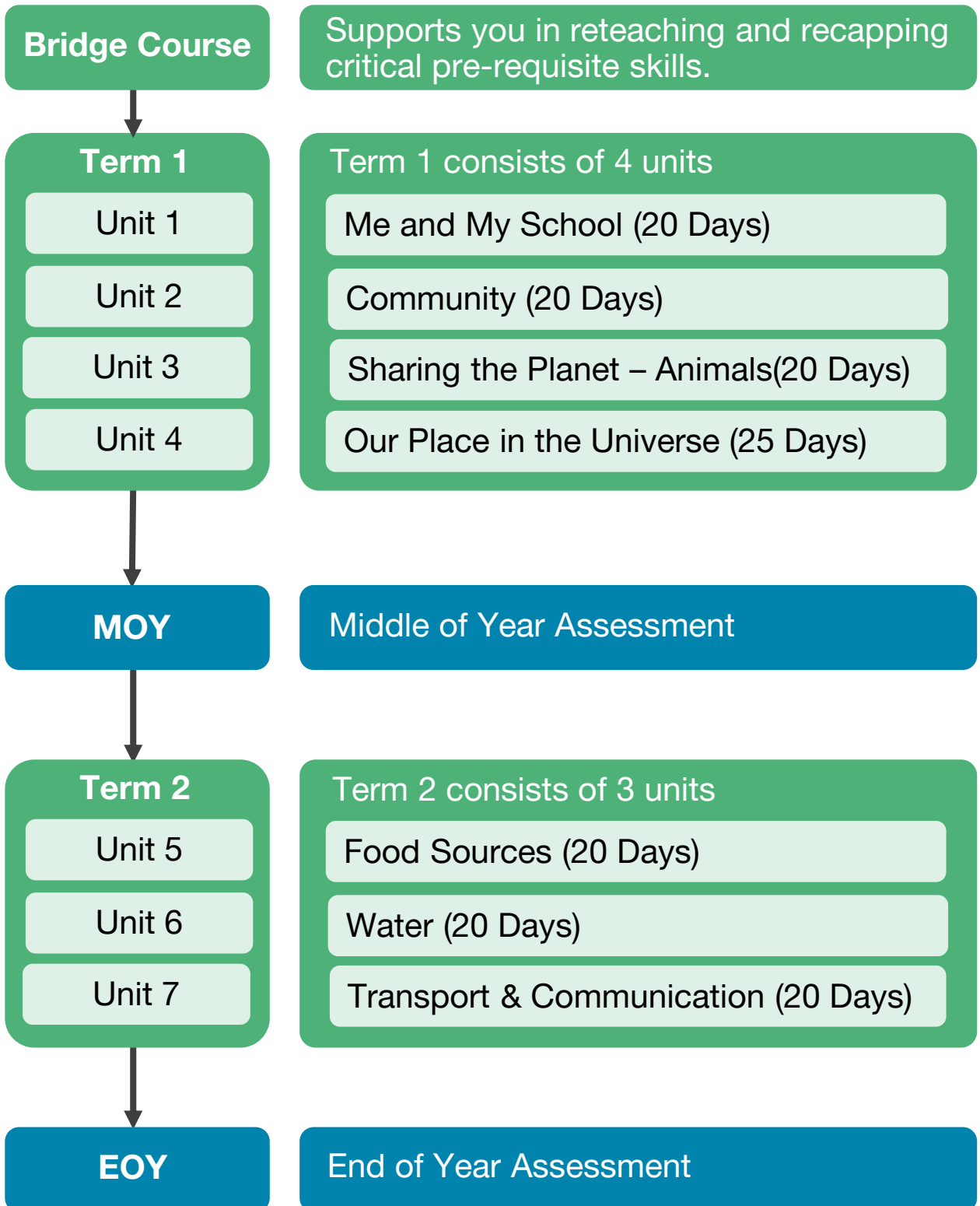


Learning Journey for the Year

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
				
	Me and My School	Community	Sharing the Planet (Animals)	Our Place in the Universe
 Early EVS	About my school, teachers, and peers. Classroom rules and routines	Places in the neighbourhood, Community Helpers and their role	Farm animals, wild animals, water animals, animals and their babies, food that animals eat and caring for animals	My place in the world, concept of day and night, solar system and the importance of the Sun
 Early ELGA	Beginning Sounds /a/ to /z/, Answer factual questions, Write letters in upper and lower cases	3-letter CVC words, Vocabulary and sight words, Write words, Draw and label pictures	3-letter CVC words, Vocabulary and sight words, Speak short sentences, Write words, Draw and label pictures	R and L Blends, Read simple sentences, Retell stories, Form 3-word sentences
 Early Mathlogic	Rote count 1 to 50, Comparison (size, position, quantity), Follow instructions on prompt, Recall 3-4 things seen at a time	Numbers 11 to 13, Match and sort (colour, shape, size), Complete a picture by connecting dots, Solve simple maze puzzles, Match related things	Numbers 14 to 16, Rote count 1 to 60, Recognise patterns, Connect dots to create basic shapes on grid, Identify differences between two pictures	Numbers 17 to 19, Rote count 1 to 70, Comparison, Identify part of a whole, Follow a combination of directions on prompt, Identify the missing parts of a picture
 Creative Arts	Painting and Colouring	Perform an Indian folk dance, Warli Art	Create different animal habitats, Learn the national anthem	Make models of the solar system, Recognise elements of music
 Yoga & PE	Free Play, Breathing, Vriksasana	Hold the ball and run, Fill and pour, Purna Titli and Setu Bandha Asana	Racquet and ball, Aeroplane Pose, Dolphin Pose	Climb a string ladder, Plank Pose, Janu Sirshasana
 Thinking & Socio-Emotional Skills	Show curiosity to learn and explore, Collaborate with others, Participate actively in classroom activities	List and explain duties in the classroom and at home, Identify ways to keep the classroom clean, Express ideas related to community helpers	Explain how to take care of animals, Be respectful and responsible towards others, Express ideas related to animals	Explain features of different planets in the solar system, Show respect towards others, Express ideas related to home and planet

Term 2

Unit 5



Food Sources

Unit 6



Water

Unit 7



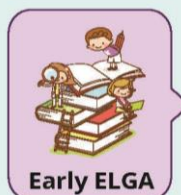
Transport and Communication



Sources of food, food groups and the benefits of eating healthy food

Sources of water, uses of water, water cycle, and conservation of water

Different means of transport, traffic rules, different means of communication and its importance



S blends, Self-and-text connections, Identify parts of a book, Write 1-2 sentences using familiar words

Digraphs, Sequence events, Write 1-2 sentences about a topic, Retell stories

Recap blends and digraphs, Make text-to-world connections, Discuss author's message



Number 20, Rote count 1 to 100, Ordinal numbers, Create patterns, Skip count by 10, Order by size and time, Collect data and use blocks and beads to represent it, comparing quantities (> or <)

Addition to 20, Skip count by 5, Estimate the number of things in a box with precision, Read simple pictographs and answer simple questions, Identify an incorrect step in a routine

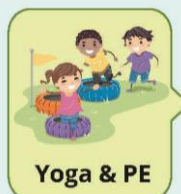
Write numbers 1 to 100, Subtraction, Measurement with non-standard units, Skip count by 2, Cause and effect, Read time (hour) on a clock



Make flow charts of food from farm to table, Recognise different musical instruments

Make models of water cycle, Use shapes to make different designs, Practise singing

Create artwork, Dance performance



Take quick bends, Draw lines with a ruler, Table Pose, Mermaid Pose

Climb stairs, Erase without tearing paper, Dhanurasana, Salabhasana

Use a hammer, Put beans in a bottle, Thread shoelaces, Anapana, Recap all asanas



Differentiate between healthy and unhealthy food, Make and follow a healthy meal plan, Retell stories using pictures

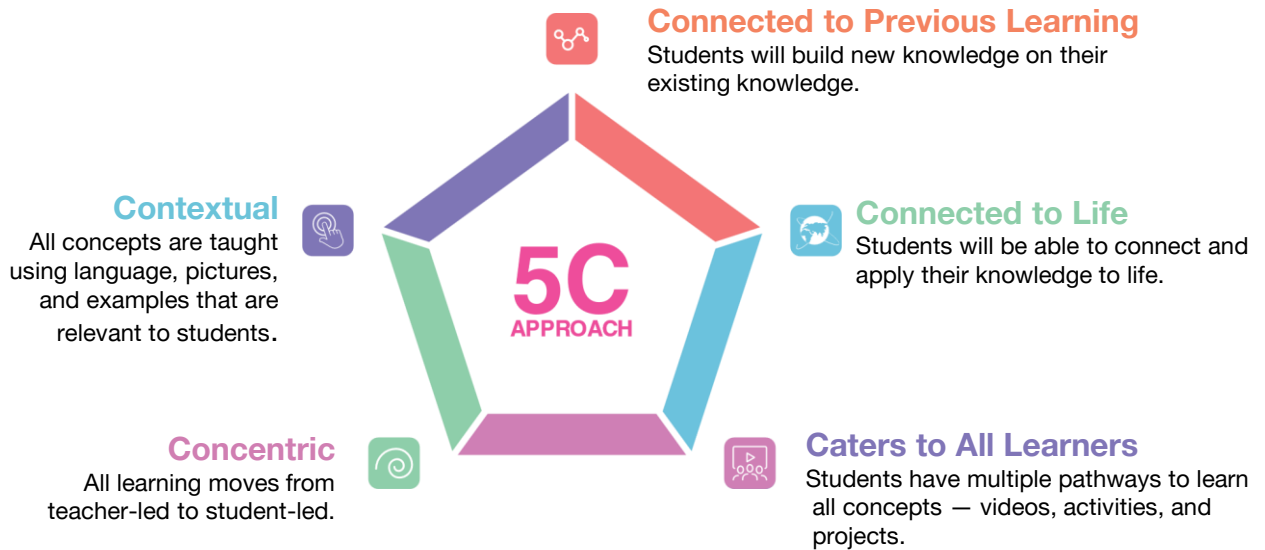
Explain why we should keep the water clean, Identify ways to use water responsibly, Express ideas in complete sentences while speaking

Explain how we communicate with each other, Identify ways to use fuel responsibly, Respond to others' ideas appropriately and ask questions

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

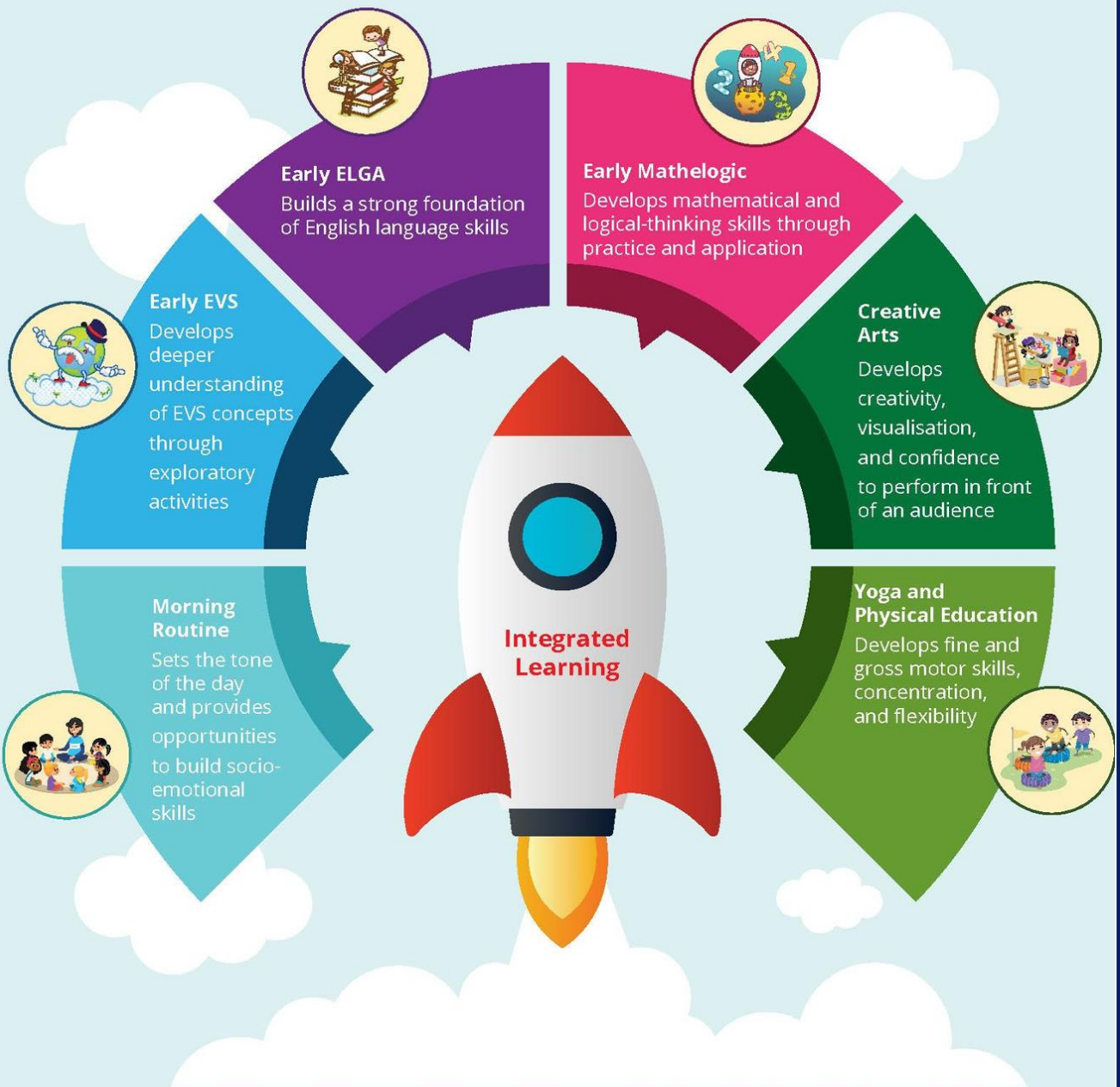


The curriculum is designed based on how students in this age group learn. This ensures that they get enough opportunities to learn through engaging ways like playing, listening to stories, exploring, creating, and participating in hands-on activities.

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

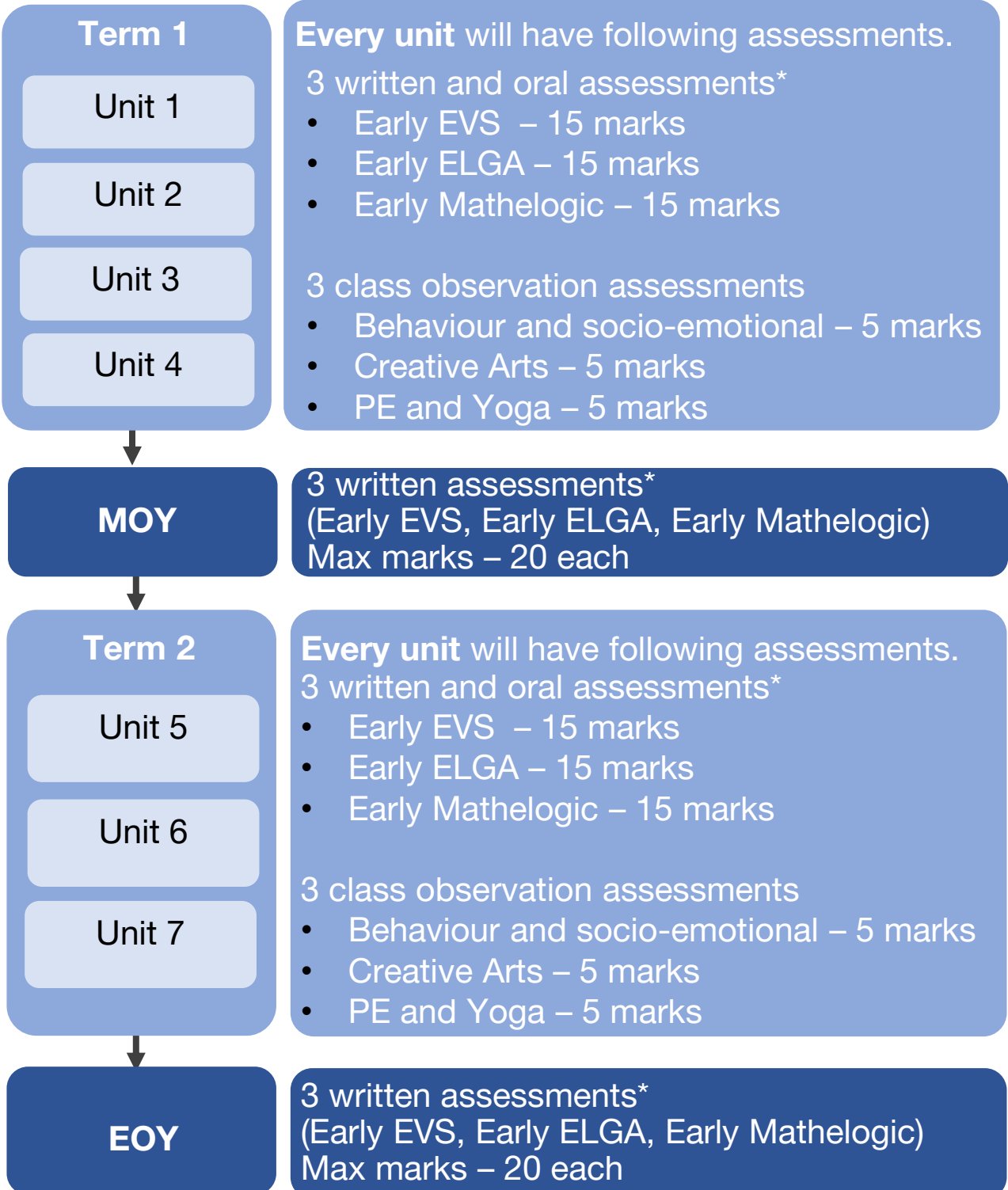


Let's Work Together

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 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
- 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

- Name tags
- Streamers
- Name tags for each student
- Bottle caps
- Cup and saucer
- Shoes and socks
- 1 fruit cut in 2 halves

Unit 2

- Rope
- 4 trays filled with dry beans
- Old, big-sized T-shirts
- 4 funnels
- 1 Potato
- Band-Aids
- 1 white-coloured pencil

Unit 3

- One 30 cm wooden scale/ stick
- Green felt paper
- 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 bags: 1&2 kg capacity
- Blue Tarpaulin
- Six 2 kg packets or 12 kg of lose grains/pulses/salt/sugar

Unit 4

- Feather
- Origami paper
- Few small magnets
- Plastic wrap or a heavy-duty or freezer zip-lock bag
- Black construction paper
- Wooden spoon
- Thermometer
- Things of different lengths (rulers, ropes, sticks, etc.)
- One diya (lamp) per student

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

- Fruits and vegetables
- Grains
- Dairy products
- Unhealthy food
- Gunny bag
- One surgical glove
- Fake hair
- Chopping board
- Knife
- Peeler
- 2 jugs
- Wooden skewers/long toothpick (1 for each student)
- Chocolate Syrup

Unit 6

- Origami sheets
- Washing powder
- Flat pans
- Cling film
- A mug
- Geometric solids
- Food colour
- Ice trays and cubes
- A gas stove
- Tongs
- A strainer
- Things with different textures
- Metal coins
- Paper clips
- Match sticks
- Liquid soap

Unit 7

- Toy vehicles
- Whistle
- Things for decoration (optional)
- Lightweight hammer
- Pair of socks
- Clothes pins
- Old towels
- Hammer
- Envelope
- Shoes with laces

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
Doctor's Visit	Day 4	Invite a doctor from the neighbourhood to the classroom.
Visit to Police Station	Day 6	Share the notice with the parents in advance. Visit the police station prior and inform them about the purpose of visit and make necessary arrangements.
Bhangra Performance	Day 20	Share the notice with the parents in advance. Arrange for the materials in advance.

Unit 3

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

Unit 4

Activity	Day	Preparation Needed
Stargazing Activity	Day 6	Send prior notice to parents and make necessary arrangements as shared in the plan.
Parents Visit	Day 24-25	Share the notice with the parents in advance. Display samples and student artworks for the parents.

Field Trips and Classroom Visits

Term 2

Unit 5

Activity	Day	Preparation Needed
Flour Mill Visit	Day 4	Send prior notice to parents and make necessary arrangements as shared in the plan.
MasterChef Parent	Day 19	Send prior notice to parents and make necessary arrangements as shared in the plan.

Unit 6

Activity	Day	Preparation Needed
Earth Champions	Day 18	Send prior notice to parents and make necessary arrangements as shared in the plan.
Dance Performance	Day 20	Share the notice with the parents in advance. Arrange for the materials in advance.

Unit 7

Activity	Day	Preparation Needed
Visit to Bus Station	Day 3	Send prior notice to parents and make necessary arrangements as shared in the plan.
Video call Activity	Day 15	Plan the activity with another teacher/school member and make necessary arrangements as mentioned in the plan.
Puppet Show	Day 19	Prepare the skit with a fellow teacher/school member
End of the Year Celebrations	Day 20	Prepare to celebrate the last day of the year with students. Make necessary arrangements and extend invite, if needed.