

# D.A.V. PUBLIC SCHOOL, KAILASH HILLS

## ANNUAL PLANNER

(2024-25)

### CLASS – PRE- PRIMARY

The early years of childhood constitute the most significant period of life, because this is when the foundations are laid for motor, sensory, cognitive, language, social and personality development. The Early Childhood Education Curriculum is a wide range of activities designed to assist the overall development of children.

We often think of curriculum as to what is being taught in the class room i.e. a list of subjects and a set syllabus but this definition of curriculum is not appropriate for Nursery and Pre-Primary classes. These children are learning while playing, eating and even during washroom time. So every part of the school day is planned to help the children learn and develop intellectually, physically, socially and emotionally.

We have designed an innovative curriculum for Pre-Primary with an objective of reinforcing concepts, ideas, skills and activities.

We have broadly devised an Annual Programme and some of the suggested activities to help your child achieve the learning objectives set up for Class Pre-Primary. For exact details you may refer to the Monthly Plan.

#### 1. Language skills:

The main goal of the language curriculum is to enable the child to communicate with other people. There are four major skills that a child should have in order to communicate.

❖ **ENGLISH LANGUAGE DEVELOPMENT:** Here is a list of different activities that have been devised by us to enhance following abilities.

A. LISTENING	B. SPEAKING	C. READING	D. WRITING
<ul style="list-style-type: none"><li>• Stories</li><li>• Songs and rhymes</li><li>• Sounds (Initial and last sounds, Riddles)</li><li>• Commands/ Instructions</li><li>• Play</li><li>• Meditation</li><li>• Introduction Game</li><li>• Words from word</li></ul>	<ul style="list-style-type: none"><li>• Let's talk</li><li>• News</li><li>• Picture talk</li><li>• Show &amp; Tell</li><li>• Songs and rhymes</li><li>• Development of Vocabulary</li><li>• Role play</li><li>• Story (Dramatization)</li><li>• Rhyming words</li><li>• Group discussion</li><li>• Words from</li></ul>	<ul style="list-style-type: none"><li>• Picture reading</li><li>• Reading of 3 letter words of vowels a,e,i,o,u</li><li>• Reading of phrases and sentences</li><li>• Reading of "has", common actions words,</li></ul>	<ul style="list-style-type: none"><li>• Tracing</li><li>• Beading/Lacing</li><li>• See the picture and write the letter</li><li>• Word fountain</li><li>• Listen and write a,e,i,o,u vowel words</li><li>• Phrases and sentences (using Primary Words)</li><li>• Sentences with "has"</li></ul>

wall	word wall	describing words, primary words <ul style="list-style-type: none"> <li>• Fun with words</li> <li>• Sight reading of irregular words</li> <li>• Class library books, etc.</li> <li>• Words from word wall</li> </ul>	
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❖ **HINDI LANGUAGE DEVELOPMENT:** Here is a list of different activities that have been devised by us to enhance following abilities.

<b>A. LISTENING</b> <ul style="list-style-type: none"> <li>• Stories</li> <li>• Songs and rhymes</li> <li>• Commands/ Instructions</li> <li>• Sounds (Initial and last sounds, Riddles)</li> <li>• Introduction games</li> <li>• Words from Shabd Kosh</li> <li>• Play</li> </ul>	<b>B.SPEAKING</b> <ul style="list-style-type: none"> <li>• Speaking to a group</li> <li>• Sentence Completion</li> <li>• Picture Talk</li> <li>• Songs and Rhymes</li> <li>• Development of Vocabulary</li> <li>• Role play</li> <li>• Stories</li> <li>• Rhyming words</li> <li>• Words from Shabd Kosh</li> </ul>	<b>C.READING</b> <ul style="list-style-type: none"> <li>• Picture Reading</li> <li>• Story reading</li> <li>• Recognition of letter (Vyanjan, Swar)</li> <li>• Reading of 2,3,4 letter words &amp; Sentences</li> <li>• Reading of “□” Matra words &amp; sentences</li> <li>• Reading of phrases and sentences</li> <li>• Words from Shabd Kosh</li> <li>• Class library books etc.</li> </ul>	<b>D.WRITING</b> <ul style="list-style-type: none"> <li>• Vyanjan</li> <li>• Swar</li> <li>• Initial letter</li> <li>• Picture name</li> <li>• Listen and write 2,3,4 letter words and sentences</li> <li>• “□” Matra words</li> <li>• Simple sentences</li> </ul>
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**2.Cognitive Skills:** Cognitive development refers to all the processes that take place in the child’s brain. Children are provided with a wide range of opportunities everyday to practice thinking ,problem solving, classifying, imagining ,experimenting etc.

A. Basic concepts	B.Number concepts	C.Environmental Concepts	D.Thinking skills
<ul style="list-style-type: none"> <li>• Simple comparisions (long/short, big/small, tall/short, more/less)</li> <li>• Colours</li> <li>• Sequencing</li> <li>• Look –alike</li> <li>• Things that go together</li> <li>• Shapes</li> </ul> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; transform: rotate(45deg);"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; border-radius: 50%;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> </div> <p>(Flat shapes &amp; Solid shapes)</p> <ul style="list-style-type: none"> <li>• Weight (heavy/ light)</li> </ul>	<ul style="list-style-type: none"> <li>• Number games</li> <li>• Number writing (0-50)</li> <li>• Addition and subtraction (0-20)</li> <li>• After and between, missing number (0-50)</li> <li>• Before (0-50)</li> <li>• Place value (one and tens)</li> <li>• Number name (One to Ten)</li> </ul>	<ul style="list-style-type: none"> <li>• My self</li> <li>• My family</li> <li>• My school</li> <li>• My Surroundings</li> <li>• Water</li> <li>• Food</li> <li>• Our helpers</li> <li>• Transport and Road safety</li> <li>• Animals</li> <li>• Birds</li> <li>• Plants</li> <li>• Air</li> <li>• Living and non living things</li> <li>• Seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Figurine play</li> <li>• Construction play</li> <li>• Memory game</li> <li>• Puzzles</li> <li>• Riddles</li> <li>• Clay Moulding</li> <li>• Matching etc.</li> </ul>

**3.Creative and Expressive Arts:** Creative and expressive arts include “art” such as drawing and painting, music,dance and drama.These activities develop creativity and imagination, encourage self expression,develop co-ordination,enjoyment and appreciation.

A. Art and craft	B. Music and Dance	C. Drama and Dramatic play
<ul style="list-style-type: none"> <li>• Painting</li> <li>• Print making</li> <li>• Clay moulding</li> <li>• Free hand drawing</li> <li>• Craft work</li> <li>• Collage making</li> <li>• Butterfly making</li> <li>• Flag making</li> <li>• Puppet making</li> <li>• Mask making</li> <li>• Banner making</li> <li>• Bookmark making, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Songs / Rhymes</li> <li>• Making up songs</li> <li>• Musical instruments</li> <li>• Recorded music</li> <li>• Dancing to taped music</li> <li>• Creative dancing</li> <li>• Rhyme presentation</li> <li>• Move like a _____ , etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizing stories</li> <li>• Role play</li> <li>• Pantomime</li> <li>• Puppet show</li> <li>• Creative drama</li> <li>• Magic show</li> <li>• The object game etc.</li> </ul>

**4. Physical Development:** The main goal of physical development is to help the growth and development of the child's body and mind . It will also help the child to learn basic methods of health care and personal hygiene. The following activities help in physical development-

<p><b>A. Physical Education(Outdoor &amp; Indoor play)</b></p> <ul style="list-style-type: none"> <li>• Use of permanent play equipment</li> <li>• Moving and pushing of movable material</li> <li>• Walking on a straight line</li> <li>• Ball activities</li> <li>• Movement games</li> <li>• Lacing and stringing</li> <li>• Sports day</li> <li>• Obstacle race</li> <li>• Balancing on the beam musical chairs</li> <li>• Birds and animal race</li> <li>• Aerobics</li> <li>• Meditation</li> </ul>	<p><b>D. Hygiene ,Health care and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Field trips</li> <li>• Hand wash day</li> <li>• Visitors /guests</li> <li>• Health care discussion</li> <li>• Nutrition (Healthy and Unhealthy Food)</li> <li>• Correct posture</li> <li>• Medical check ups</li> <li>• Table manners etc.</li> </ul>
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**5.Social and Emotional Growth:** The child needs to be able to get along with others and feel confident. It also includes child's understanding of family, religion, culture, community and nationality. It also includes their ability to understand, express and deal with their feelings in a positive manner.

<p><b>A .Parents, Family and Community</b></p> <ul style="list-style-type: none"> <li>• Drawing of Myself</li> <li>• Representing (Family)</li> <li>• Story Telling</li> <li>• Role Play</li> <li>• News Letter</li> <li>• Parent Volunteer helpers</li> <li>• Team work</li> <li>• Monthly Plans, etc.</li> </ul>	<p><b>B .Religion , Culture and Nationality</b></p> <ul style="list-style-type: none"> <li>• Gayatri Mantra</li> <li>• National Anthem</li> <li>• Patriotic songs</li> <li>• Collect/paste pictures related to festivals and leaders</li> <li>• Birthday celebration</li> <li>• Folk dances</li> <li>• Common courtesies</li> <li>• Food and costume of different states.</li> <li>• Hawan</li> </ul>	<p><b>E. Independent Co-operation and Self-Esteem</b></p> <ul style="list-style-type: none"> <li>• Name game</li> <li>• Small group projects</li> <li>• Classroom Duties</li> <li>• Classroom rules</li> <li>• Sharing</li> <li>• Distribution of books and notebooks</li> <li>• Waiting for one's turn</li> <li>• Praising good efforts</li> <li>• Development of a sense of individual identity etc.</li> </ul>
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**6.Evaluation:** Research has shown that tests are not accurate when measuring children's abilities as they do not understand the concept of testing. We cannot compare child's score with another children develop and different rates therefore we have no formal tests. Teacher measures children's progress by ongoing observation over the whole year. A child's progress is compared to his /her previous development and not to other children. The child's progress will be recorded by:

- 1. Anecdotal record**
- 2. Checklist**
- 3. Collection of work**