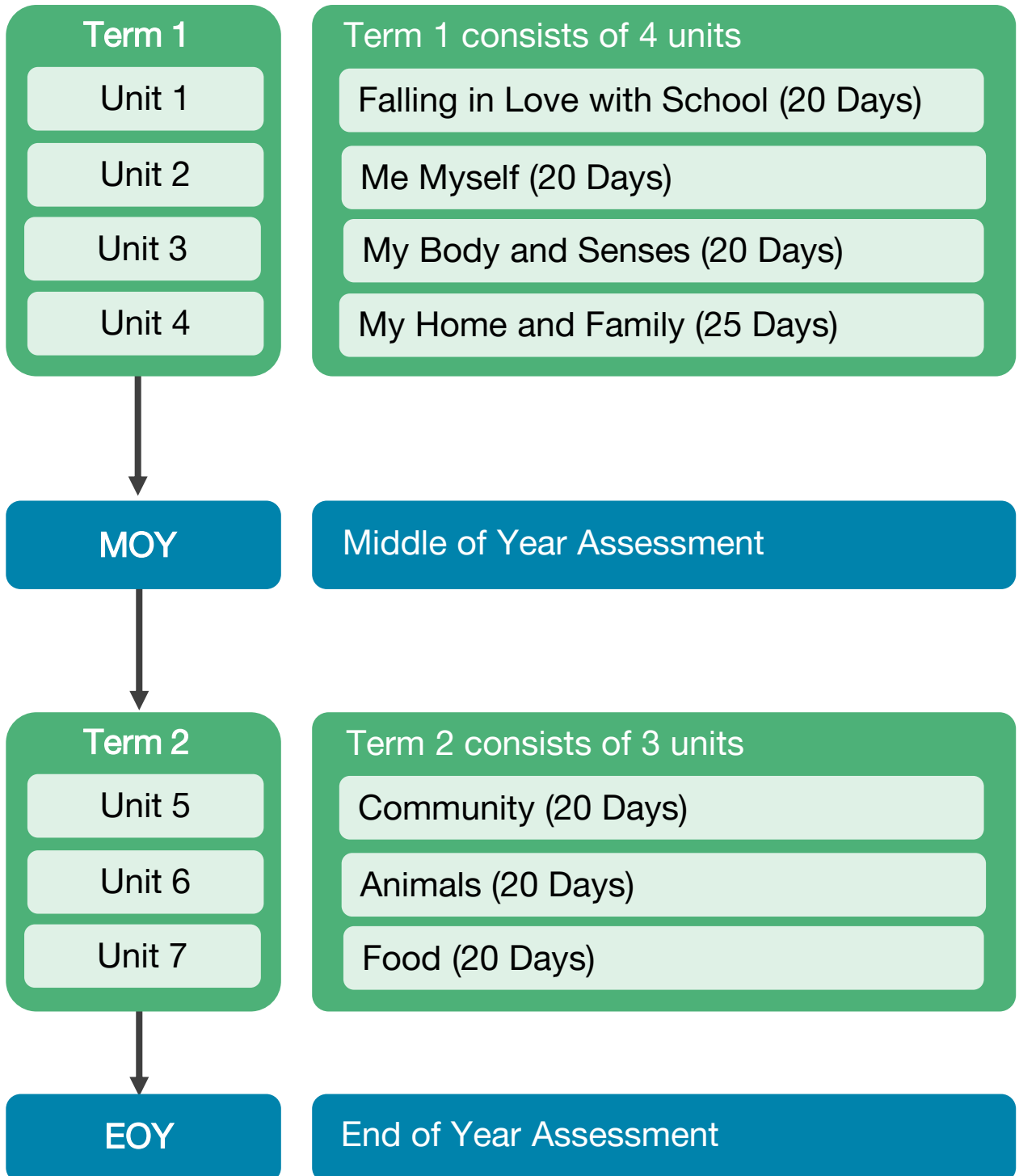


# Learning Journey for the Year











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
				
	<b>Falling in Love with School</b>	<b>Me Myself</b>	<b>My Body and Senses</b>	<b>My Home and Family</b>
 <b>Early EVS</b>	Familiarity with the school environment, teachers, and classmates	About myself and people around me	Parts of the body, Sense Organs and their functions, and Healthy habits	Parts of a house, Different types of houses, Home and family members
 <b>Early ELGA</b>	Letter sounds, Identify their own name, Use index finger to trace random forms on sand	Beginning letter sounds (c, m, a), Listen to picture stories, Finger tracing of letters	Beginning letter sounds (t, s, r, i, p), Match common words with pictures, Finger tracing of letters	Beginning letter sounds (b, f, o, g, h), Recognise common words in the story, Form standing and sleeping lines
 <b>Early Mathelagic</b>	Number songs, Match and sort similar items, Identify related things, Identify same and different things	Number 1, Primary and secondary colours, Rote count from 1 to 10, Find the path, Connect the dots	Number 2, Missing numbers, Circle and square shapes, Size comparison	Number 3, Rectangle and triangle shapes, Sorting items based on shape, size, and colour, Shadow match
 <b>Creative Arts</b>	Painting and colouring	Painting and colouring	Recognise colours in the environment, Recognise tempo in music	Use colour to create homes, Dance to different tempos
 <b>Yoga &amp; PE</b>	Free play, Physical activities	Jump with both feet in the air, Simple breathing	Climb, Slide, Build towers, Simple breathing	Walk on straight and zigzag lines, Fill utensils of different sizes
 <b>Thinking &amp; Socio-Emotional Skills</b>	Express needs in simple words, Follow one-step instructions given by the teacher, Share with peers and wait for their turn	Explain the meaning of class rules and demonstrate behaviour in line with the class rules, Show respect towards their classmates	Listen to instructions and follow them, Explain and practise healthy habits of cleanliness and hygiene	Express ideas about their home and family, Show persistence while learning new things

# Term 2

## Unit 5



**Community**

## Unit 6

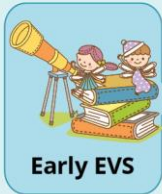


**Animals**

## Unit 7



**Food**



Places in the neighbourhood, Community helpers, How they help us and the tools they use

Pet animals, Farm animals, Wild animals, Water animals, and Sharing the planet with animals

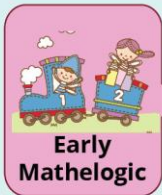
Fruits, Vegetables, Grains, and Healthy and unhealthy foods



Beginning letter sounds (j, u, l, d, w), Ask why questions when a story is narrated, Draw upper-case letters on sand or with a brush

Beginning letter sounds (e, n, k, q, v), Fill missing words in a rhyme, Use symbols to express ideas

Beginning letter sounds (x, y, z), Fill missing words in a rhyme, Use symbols to express ideas



Number 4, Days of the week, Months of the year, Size, weight, & quantity comparison, Recall things, Rote count from 1 to 15

Number 5, Join quantities to make 5, Solve puzzles, Rote count from 1 to 20, More and less

Recap numbers 1 to 5, Match and sort by colour, size, and shape, Missing numbers, Cause and effect



Recognise shapes in the environment, Recognise pitch

Use shapes to make things, Dance to different pitch

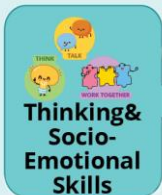
Dance to a full song



Kick, Screw a cap, Vakrasana, and Purna Titli asana

Catch, Thread big beads, Star pose, and Kite pose

Hammer, Hold a pencil, Recap all asanas



Complete classroom activities based on instructions, Show respect and gratitude towards community helpers

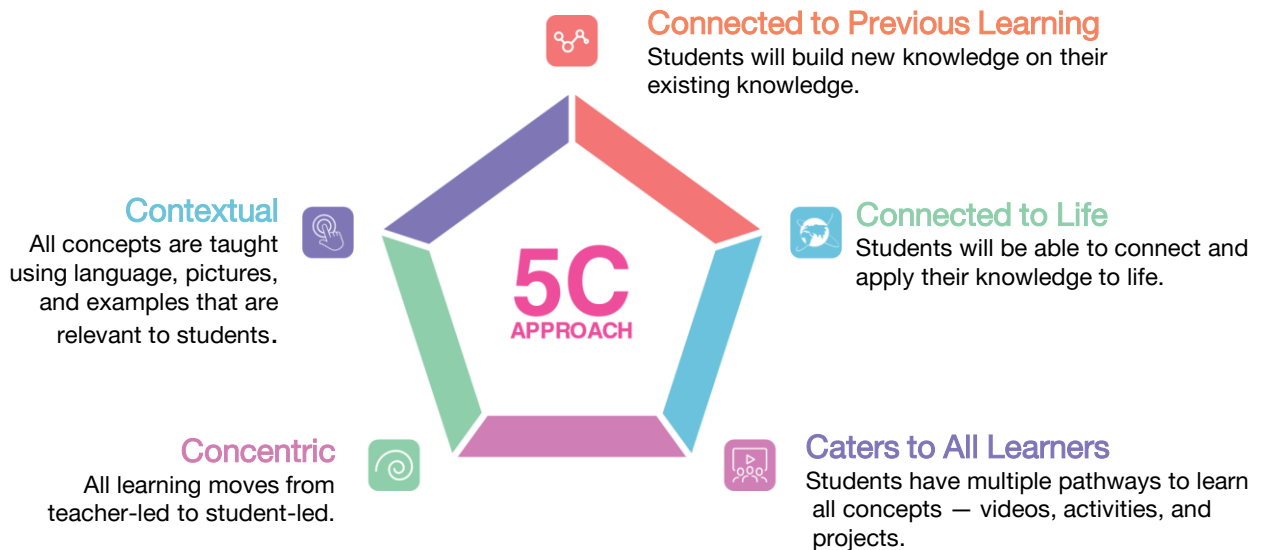
Express ideas on how we share our planet earth, Show love and respect towards animals

Develop healthy eating habits, Make a healthy meal plan and follow it every day

# 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

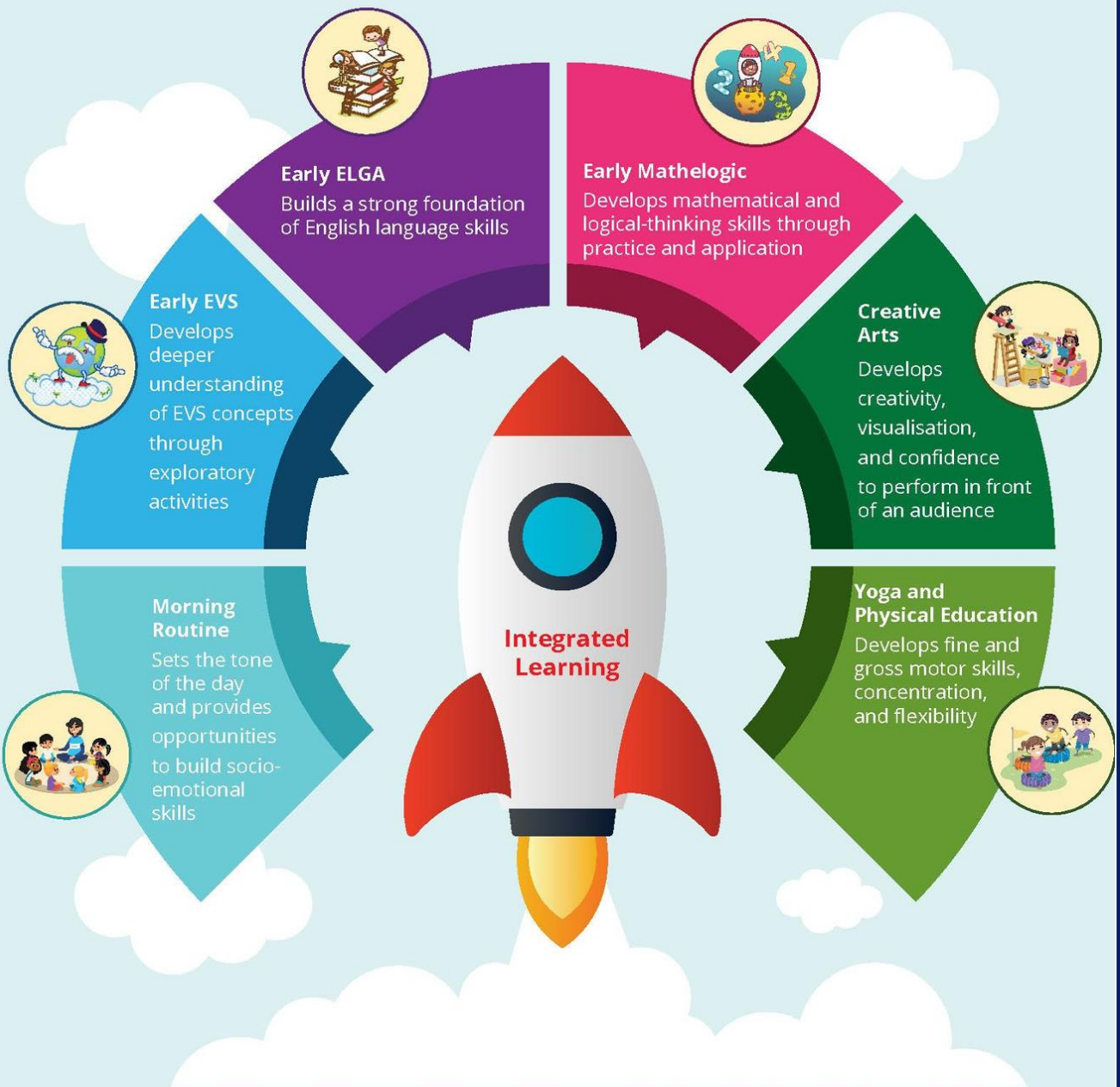


The curriculum is designed based on how students in this age group learn. This ensures that they get enough opportunities to learn through engaging ways like playing, listening to stories, exploring, creating, and participating in hands-on activities.

# 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

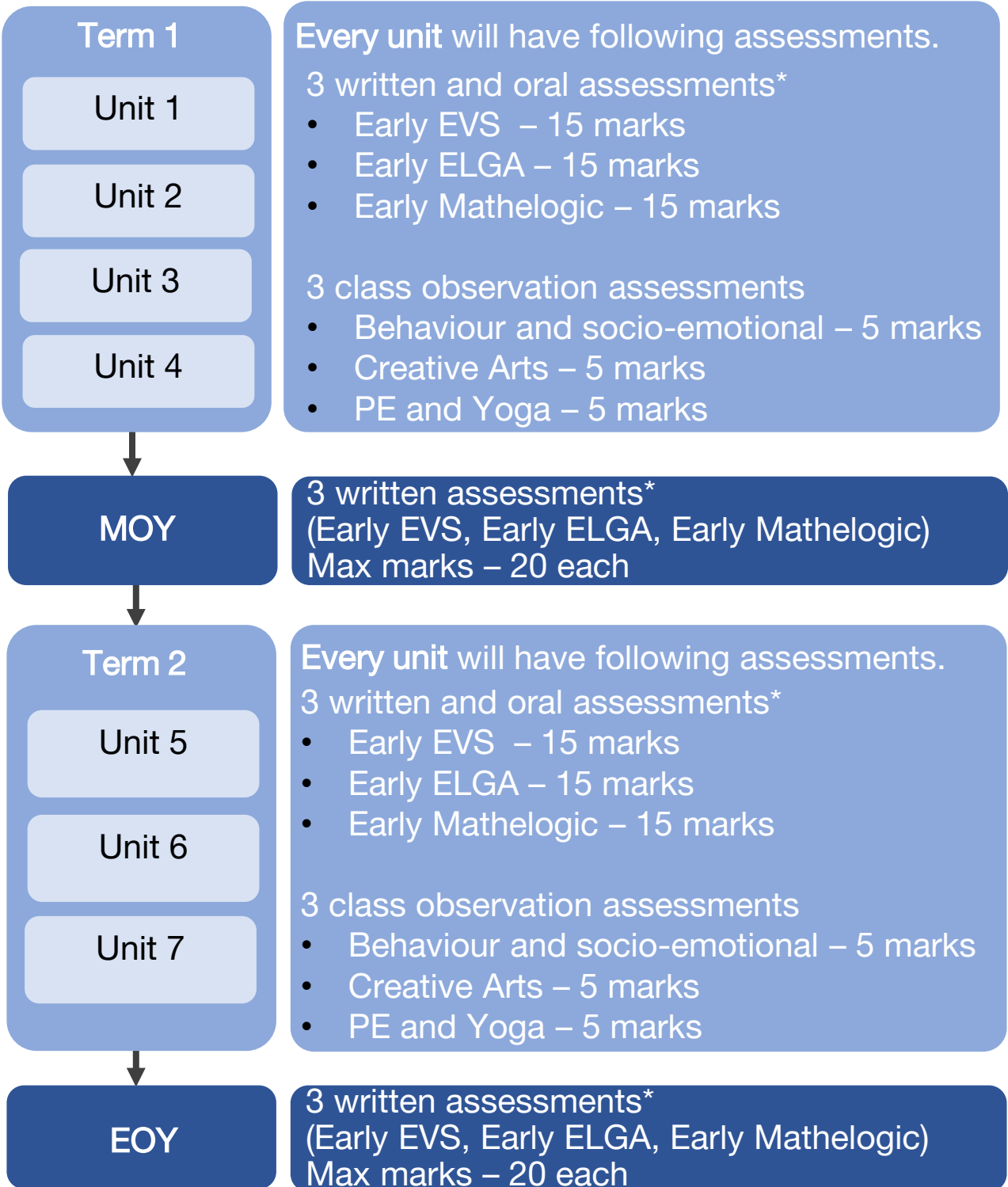


Let's Work Together

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 10 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, Paints, Coloured marble papers, Colour chart papers, Stickers, Crayons, Markers, Coloured tapes, Clay, Paints - all colours, Glue, Earbuds, Cotton balls, Scissors, 1 stapler, Sketch pens, Punch machine, String, Ribbon, Mirror, Wool, Straws
- Books, Newspapers, Balloons, Box, Cloth bag, Trays, Plastic bottles, box
- Bowls/Cups/Paper plates, bottles, Spoons, Napkins.- Flour/rice, Sand

### Unit specific materials

#### Unit 1

- Streamers
- 3 plastic bottles filled with sand
- Stickers
- Passport-size pictures
- Corn seeds, pulses, or rice in a bowl or a container
- Toy food
- Utensils

#### Unit 2

- Red cap, tomato, apple, cap
- Blue cup, yellow lemon
- Green mat, mop, mug, dupatta
- Orange mat, orange mango
- Purple bottle, brinjal
- Hat, candle, paper napkin, paper plate, greetings card
- Small baby clothes

#### Unit 3

- One 30 cm wooden scale/stick
- Salty things, sour things, bitter things, soft things, rough things, smooth things (2 each)
- Any 3 things with different smells
- Diamond-shaped objects
- Cutouts of goats and pigs
- Clothes with stripes
- 6 plastic/cloth Circle-shaped and square-shaped things
- Top, tomato, toy, Inkpot, injection, toy insect, Pot, pencil, and parrot cutout
- Toy rat, red rose, yellow ring

#### Unit 4

- Ball, button, and bat
- Triangle-shaped and rectangle-shaped things
- Things like a t-shirt, bucket, bowl, spoon, mug, TV remote, book, ball, toothbrush, and balloon
- Toys/pictures of a fish, fan, and frog
- Rice/pulses
- handkerchief
- A plate, cap, mat, glass, brush
- Grapes, grass, girl, Hand, horse, hat

# 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: Paint brushes, Paints, Coloured marble papers, Colour chart papers, Stickers, Crayons, Markers, Coloured tapes, Clay, Paints - all colours, Glue, Earbuds, Cotton balls, Scissors, 1 stapler, Sketch pens, Punch machine, String, Ribbon, Mirror, Wool, Straws
- Books, Newspapers, Balloons, Box, Cloth bag, Trays, Plastic bottles, box
- Bowls/Cups/Paper plates, bottles, Spoons, Napkins.- Flour/rice, Sand

### Unit specific materials

#### Unit 5

- Jug, jam, jacket, and toy jeep
- 2 bangles
- jelly, jug, jam, umbrellas
- Umbrella, uncle
- A toy car
- Doll, dice, and dog
- Some ice in an ice tray
- 2 brown bags
- 3 whistles
- 3 pipes
- 3 hats

#### Unit 6

- coin, plate, triangular button, triangle-shaped clock, tray, photo frame, napkin, cushion
- Envelope
- Necklace, napkin.
- A sweater
- Picture cut-outs of hen
- Egg shaker, eraser, toy engine, engine
- Elastic
- Kite, key, kettle
- Quail, queen, and quilt
- House models/images of pet animals
- Toy tractor and barn (farmhouse)
- Trees
- Van, violin, vase

#### Unit 7

- Feather
- Hammer
- Compass
- Lock
- Key
- Marbles

## 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

Activity	Day	Preparation needed
Classroom visit by parents for the first week of school.	Days 1, 2, 3, 4, 5	Inform the parents.
School tour for students and parents.	Day 1	Inform the other teachers and school staff.

#### Unit 2

No field trips or classroom visits to be conducted in this unit.

#### Unit 3

Activity	Day	Preparation needed
Walk in the school campus. (Listen to the sounds)	Day 11	Arrange for a co-teacher to assist students around the school campus.

#### Unit 4

Activity	Day	Preparation needed
Visit by father in the classroom.	Day 16	Inform the parents in advance.
Visit by grandparents in the classroom.	Day 18	Inform the parents in advance for the Grandparents visit.

# Field Trips and Classroom Visits

## Term 2

### Unit 5

Activity	Day	Preparation needed
Walk in the school campus. (Look at the places around)	Day 2	Arrange for a co teacher to assist in escorting the students around the school campus.
Visit by a Doctor.	Day 5	Invite a doctor from the neighbourhood to the classroom.
Visit to a Fire Station.	Day 8	Arrange a visit to a fire station in the neighbourhood. Arrange for a co-teacher to assist you in escorting the students. Make the arrangements for safe transportation.
Posting a Letter. (visit by a teacher dressed as a postman)	Day 10	Inform a teacher from any other class in advance to dress up as a postman holding a brown bag.

### Unit 6

Activity	Day	Preparation needed
Pet Day.	Day 19	Inform the parents in advance for bringing their pets to the classroom.

### Unit 7

Activity	Day	Preparation needed
Visit by a vegetable vendor.	Day 9	Inform a vegetable vendor in the neighbourhood in advance to visit the classroom to show the vegetables.
Master Chef Parent.	Day 15	Inform the parents in advance to prepare a healthy dish for this activity.