

Yearly Scheme of Work

Time Taken: 10 Periods (each period of 40 minutes duration)

Teaching Aids: Main Coursebook, Blackboard, Digital Assets, Coloured Sheets

Digital Assets: Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Class Nursery

Scheme of Lessons – Micro Schedule – Numbers = 10 periods

Theme/ Lesson No. & Name	Suggested Allocation of Periods
Theme 1: Special Me	2
Theme 2: Family Fun	2
Theme 3: School is Cool	2
Theme 4: Best Buddies	2
Theme 5: Play Power	2

Symbols used:



= Teaching aids required



= Time required for the activity



= Digital assets

Calyx Content Ideas for Classrooms – A Sneak Peek

Embarking on a voyage to the new horizons, Calyx is a force to reckon with. It steers forth the path for the educators with National Education Policy (NEP) 2020 and National Curriculum Framework (NCF). In the budding years of life, when a child learns to explore and experience the world around, Calyx comes as a great booster to mould the personality of the young learners at the Foundational Stage. This is the stage when school starts and the child needs play-based learning coupled with structured activities that are guided by the teacher.

The Foundational Stage bridges the gap between home and school environment of the child and is based on the principles of Early Childhood Care and Education (ECCE). It is divided into domains closely linked to the developmental domains of Physical Development, Socio-emotional-ethical Development, Cognitive Development, Language and Literacy Development, Aesthetic and Cultural Development and the most significant domain of Positive Learning Habits. Curricular Goals are defined for the different domains of development in the curriculum designed for the Foundational Stage. At this stage of learning, the pedagogical approach is play-based with the focus on guided and structured activities. The activities should be conducted in spacious venues, such as school garden, yoga room and so on.

The teacher's guide is replete with activities designed to suit the learning experience of the students so that they can engage naturally in the exploration of their surroundings. The activities have instructions for the entire class, balanced with work-time for children, where they work on their own with a variety of materials. Teacher-student relationship is of utmost importance and needs the teacher to be engaged with all the domains instead of just being a domain-specific teacher. It is imperative that individual attention and assessment through observation is carried out for the students at this stage.

The main features of the teacher's guide are:

- Yearly Scheme of Work with a micro schedule with the suggested allocation of periods bringing clarity for the teacher to conduct the lessons efficiently.
- Micro Lesson Plans (MLPs) have multiple periods of 40 minutes duration each, with curricular goals, competencies, learning objectives and learning outcomes, tailored to suit the students' needs for all-round development.
- Teacher-directed, teacher-guided and/or student-led activities to achieve the desired goals.
- Teaching Aids with materials are easily available to aid concept teaching.
- Digital Assets for quick reference by the teacher.
- Methodology includes steps to introduce the concept in the form of an interactive script and doable activity-based teaching methods.

Each activity is marked with

- **MUST DO** to help the student understand the concept.
- **SHOULD DO** to help the student extend and apply the concept.
- **COULD DO** to help the student revise the concept.
- Estimated time for each activity is given for better time management by the teacher.
- Additional Suggested Activities are provided for the reinforcement of the concept taught.
- Content and material to be used, duration and sequence of activities, classroom arrangement – seating, displays, arrangement of material are also mentioned.
- Time allocation at pre-primary level aims at providing the students ample opportunities for an experience in every domain of development. So, each MLP is designed keeping in mind the attention span of the students and has Circle Time, Story Time, Concept Time/ Pre-numeracy, which are teacher guided whereas free play is an independent activity for the students. Also, Work Time is for the students to choose an activity and the material they like. The illustrative daily routine for children of ages 3–6, detailed as per the NCF, is given in the table below.

From	To	Duration	Activity NCF	Activity Calyx
Morning Routine/Free Play/Corners Time				
09:30	10:15	45 minutes	Circle time/Conversation	English/Phonics
10:15	10:30	15 minutes	Snack Break	Snack Hour
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement	Rhymes and Stories
11:45	11:45	1 hour	Concept Time/Pre-numeracy	Mathematics/Numbers
11:45	12:15	30 minutes	Arts/Craft/Free Play	Arts and Craft/Free Play
12:15	13:00	45 minutes	Corners Time	General Awareness
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)	Lunch Break
13:45	14:30	45 minutes	Emergent Literacy/Story Time	Sounds
14:30	15:00	30 minutes	Outdoor Play and Wind Up	Outdoor Play

Source: National Curriculum Framework for School Education 2023, Illustrative Time Allocation, Table A-3.5-i

- Teacher's notes are an important feature to provide guidance to deliver the content of the main coursebook with additional information. For instance, the first page of each chapter has a story. The story has to be read by the teacher/parent. Students at the Foundational Stage are not expected to read the stories or rubrics or write complete sentences. However, any student who tries and can read or write sentences, must be appreciated and encouraged .
- Home Tasks are designed based on the concept taught in class and is for the teacher to guide the parents.

Theme 1: Special Me



2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, CRM signs of Learning Kit, beads



Animation, Animated Activities, eBook, Infographic, Fun Practice, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop motor skills while drawing and colouring
- develop cognitive skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop effective communication skills using oral math talk

Methodology

Period 1

Place: The lesson can be conducted in the play area.

Numbers Book

- Show CRM sign 'Eyes on Me' to the students. As they look at you, show another CRM sign 'Stand in a Line'. As they assemble and form a line, show CRM sign 'Shh...' and take them to the play area. On reaching the play area, they can be asked to jog on the spot and stretch their body. **COULD DO**
5 MIN.
- Place Sam's standee in front of the class and ask them to identify her. Tell them she is also three years old like them. She is standing alone showing number 1. Urge them to come forward and stand with her. As a student comes forward, give her one bead and ask to tell the number of beads in hand. Then explain that now there is one in number. Ask them to look around and see things that are 1 or 2 in number such as two flowers, one bird and so on. Wait for their response. They may add to the list of numbers. **SHOULD DO**
15 MIN.
- Ask the students to air trace number 1. Then they can be shown tracing number 1 on the grass. Also, show them the picture on page 6 and talk about Sam going to play with a bat and a ball. Ask them to tell the number of bats and balls Sam has. Explain that she has one bat and one ball and two toys in all to play with. Show them number 2 on the board and tell them to air trace 2. Point at their two eyes to see and one nose to smell.
- Read the story with proper intonation and ask questions like,
 - What is Sam doing?
 - Name her favourite colour.
 - What is she wearing?

- What does she love to play with?
- Encourage the students to express their thoughts about things that they like to do.

MUST DO

20 MIN.



Animation can be shown to generate an interest in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to make a collage of things they like the most or the things that make them so special. At the centre, ask them to paste their picture in an outline of number 1.

Home Task

- Parents can sit comfortably with the child. Then help him/her point at number 1 in exercise 1, on page 7 and circle them with a pink crayon.
- Similarly the child can trace number 2 with the help of an adult. Then ask him/her to find number 2 in the box on page 7 and circle it with a pink crayon.

Period 2

Place: The lesson can be conducted in the classroom.

- Organise the class in a semicircle using CRM signs. The students can be given flashcards from the learning kit and asked to find the ones with one object like 1 pencil or 1 ball.
- Show CRM sign 'Please Wait' and ask them to wait till you get them their Calyx Numbers Book. Then help them open the book at page 8. Point at the pictures shown in exercise 3. Let them identify and name the objects. Then ask them to colour the objects with number 1 in red and objects with number 2 in yellow.
- Similarly, the students can be asked to identify and name the objects in exercise 4. They may be encouraged to describe them in their own words or home language. Next, tell them to find the windows with 2 birds and colour the boxes.
- The students can be guided through the exercise 5 by asking them to look at the picture and weave a story around it. Then find all 1s and 2s and circle them.
- In exercise 6, ask them to move their index finger on the number 2. Then, they can be asked to name the objects and match the ones with two objects to the number 2. Repeat the correct answers for them to know.

COULD DO

5 MIN.

SHOULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

5 MIN.



eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Draw any two objects from the picture in exercise 10 on a sheet of paper. Colour them neatly along the lines.

Home Task


- Parents can sit comfortably with the child. Open the book at page 10 and do the exercises 7 and 8. Talk to the child about the pictures and ask him/her to colour the objects.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw, colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• identify self as an individual and a part of the family or community• learn to interact with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numerals 1 and 2• identify and count one or two objects
Language and Literacy Development	<ul style="list-style-type: none">• listen attentively for specific information• weave a story in short words and phrases around the given picture• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• draw or paste picture for the given numbers
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopt and follow class norms

Theme 2: Family Fun

 2 Periods (40 minutes each)



Main Coursebook, flashcards, number cards, CRM signs of Learning Kit, old newspaper, glue, manipulatives (shapes)



Animation, Animated Activities, eBook, Infographic, Fun Practice, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:





- develop motor skills while drawing and colouring
- develop cognitive skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using simple words or their home language

Methodology

Period 1

Place: The lesson can be conducted in the craft room.

Numbers Book

- The students can be accompanied to the craft room using CRM signs (Please Wait, Eyes on Me, Stand in Line). Guide them to follow non-verbal communication. **COULD DO** 
- Place Sam's standee in front of the class and narrate the story to the students. Ask them to open the book on page 11. Point at each character in the story and ask the students to identify them. Tell them that Sam is taking us to meet her family Mum and Baba, Nani and Nana. Elicit response from the students and support them with the vocabulary required. Talk to them about the pictures. **SHOULD DO** 
- Form a circle with the students and place a sand tub in the centre of the circle. Write three on the board and ask them to air trace number 3. Guide them to trace number three in the sand tub. Mention that the number 3 comes after the number 2. Then show them flashcards to identify the number 3. In the exercise 1 on page 12, ask the students to name each object and number in the grid. Then find number 3 and circle all the boxes with number 3. **MUST DO** 
- Next, ask the students to look at the trolleys in exercise 2. Count the number of objects in each trolley and find the one with 3 objects and colour the correct box. **MUST DO** 



Animation can be shown to generate an interest in the lesson.

Slideshow could be shown to the students to reinforce the concepts taught in the class.

COULD DO

10 MIN.

Additional Suggested Activity

- Give a collection of objects and ask the students to make groups of three objects each.

Home Task

- Parents can guide the child through the exercise 5 on page 14. Ask them to trace the circles with their index finger and then with a crayon of their choice. Place three bowls with different colours. Ask him/her to look at the picture and describe it in the home language. Then help him/her dip thumb in the paints and put their thumb impression on the balloons. Leave it for drying.

Period 2

Place: The lesson can be conducted in the classroom.

- The class can be shown the CRM sign 'Stand in a Line'. Once they form a line, they can be taken on a round of the class and pretend to be a train. Then ask them to hop, skip and jump on the spot and get ready for the class.
- Ask them to open the book at page 13. Point at the pictures shown in exercise 3. Let them identify and count the objects. Then ask them to show their index finger and trace the number 1, 2 and 3. Repeat the activity and ask them to pick an orange crayon to trace number 1, pink crayon for 2 and a blue crayon for the number 3.
- The students can be guided through the exercise 4 on page 13. Ask them to trace the circles with their index finger and then with a crayon of their choice. Then ask them to identify the circles with number 3 and colour them.
- Give them manipulatives and ask them identify the circle shapes. Then they can be asked to look at the objects in exercise 6 on page 14 and name them. Talk to them about the use of each object. Then tell them to colour the boxes with objects that are circle in shape.

COULD DO

5 MIN.

SHOULD DO

10 MIN.

MUST DO

10 MIN.

MUST DO

15 MIN.



eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

Infographics could be shown to the students for giving more information relevant to the topic taken up in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Give students sheets of old newspaper. Roll them like a rope. Then paste them on a sheet in the shape of number three. They would need adult supervision while pasting them.

Home Task

- Take the child out for a walk in the park. Point at the plants or trees with three leaves.
- Help the child assemble his/her toys in groups of three each.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• trace, draw and colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles while rolling the sheets of newspaper• develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• identify self as an individual and a part of the family or community• learn to interact with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numeral 3• identify and count three objects• recognise the objects in the surroundings that are circles
Language and Literacy Development	<ul style="list-style-type: none">• weave a story in short words and phrases around the given picture• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form number three with rolled newspaper
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopt and follow class norms

Theme 3: School is Cool



2 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards, number cards, Sam's and Lina's standee, CRM signs of Learning Kit, play dough, hand paints, crayons, manipulatives (shapes)



Animation, Animated Activities, eBook, Infographic, Fun Practice, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine and gross motor skills
- develop cognitive skills and understand numbers in the surroundings
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk

Methodology

Period 1

Place: The lesson can be conducted in the play area.

Numbers Book

- Use CRM signs to conduct physical activities and organise the students in a circle. Demonstrate exercises for them to stretch their arms and legs. Guide them to run around the play area in a circle. After two rounds, they can be settled for the lesson. **COULD DO**
10 MIN.
- Place Sam's and Lina's standee in front of the class and tell them they have come to meet them. Instruct them to listen attentively using CRM signs 'Shh...' and 'Eyes on Me'. Then read the story with proper intonation and pauses. After the storytelling, you may ask a few questions like:
 - Who have come to school?
 - What are the names of the girls?
 - Which class are Sam and Lina in?
- Show them pictures on page 15 and encourage them to talk about it in simple and short phrases or their home language. **SHOULD DO**
20 MIN.
- You may ask them to look at picture in exercise 2 on page 16 and count the number of children playing. Ask them if they also go to the park and play in the evening. Wait for their response and engage them in class discussion. **MUST DO**
10 MIN.



Animation can be shown to generate an interest in the lesson.

Animated Activities can be shown to engage the students and reinforce the concepts taught in the lesson.

eBook can be shown to the students to explain as well as recapitulate the concepts taught in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Give manipulatives (blocks) to count and arrange in groups of 4.

Home Task

- Parents can guide the child through the exercises 4 and 5 on pages 17 and 18 respectively. Also, help in tracing the correct number of children playing in the park.

Period 2

Place: The lesson can be conducted in the classroom.

- Show flashcards with objects to the students. Ask them to clap when they see the cards with 4 objects. Then write number 4 on the board and ask them to come and trace it with their index finger. Place a sand tub and ask them to trace number 4.

COULD DO

5 MIN.
- Ask them to open the book at page 16. Then ask them to find number 4 in the grid. Then circle all 4s with a crayon.

SHOULD DO

10 MIN.
- The students can be guided through the exercise 4 on page 17. Ask them to observe the shirts and find the ones with the number 4. Then pick a crayon of their choice and colour it.

MUST DO

10 MIN.
- Then ask them to open the book at page 18 and observe the picture in exercise 6. You may have to supply vocabulary needed to describe it. Then they can be asked to pick a crayon and circle all 4s in the picture.

SHOULD DO

5 MIN.
- Give them manipulatives and ask to identify the square shapes. Then they can be asked to look at the square in exercise 3 on page 17 and say how it looks. Yes, it looks happy. Show the expression cards to choose from. Then ask them to touch the square shape and tell the number of sides it has. Also, they can trace the square on the dotted line with their index fingers and tell the number of sides once more. Ask them to pick a crayon of their choice. First, trace and then draw the square.

MUST DO

10 MIN.



Fun Practice could be used to enable the students practise concepts taught.

Infographic could be shown to the students for giving more information relevant to the topic taken up in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given play dough to make square shapes.
- Give a sheet and hand paint to the students. Guide them to dip their index finger and trace number 4 on the old newspapers.

Home Task

- Parents can guide the child through the exercises 7 and 8 on page 19. Ask him/her to identify and colour the square boxes. Also, trace the correct number of square boxes.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• trace, draw and colour pictures• learn to hold the writing tools• develop balance and coordination of small motor muscles while forming shapes with play dough• develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to interact and work with peers
Cognitive Development	<ul style="list-style-type: none">• know, read and write numeral 4• identify and count four objects• recognise the square objects in the surroundings
Language and Literacy Development	<ul style="list-style-type: none">• describe the picture story in short words and phrases• get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none">• form square shapes with play dough
Positive Learning Habits	<ul style="list-style-type: none">• observe and explore the objects in the surrounding• adopts and follow class norms• learn to play outdoors

Theme 4: Best Buddies



2 Periods (40 minutes each)



Main Coursebook, flashcards, expression cards, number cards, Sam's and Lina's standee, CRM signs of Learning Kit, play dough, hand paints, crayons, manipulatives (shapes), coloured chalks, ribbons or ropes, ice-cream sticks



Animation, Animated Activities, eBook, Infographic, Fun Practice, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:



- develop fine and gross motor skills
- develop cognitive skills and understand numbers in the surroundings
- display emergent literary skills and love for reading
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop communication skills using oral math talk

Methodology

Period 1

Place: The lesson can be conducted in the craft room.

Numbers Book

- Instruct the students to move to the craft room using CRM signs 'Stand in a Line, Shh... and Please Wait'. This will get them into the habit of understanding non-verbal communication. On reaching the craft room, they can be asked to pick the bowls with ice-cream sticks. Ask them to sing rhyme 'This Old Man, he played one, he played...' after you, while picking the sticks. When it comes to the number 5, stop and ask them to look at their palms. Then count the number of fingers they have. Confirm the responses and asks for other things that are 5 in number. Give them example of the five senses—eyes, ears, nose, smell and touch.  
- Place Sam's, Jas's and Lina's standee in the class at different places. Allow the students to observe and discuss. Also, show them pictures on page 20. Point at each character and encourage them to talk about it in simple and short phrases or in their home language. Then read the story for them to listen attentively and comprehend. Then ask a few questions such as
 - Where are the children?
 - What is the teacher saying?
 - What is long and short in the story?

- What time is it in picture 2?
- What has Sam got for lunch?
- What has Lina got for lunch?
- What has Jas got for lunch?
- Who asks to exchange their lunch?

Engage the students in a discussion on food and how they must eat healthy and nutritious diet. Also, ask them to give examples of long and short things they see around. Explain that things measured along the length are long or short using two ribbons or ropes to compare their length.

SHOULD DO

20 MIN.

The students can be shown how to write the number 5 on the board. Then keep coloured chalks and ask them to come one by one and trace the number 5. Ask the students to open the book at page 21. Point at the numbers in the grid one by one and ask them to identify. Then ask them to put their index finger on the number 5 and circle all the boxes in exercise 1.


MUST DO

5 MIN.

Next, ask them to count the number of balloons in exercise 2 at page 21 and trace the numbers first with index finger and then with a crayon.

MUST DO

5 MIN.

 **Slideshow** could be shown to the students to reinforce the concepts taught in the class.

Animation can be shown to generate an interest in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- Give the students a sheet and bowls with hand paint. Ask them to dip their palms and put the print on a sheet. Let it dry. Then count and tell the number of fingers.

Home Task

- Parents can guide the child through the exercise 6 on page 23. Also, help in tracing the numbers and match them with the correct number of objects.
- Help the child through the exercise 8 on page 24. Talk about the pictures of children and the numbers on their t-shirts. Then explain the colour code given to be used to colour the t-shirts.

Period 2

Place: The lesson can be conducted in the classroom.

- The students can be given ice-cream sticks to pick and count up to the number 5. Then see how they can join three sticks to form a shape. Explain that it is a triangle. Then show them pictures of things that are triangle in shape such as a birthday cap, slice of watermelon and so on. Let them identify and name them.
- Place the flashcards with objects on the table. Ask the students to pick one card and identify the shape of the objects. They can be given manipulatives (shapes) to identify and understand triangle by moving fingers along its three sides. Then ask them to open the book at page 24 and circle all the shapes that look like a triangle in exercise 7.

COULD DO

10 MIN.

SHOULD DO

15 MIN.

- Ask the students to open the book at page 22 and observe the shapes of houses in exercise 3. Then tick the ones that are triangle-shaped houses and colour the boxes below them.
- Show a triangle, a square and a circle to the students to name them. Then ask them to colour shapes with the colour code given in exercise 4 on page 22.

MUST DO
10 MIN.

SHOULD DO
5 MIN.



Fun Practice could be used to enable the students practise concepts taught.

Infographic could be shown to the students for giving more information relevant to the topic taken up in the lesson.

COULD DO
10 MIN.

Additional Suggested Activity

- Form groups of three students. Give them a sheet of old newspaper. Guide them to fold it and form a triangle. Then draw a smiley using crayons and put it up for display.

Home Task

- Parents can guide the child through the exercise 5 on page 23. Ask him/her to identify the given picture and colour the picture using the colour code. Appreciate him/her for the effort made while colouring.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop balance and coordination of small motor muscles while tracing or colouring • develop gross motor skills through physical activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • responds positively to the situations and people
Cognitive Development	<ul style="list-style-type: none"> • know, read and write numeral 5 • identify and count five objects • recognise the triangle-shaped objects in the surroundings • understand the concept of long and short objects
Language and Literacy Development	<ul style="list-style-type: none"> • describe the picture story in short words and phrases • get the knowledge of different fonts
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • know about dishes prepared in India
Positive Learning Habits	<ul style="list-style-type: none"> • observe and explore the objects in the surrounding • adopt and follow class norms • learn to play outdoors