

Syllabus - Class- UKG

ENGLISH

Books Recommended : 1. My English Book 2. Integrated Activity Book 3. Rhythmic Rhyme Book

| Term - 1 | | | |
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| Months | My English Book | Integrated | Rhymes |
| April - June | 1. Writing Cursive <i>a to z</i> 2. Vowel a, e, i, o, u (Pg. 1-42) 3. Rhyming words Story : The Clever Fox (Oral) | Pg. No. 8-15, 19-24 29,32, 35-38 45-50, 54-57 | 1. Cobbler 2. Count 1, 2, 3 3. My Family 4. Summer Time 5. Body Parts |
| July - August | 1. One and many (add 's' or 'es') (cat, bag, tree, lamp, rat, hut, bench, brush, glass, fox, box, mango) 2. Use of 'and' Pg. 44-46 3. Q/Ans. on 'This', 'That' 4. is/are 5. Use of 'a', 'an', 'the' (cat, hut, tree, man, book, ant, egg, owl, iron, apple, orange, elephant, ice-cream, umbrella, sun, earth, sky, moon) Story : The Clever Cap Seller (Oral) | Pg. 60-64 | 6. My Dear Ones 7. Rainy Season 8. Plant is Born |
| September | Summative Assessment - 1 | | |
| Term - 2 | | | |
| October - November | 1. Spelling of colours (red, blue, green, pink, yellow, orange, white, black, brown, purple) 2. Use of 'How many' 3. Use of 'on, in, under' 4. Use of 'these/those' Story : Fox and the Grapes (Oral) | Pg. 67-71 | 1. Going to the Zoo 2. Sound of Animals 3. Winter Time 4. Father up Above |
| December - January | 1. Use of 'has/have' 2. Opposites (in-out, yes-no, fat-thin, sweet-sour, laugh-cry, come-go, slow-fast, up-down, far-near, high-low, big-small, tall-short, happy-sad, black-white, sit-stand) 3. Five sentences on 'Myself' 4. Days of the week 5. Pairs of words : (e.g. Bat and Ball, Fork and Knife, Shoes and Socks, Hair and Comb, Bread and Butter, Needle and Thread, Cup and Saucer, Lock and Key, Table and Chair, Pen and Paper) | Pg. no.s 75-77 1-2, 25-28 | 5. Water 6. Pomp, Tring, Zoom Chuk 7. My Life |

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|--------------------|---|--|--|
| December - January | 6. Jumbled Words : (man, ball, kite, tree, girl, moon, chair, glass, table, apple, banana, lamp, star, book, teacher) 7. Make sentences : (eat, drink, run, play, touch, sleep, read, write, boy, girl, eyes, legs, ball, friend) Story : Unity is Strength (Dramatization) | | |
| February | Revision | | |
| March | Summative Assessment - 2 | | |

HINDI

Book Recommended : 1. बाल माधुरी, 2. शब्द अभ्यास, 3. Rhythmic Rhyme Book

| Term - 1 | | | | |
|-----------------|---|--|--|---|
| Months | | शब्द अभ्यास | बाल माधुरी | कविता |
| April - June | 1. क से ज्ञ पुनरावृत्ति 2. दो, तीन, चार अक्षर वाले शब्द 3. आ की मात्रा वाले शब्द | पृष्ठ सं. 1-15, 16-21, 21-30 | पृष्ठ सं. 1-6, 21-23, 32-34, 42-44 | 1. सोने की चिड़िया 2. सीख 3. छोटे बच्चे 4. बर्थ डे 5. कबूतर |
| July - August | 1. 'इ' की मात्रा (दिन, पिन, गिन, हिरन, किताब, गिलास, तकिया, खटिया, पहिया, सितार, डाकिया, चिड़िया, गिटार, साइकिल) 2. 'ई' की मात्रा (चील, बीन, दही, दादी, हाथी, चाबी, बकरी, मछली, पपीता, माली, कमीज, खीर, जीभ, थाली, ककड़ी) 3. 'उ' की मात्रा (चुप, सुन, पुल, तुम, सुबह, धनुष, गुलाब, कुटिया, चुहिया, बुलबुल, सुराही, साबुन, कछुआ, गुड़िया, मधु) 4. 'ऊ' की मात्रा (फूल, चूहा, दूध, चाकू, आलू, मूली, सूरज, तराजू, कबूतर, तरबूज, अमरुद, भालू, झूला, खजूर) | पृष्ठ सं. 31-34, 35-43, 44-51 | पृष्ठ सं. 52-54, 63-65 | 1. फलवाला 2. छोटे बच्चे 3. राखी |
| September | SUMMATIVE ASSESSMENT - 1 | | | |

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| Term - 2 | | |
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| Oct. - Nov. | 1. 'ए' की मात्रा (सेब, पेड़, शेर, रेल, केला, ठेला, मेला, करेला, सपेरा, जलेबी, खेत, भेड़, खेल, हवेली, लालटेन) 2. 'ऐ' की मात्रा (सैर, पैर, थैला, पैसा, मैना, मैदा, कैदी, बैल, गैस, पैदल, मैदान, तैरना, सैनिक, लठैत, हैरान) | 1. सड़क की बत्तियाँ 2. पाँच चिड़िया 3. तुम मुझे खा लो 4. नटखट बंदर |
| Dec. - Jan. | 3. 'ओ' की मात्रा (मोर, कोट, तोता, लोटा, मोची, गोभी, रोटी, ढोल, घोड़ा, कोयल, बोटल, समोसा, कटोरा, टोकरी) 1. 'औ' की मात्रा (पौधा, नौका, कौआ, बौना, लौकी, हथौड़ी, पकौड़ी, खिलौना, मौसम, चौकी, नौकर, तौलिया, चौराहा, कचौड़ी, दौड़) 2. 'अं' की मात्रा (शंख, पंख, हंस, रंग, डंडा, झंडा, अंडा, कंघी, पतंग, घंटा, जंगल, बंदर, चंदन, अंगूर, लंगूर) 3. अः की मात्रा (छः, दुःख, अतः, नमः, पुनः, प्रातःकाल, शनैःशनैः, प्रायः) | 1. हवा 2. हे माँ तुम्हें प्रणाम 3. मेरा परिवार |
| February | Revision | |
| March | SUMMATIVE ASSESSMENT - 2 | |

HINDI CONVERSATION

Additional Learning

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|---------------|--|
| Summative - 1 | 1. 5 फलों एवं फूलों के नाम, 2. शरीर के विभिन्न अंगों के नाम, 3. गिनती 1 – 20, 4. अपना एवं माता, पिता का नाम, 5. पालतू जानवरों के नाम, 6. जंगली जानवरों के नाम 7. विद्यालय का नाम |
| Summative - 2 | 1. राज्य का नाम, 2. प्रधानमंत्री का नाम 3. देश का नाम, 4. शहर का नाम 5. दस रंगों के नाम 6. गाय पर पाँच पंक्तियाँ 7. दस पक्षियों के नाम |

MATHEMATICS

Books Recommended : Kindergarten Mathematics

| Term - 1 | | |
|---------------|---|-------------------------|
| Months | Kinder | Kindergarten Maths |
| (April-June) | 1. Counting 1-100 2. Number names 1-30 3. Backward 50-1 | Pg. 1-8, 84-86, 9-20 |
| (July-August) | 1. Number names 31-50 2. Backward Counting 100-1 3. Addition on lines 4. What comes after, before, between 5. Numerals 1 - 50 | Pg. 21-32, 33-43, 63-70 |
| September | Summative Assessment - 1 | |

Class- UKG

| Term- 2 | | |
|------------------------|--|-------------------------|
| (Oct. - Nov.) | 1. Forward counting 101-150 2. Number names 51-80 3. Subtraction 4. Addition 5. Numeral 1-80 | Pg. 44-54, 79-83 |
| (December- January) | 1. Number names 81-100 2. Shapes 3. Subtraction and Addition upto 10th place 4. Weight 5. Capacity 6. Numerals 1-100 7. Number names 1 - 100 (Revision) | Pg. 55-62, 71-78, 87-89 |
| February | Revision | |
| March | Summative Assessment - 2 | |

SYLLABUS FOR MATHS ORAL

| | | |
|---------------|---|---|
| Summative - 1 | 1. Counting 1-100 (Object) 3. Number names (1-50) | 2. Backward Counting 100-1 4. Multiplication tables of 2 and 3 |
| Summative - 2 | 1. Identification of Shapes 3. Number names (51-100) | 2. Multiplication tables of 2, 3, 4, 5 and 6 |

SUBJECT : EVS

Books Recommended : Integrated Activity Book

| Term - 1 | | |
|-----------------------------------|---|--------|
| Months (April- June) | Integrated 1. Fruits : Name and Spelling (Apple, Mango, Orange, Grapes, Banana, Pear, Papaya, Dates, Plum, Pine-apple) Oral/ written (one word answer) (i) Which fruit do you like the most? (ii) Which fruit is called the king of fruits? (iii) Which fruit contains one seed/few seeds/many seeds? (iv) Name one seedless fruit. 2. Vegetables : Name and spelling (Potato, tomato, onion, brinjal, gourd, peas, turnip, beans, carrot, radish) Oral / written (one word answer) (i) Which vegetables are used for making salad? (ii) Which vegetable is bitter/ tastes hot? 3. Flowers : Name and spellings (rose, lily, lotus, jasmine, marigold, sunflower, pansy, poppy, tulip, dahlia) Oral/written (one word answer) (i) Which is our national flower? (ii) Which flower gives us oil for cooking? (iii) Which flower gives us scents? 4. Domestic Animals : (Cow, pig, sheep, horse, camel, goat, ass, ox) | Pg. 33 |

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|--|---|----------------------------------|-----------------------------------|----------------------------------|---------------------------------|------------------------------------|--|--|------------------------------|--------------------------------|--|--------------------------------------|-------------------------------------|--|--|--|
| July- August | <p>1. Wild Animals: (fox, lion, tiger, bear, monkey, deer, wolf, elephant) Written / Oral : (One word answer) Name the animal which</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) carries our loads.</td> <td style="width: 50%;">(ii) eats other animals.</td> </tr> <tr> <td>(iii) gives us milk.</td> <td>(iv) jumps from tree to tree.</td> </tr> <tr> <td>(v) is our national animal.</td> <td>(vi) is called the king of jungle.</td> </tr> </table> | (i) carries our loads. | (ii) eats other animals. | (iii) gives us milk. | (iv) jumps from tree to tree. | (v) is our national animal. | (vi) is called the king of jungle. | Pg. 39-40 | | | | | | | | |
| (i) carries our loads. | (ii) eats other animals. | | | | | | | | | | | | | | | |
| (iii) gives us milk. | (iv) jumps from tree to tree. | | | | | | | | | | | | | | | |
| (v) is our national animal. | (vi) is called the king of jungle. | | | | | | | | | | | | | | | |
| | <p>2. Birds: (owl, crow, duck, peacock, parrot, kite, pigeon, eagle, hen, sparrow) Oral / Written (one word answer)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) Which is our national bird?</td> <td style="width: 50%;">(ii) Which bird gives us eggs?</td> </tr> <tr> <td>(iii) Which bird talks to you?</td> <td>(iv) Which bird swims in water?</td> </tr> <tr> <td>(v) Which bird is black in colour?</td> <td></td> </tr> </table> <p>3. Food we eat and drink: (rice, dal, eggs, bread, chapatti, fruits, vegetables, soup, milk, water, juice, tea)</p> | (i) Which is our national bird? | (ii) Which bird gives us eggs? | (iii) Which bird talks to you? | (iv) Which bird swims in water? | (v) Which bird is black in colour? | | Pg. 44 pg. 34 | | | | | | | | |
| (i) Which is our national bird? | (ii) Which bird gives us eggs? | | | | | | | | | | | | | | | |
| (iii) Which bird talks to you? | (iv) Which bird swims in water? | | | | | | | | | | | | | | | |
| (v) Which bird is black in colour? | | | | | | | | | | | | | | | | |
| September | Summative Assessment - 1 | | | | | | | | | | | | | | | |
| Term -2 | | | | | | | | | | | | | | | | |
| October- November | <p>1. Babies of Animals: (lion, cow, hen, duck, horse, sheep, cat, goat, dog, pig)</p> <p>2. Seasons: (Summer, rainy, winter, spring) Oral : written (one word answer) Q. Name the seasons in which we wear</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) cotton clothes</td> <td style="width: 50%;">(b) woollen clothes</td> </tr> <tr> <td>(c) we use raincoat and umbrella</td> <td>(d) the flowers and crops bloom</td> </tr> </table> <p>3. Means of Transport: (car, bus, van, ship, train, bicycle, auto, scooter, truck, aeroplane) Oral : written (one word answer) Q. Name the vehicle which</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) moves on road</td> <td style="width: 50%;">(b) flies in the air.</td> </tr> <tr> <td>(c) Moves in water</td> <td>(d) runs on the rails</td> </tr> </table> <p>4. Parts of Our Body : (eyes, ears, nose, lips, neck, hands, legs, fingers, toes, head) Oral : written (one word answer)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) How many eyes do you have?</td> <td style="width: 50%;">(ii) Which part of our body helps us to hear?</td> </tr> <tr> <td>(iii) What do you do with your legs?</td> <td>(iv) What do you do with your nose?</td> </tr> <tr> <td>(v) How many fingers and toes do you have?</td> <td></td> </tr> </table> | (a) cotton clothes | (b) woollen clothes | (c) we use raincoat and umbrella | (d) the flowers and crops bloom | (a) moves on road | (b) flies in the air. | (c) Moves in water | (d) runs on the rails | (i) How many eyes do you have? | (ii) Which part of our body helps us to hear? | (iii) What do you do with your legs? | (iv) What do you do with your nose? | (v) How many fingers and toes do you have? | | Pg. 42-43 Pg. 72-74 Pg. 51-53 Pg. 3-4 |
| (a) cotton clothes | (b) woollen clothes | | | | | | | | | | | | | | | |
| (c) we use raincoat and umbrella | (d) the flowers and crops bloom | | | | | | | | | | | | | | | |
| (a) moves on road | (b) flies in the air. | | | | | | | | | | | | | | | |
| (c) Moves in water | (d) runs on the rails | | | | | | | | | | | | | | | |
| (i) How many eyes do you have? | (ii) Which part of our body helps us to hear? | | | | | | | | | | | | | | | |
| (iii) What do you do with your legs? | (iv) What do you do with your nose? | | | | | | | | | | | | | | | |
| (v) How many fingers and toes do you have? | | | | | | | | | | | | | | | | |
| (Dec.- Jan.) | <p>1. Good Habits : (Any five)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) Wake up early in the morning</td> <td style="width: 50%;">(ii) Brush your teeth twice a day</td> </tr> <tr> <td>(iii) Take a bath every day.</td> <td>(iv) Cut your nails regularly</td> </tr> <tr> <td>(v) Always wear clean clothes</td> <td>(vi) Wash your hands before and after meals.</td> </tr> </table> <p>2. Hours of the day : (morning, afternoon, evening, night) Instruction : Identify the picture and write. Oral: written (one word answer)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(i) How many hours are there in a day?</td> <td style="width: 50%;">(iii) When does the sun set?</td> </tr> <tr> <td>(ii) When does the sun rise?</td> <td>(iv) When do we take our breakfast/lunch/dinner?</td> </tr> </table> | (i) Wake up early in the morning | (ii) Brush your teeth twice a day | (iii) Take a bath every day. | (iv) Cut your nails regularly | (v) Always wear clean clothes | (vi) Wash your hands before and after meals. | (i) How many hours are there in a day? | (iii) When does the sun set? | (ii) When does the sun rise? | (iv) When do we take our breakfast/lunch/dinner? | | | | | |
| (i) Wake up early in the morning | (ii) Brush your teeth twice a day | | | | | | | | | | | | | | | |
| (iii) Take a bath every day. | (iv) Cut your nails regularly | | | | | | | | | | | | | | | |
| (v) Always wear clean clothes | (vi) Wash your hands before and after meals. | | | | | | | | | | | | | | | |
| (i) How many hours are there in a day? | (iii) When does the sun set? | | | | | | | | | | | | | | | |
| (ii) When does the sun rise? | (iv) When do we take our breakfast/lunch/dinner? | | | | | | | | | | | | | | | |

Class- UKG

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| (Dec.- Jan.) | 3. Things in the sky: (sun, moon, stars, clouds, rainbow) 4. Homes of the animals : (lion, cow, hen, monkey, horse, snake, bee, rabbit, birds) 5. Five uses of water 6. Three uses of air 7. Different rooms in our house | Pg. 41 Pg. 16-17 Pg. 5-7 |
| February | Revision | |
| March | Summative Assessment - 2 | |

G.K. & ENGLISH CONVERSATION

| Months | SUMMATIVE ASSESSMENT - 1 |
|--------------------|---|
| April - June | 1. Myself : 1. What is your name? 2. How old are you? 3. What is your father's name? 4. What is your mother's name? 5. Who helps you in your studies at home? 6. Who is your best friend? |
| | 2. My Family : 1. How many members are there in your family? 2. What is your home address? 3. What is your contact number? 4. What does your mother do? 5. What does your father do? |
| | 3. My School : 1. In which school do you study? 2. What is the full form of DAV? 3. How do you come to school? 4. What is your school timing? 5. In which class do you study? 6. How many students are there in your class? 7. Who is your Principal? 8. Who is your class teacher? |
| July - August | 4. Why/How : 1. Why were you absent yesterday? 2. Why haven't you done your home work? 3. How are you ? 4. Why are you late? 5. Why you haven't eaten your tiffin? 6. How many eyes do you have ? |
| | 5. Who, Whose : 1. Who are you? 2. Who is he? 3. Who is she? 4. Whose bag / water bottle / pencil / eraser / sharpener is this ? |
| September | Summative Assessment-1 |
| Term -2 | |
| October - November | 1. Great Personalities : 1. What is the full name of Chacha Nehru? 2. When is his birthday? 3. What is Mahatma Gandhi known as? 4. When is his birthday celebrated? 5. Who was Maharishi Dayanand? 6. Who was known as Netaji ? 7. Three sentences on Dusshera, Diwali and Id. |
| Dec. - Feb.. | 1. Three Sentences on Christmas, Holi, Guru Parv 2. Picture Reading - Garden, School, House 3. To say few lines on given object like ball, apple, pencil, water bottle etc. |
| March | Summative Assessment - 2 |

English Projects (Must be done in Scrap Book)

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| SA-I | Stick objects (Toothpick / Ice cream sticks / straw / coloured paper) to give the concept of one and many. |
| SA-II | Paste different coloured paper cutting to give the concept of colour. |

Hindi Projects (Must be done in Scrap Book)

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| SA-I | भारत के राष्ट्रीय पशु, पक्षी और फूल के चित्र लगाओ। |
| SA-II | भारत का राष्ट्रीय झंडा और भारत का मानचित्र (नक्शा) लगाओ |

Maths Projects (Must be done in Scrap Book)

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| SA-I | Count and write (Use Bindies, Stars etc.) |
| SA-II | Subjects - Stick 6 bindies on one side. Put the sign '-' and stick 3 more bindies. Use a pencil to put a cross sign (X) on the three bindies. count and write the remaining bindies. |

EVS Project (Must be done in Scrap Book)

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| SA-I | Paste the picture of our National Animal. National Bird and National flower. |
| SA-II | Paste picture of milk giving animals. |

ACTIVITIES

SUMMATIVE ASSESSMENT - I

| | |
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| 1. | <p>Name of the activity: Shivaji Says</p> <p>Make all the children stand in a semi-circle. The teacher should give clear instructions which children should follow only if she starts with the words. "Shivaji says...." for example. "Shivaji says touch your hair". Children should touch their hair. Whenever the words "Shivaji says" are omitted, children are not supposed to carry out that activity: if they do they are considered 'out'.</p> |
| 2. | <p>Name of the activity: Guess the Riddles</p> <p>Make all the children sit in a semi-circle. The teacher initiates the activity by asking a riddle. For example: "My colour is green, my beak is red. I say 'tai-tai' tell me who am I?" If the children are unable to answer then the teacher can give clues. Children can also be encouraged to make up their own riddles and ask everyone.</p> |
| 3. | <p>Name of the activity: What is Missing?</p> <p>Keep the objects like a leaf, pencil, twig, pebbles etc. in a tray. Make the children sit in a semi-circle. Call children one by one keep the tray in front of the child. Ask her/his to name each object. Then ask the child to close her/ his eyes and remove any one object. Ask the child to open her/his eyes and name the missing objects.</p> |
| 4. | <p>Name of the Activity: See what Dissolves</p> <p>Material required Salt, sugar, mud, pebbles, sand, flower, 5-6 glasses of water, spoons etc.</p> <p>How to Organise Divide the children into two groups. Make one group sit in a semi-circle while the other groups are engaged in another activity. Take 5-6 glasses of water, Mix any one of the above mentioned materials in the water. For example, salt and stir it till it dissolves. Let the children observe this. Similarly, mix all the things one by one in separate glasses and see which ones dissolves. Call the children one by one to name things that dissolves and those, do not dissolves.</p> |

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| 5. | <p>Name the Activity: Repeat and Add</p> <p>Make the children sit in a circle,. Let one child start the game by saying - "I went to the market and bought an apple". The next child should say - "I went to the market and bought an apple and a banana". The third child says, "I went to the market and bought an apple, a banana and a mango.</p> |
| SUMMATIVE ASSESSMENT - II | |
| 1. | <p>Name of the Activity : Show and Tell</p> <p>Material required</p> <p>Various objects like leaf, ball, any toy etc.</p> <p>Make all the children sit in a semi-circle. The child carrying out the activity should stand facing the children. Ask one child performing the activity to select any object from the environment e.g. leaf, stone etc. and talk about it. Children can also be asked to bring any object of their choice.</p> |
| 2. | <p>Name of the Activity: Picture Reading</p> <p>Make all the children sit in a semi-circle. The teacher sits at a slightly higher level facing the children. The teacher should make sure that each and every child can see the picture chart. Show a picture chart or a picture from a book to the children and ask them questions related to the picture, for example, what is this? What is it used for? Where / what is she /he going/doing ?</p> |
| 3. | <p>Name the Activity: Complete the Sentences</p> <p>Make all the children sit in a semi-circle. The teacher begins the activity by starting a sentence. For example "I went to..... "Each child then has to complete this sentence for example. "I went to school" or "I went to the market".</p> |
| 4. | <p>Name of the Activity: Conversation</p> <p>Make all the children sit close to the teacher but the teacher sits at a slightly higher level than the children. This activity can be theme based. For example, if the theme is animals, then the teacher should encourage the children to share their knowledge about animals, their habits, habitats, sounds etc.</p> |
| 5. | <p>Name of the Activity: Story Making</p> <p>Make all the children sit in a semi-circle. The teacher starts the story by giving the starting sentences for example, "once there was a parrot and a rat". Then each child should be given a chance to add something more to the story for example. "They both were good friends". Children may give varied response like "they live a jungle"..... or "Once the parrot was caught by a hunter" etc. Every child's response will help to extent the story further. The teacher will have to guide them often.</p> |

DRAWING / VISUAL ART

Books Recommended : 1. Fun with Colours 'B'

| TERM : I | TERM : II |
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| 1. Playing with numbers 1 - 10 | 1. Paper Folding |
| 2. Make caterpillar using Bindies/Finger printing | 2. Vegetable Printing |
| 3. Make flower with pencil shreds | 3. Cut and Paste - hut, tree, fish, boat, kite, flower |
| 4. Make Choc-O-Bar with Ice Cream Stick, thermocole and brown colour | 4. Collage in geometric forms |
| | 5. A scenery with a boat |
| | 6. A flower vase |