

Yearly Scheme of Work

Time Taken: 31 Periods (each period of 40 minutes duration)

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

Digital Assets: eBook, Learning Together

Class UKG

Scheme of Lessons – Micro Schedule – Art and Craft = 31 periods

Lesson* Number/ Name	Suggested Allocation of Periods	Lesson* Number/ Name	Suggested Allocation of Periods
Lesson 1	1	Lesson 17	1
Lesson 2	1	Lesson 18	1
Lesson 3	1	Lesson 19	1
Lesson 4	1	Lesson 20	1
Lesson 5	1	Lesson 21	1
Lesson 6	1	Lesson 22	1
Lesson 7	1	Lesson 23	1
Lesson 8	1	Lesson 24	1
Lesson 9	1	Lesson 25	1
Lesson 10	1	Lesson 26	1
Lesson 11	1	Lesson 27	1
Lesson 12	1	Lesson 28	1
Lesson 13	1	Lesson 29	1
Lesson 14	1	Lesson 30	1
Lesson 15	1	Lesson 31	1
Lesson 16	1		

*Please note that the lessons in the Yearly Scheme of Work correspond to the page numbers in the Art and Craft book.

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
10:45	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.

Lesson 1*

 1 Period (40 minutes)



crayons, CRM signs, flashcards of the Sun and flowers



eBook, Learning Together

Curricular Goals and Objectives (ECCE)







To enable the students:

- develop fine motor skills
- develop creative expression through art work
- develop positive learning habits

Methodology



Period 1

Place: The lesson can be conducted in art room.

- Use CRM signs to the students and take them to the art room. Ensure that they move quietly through the corridor. The students can be asked to look at the art works in the art room and talk about it. **COULD DO** 
 10 MIN.
- Show the flashcards of the Sun and flowers to the students. Let them describe it in their own words or home language. Then explain that flowers need sunlight and water to grow along with air. Ask if they also water the plants and engage them in a class discussion. **SHOULD DO** 
 10 MIN.
- Next, show the picture on page number 2 to the students. Ask a few questions like, 'Who is in the picture? What is she doing? How many flowers are there? Is the Sun shining or is it cloudy?' Then guide them to colour the picture using crayons. They may colour the flowers as per their choice.
- Also, tell them an interesting fact about the flowers. The night-flowering jasmine blooms only at night. Ask if they know an interesting fact about the sunflower (it keeps moving with the movement of the Sun). **MUST DO** 
 20 MIN.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 
 10 MIN.

Additional Suggested Activity

- The students can name and draw their favourite flowers. Help them cut the flowers and

*Lesson 1 corresponds to the activity given on page number 2 of the Art and Craft book.



make a collage on the display board. They may write their names at the centre of the flower.

Home Task


- Parents can talk about the things needed for the growth of the plants and assign the duty of watering the plants to the child. Ensure that the child waters the plants under adult supervision.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to appreciate nature
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify different types of flowers and learn amazing facts about the flowers like night-flowering jasmine and the sunflower
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• make a collage of flowers and unleash their creativity
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• carry out simple household chores (watering the plants) efficiently and help their parents

Lesson 2*

 1 Period (40 minutes)



CRM signs, crayons, flashcards of vehicles (car)



eBook, Learning Together

Curricular Goals and Objectives (ECCE)







To enable the students:

- develop fine motor skills and coordination of fine muscles with dexterity
- develop cognitive skills and explore the physical and natural environment
- develop positive learning habits

Methodology



Period 1

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

- Show CRM signs and manage the class. Then stand in the middle of the class and greet the students. The students can be asked to talk about their favourite vehicles. **COULD DO** 

- Show the flashcards of the car to the students. Encourage them to describe it in their own words or in their home language. Tell them that there are different kinds of vehicles around us. Then explain that cars move on land. Ask them for the transport they use to reach school or go for an outing. **SHOULD DO** 

- Next, show the picture on page number 3 to the students. You may ask a few questions such as names of some vehicles and ask them to share what they know about different vehicles. Then guide them join the dots and colour the picture using crayons. **MUST DO** 




eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 


Additional Suggested Activity

- The students can draw and name their favourite vehicles. Ask them to show their art to the peers.

*Lesson 2 corresponds to the activity given on page number 3 of the Art and Craft book.

Home Task

- Parents can go out with the child and talk about vehicles. They can help the students to identify the vehicles they see on the road.


Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• join the dots, draw and colour the picture
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• play and interact with all the children• respond to peers and teacher positively
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify different vehicles
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• learn to grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• observe and learn to follow classroom norms



Lesson 3*

 1 Period (40 minutes)



CRM signs, crayons, flashcards



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and coordination of fine muscles with dexterity
- develop cognitive skills and explore the natural environment
- develop positive learning habits

Methodology

Period 1

Place: The class can be conducted in the art room.

- CRM signs (Please Wait, Stand in Line, Sit Down) can be used to take the students to the art room. Take them to the art room in a queue.
- Let the students form a square for the activity. Engage them in a small conversation about birds.
- The students can be shown flashcards of owls. Ask them to identify the bird. Ask if they have seen owls earlier. Let them describe it in their own words.
- Ask the students to open the book at page number 4. Explain the steps given to draw an owl. Guide them to follow each step. They may colour the owl as per their choice.
- Also, tell them about different birds. Ask if they know an interesting fact about the owl (owls can see at night).

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can draw and name their favourite birds.

*Lesson 3 corresponds to the activity given on page number 4 of the Art and Craft book.

Home Task


- Parents can guide the child to make an owl with craft material. Help her to draw and cut large oval shape and two semi-circle shapes from the chart paper to make the body and feathers of an owl. Ask the child to draw two large circles on the owl's face. Then draw a small triangle shape below the eyes to create the owl's beak. Glue the wings onto the sides of the owl's body.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• communicate effectively with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify birds and recognize specific features of an owl
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• use craft material and make an owl• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 4*

 1 Period (40 minutes)



CRM signs (Please Wait, Stand in Line, Sit Down), crayons, flashcards



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop strength and coordination of small motor muscles
- develop emergent literary skills
- develop positive learning habits

Methodology

Period 1

Place: The class can be conducted in the art room.

- The students can be taken to the art room in a queue showing CRM signs. Let them form a circle for the activity. Ask them to say the names of animals they know. **COULD DO** 
- Show flashcards of different animals to the students. Ask if they could identify the chameleon. Let them describe it in their own words or in their home language. **SHOULD DO** 
- Next, show the picture on page number 5 to the students. Guide them to colour the chameleon by following the given colour codes. Ask them to colour all the parts marked as 1s, 2s, 3s and 4s with respective colour codes. You may ask few questions such as where is the chameleon sitting? What is shining in the sky? Go around and observe the students colouring the picture with the correct code.
- Also, ask if they know an interesting fact about chameleon (it can change the colour of its body). **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be asked to dip their fingers in hand paints to paint a chameleon on a large sheet of paper. They can use different colours of their choice.

*Lesson 4 corresponds to the activity given on page number 5 of the Art and Craft book.

Home Task


- Parents can give modelling clay to the child and guide her/him to make models of chameleon. Help her/him to shape its body, eyes and tail.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify birds and recognize specific features of a chameleon
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• use modelling clay and create a model of a chameleon• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 5*

 1 Period (40 minutes)



CRM signs (Please Wait, Stand in Line, Sit Down), crayons, flashcards



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop cognitive skills and differentiate between the events that happened in the past and present
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

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

- Show the CRM signs and take the students to the art room. Ensure that they move quietly through the corridor.
- The students can be asked to draw pictures related to birthdays such as gifts, cake, balloons and so on. **COULD DO** 
- The students can be shown flashcards of birthday celebrations. Then explain that birthdays are special days. Encourage them to tell their partner the gifts they received on their previous birthday. Ensure that they speak in simple, short sentences or their home language. **SHOULD DO** 
- Next, show the picture on page number 6 to the students. Ask them what they see in the picture. Guide them to dip their finger in hand paint and print on the birthday cap. They may choose their favourite colour. Also, they can be asked to tell their birthday months to their partner. Ask if they know an interesting fact that the month of August is the most common birthday month. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO



*Lesson 5 corresponds to the activity given on page number 6 of the Art and Craft book.

Additional Suggested Activity

- The students can be asked to make a birthday chart of their friends on a sheet of paper.. Cut them out and make a collage on the display board.

Home Task

- Parents can help the child to make birthday caps with chart papers or old newspapers.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about the special day that is birthday
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• use craft material to make a birthday cap• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 6*

 1 Period (40 minutes)



CRM signs, crayons, flashcards of birds, leaves/ twigs/ small branches



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the natural environment
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology


Period 1

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

- Greet the students and shake hands with each one. Manage the class using CRM signs as and when required. The students can be asked to look at the art works in the art room. Engage them in small conversation about what they see. **COULD DO** 
- Show the flashcards of birds to the students. Let them describe it in their own words. Ask them to draw and colour their favourite bird on a chart paper. Students can show their art to their partner. **SHOULD DO** 
- Ask the students to open the book at page number 7. Guide them to dip their palm in paint and make impression on the branch. Ask them to draw a beak and an eye. Ask them which birds do they see around their house? How do they fly? Also, tell them that birds live on trees. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can work in groups. Give them materials like twigs, leaves and small branches. Encourage them to build bird's nests.

*Lesson 6 corresponds to the activity given on page number 7 of the Art and Craft book.

Home Task


- Parents can spend time with child in the garden. Encourage her/him to observe different birds around and name them, if possible.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about birds in the surroundings
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material• build bird's nest using twigs, leaves, etc.
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 7*

 1 Period (40 minutes)



CRM signs, crayons, flashcards/pictures of capsicums, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the natural environment
- develop positive learning habits
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology


Period 1

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

- Show the CRM signs to the students and take them to the art room. **COULD DO** 
- The students can be asked to sit in a circle. Ask them to tell their favourite vegetables to their partners. **SHOULD DO** 
- The students can be shown the flashcards of capsicum. Ask them to identify the vegetable and describe its shape and colour. Let them draw a capsicum and colour it.
- Next, show the picture on page number 8 to the students. Ask them to take the capsicum slices and dip it in the colour they like. Guide them to print patterns and complete the picture.
- Also, tell them that there are red, green and yellow capsicums. Ask if they know an interesting fact that red and yellow capsicums are also called bell peppers. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be asked to paste the capsicum slices on a chart paper and can be asked to draw leaves and stems too. The students can show their art to their partners.

*Lesson 7 corresponds to the activity given on page number 8 of the Art and Craft book.

Home Task


- Parents can help the child to make the model of a capsicum using red, green or yellow playdough.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about types of capsicums available
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms• learn about healthy eating habits

Lesson 8*

 1 Period (40 minutes)



CRM signs, crayons, flashcards of vegetables, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop effective communication skills
- develop cognitive skills
- develop fine motor skills and coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop positive learning habits


Methodology

Period 1

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

- CRM signs can be used to organise the class. Greet the students and form two groups. Then ask them to say names of vegetables they know. Both the groups can be awarded for the correct response. **COULD DO** 
- Show students flashcards of vegetables one at a time. Ask them to name each vegetable and speak about its shape, colour and taste. Also, tell them to draw pictures of five vegetables on a chart paper. Make a collage on the display board. **SHOULD DO** 
- The students can be asked to open the book at page number 9. Guide them to dip foam in paint and print it on the turnip. You may ask the students to describe the shape or colour of the turnip. Discuss the importance of eating vegetables. **MUST DO** 
- Ask the students about the vegetables they like to eat. Tell them that eating vegetables keeps them healthy.

 **eBook** can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be guided to make their favourite vegetables with chart paper. For instance, the students can be guided to cut the orange chart paper in a triangular shape to

*Lesson 8 corresponds to the activity given on page number 9 of the Art and Craft book.

make the body of the carrot and cut the green paper into thin strips for the carrot's leaves. Paste the green strips on to the top of the orange triangle.

Home Task


- Parents can gather a variety of vegetables from the kitchen or greengrocer's store and ask the child to identify and name each one.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• hold crayons or vegetables and develop fine motor skills
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about a variety of vegetables
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• observe and learn to follow classroom norms• learn the importance of eating vegetables

Lesson 9*

 1 Period (40 minutes)



CRM signs, crayons, flashcards of water animals, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop effective communication skills
- develop cognitive skills
- develop positive learning habits
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology


Period 1

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

- The students can be taken to the art room in a queue. Show CRM signs to stand in a line. The students can be asked to say names of a few water animals. **COULD DO** 
- Show flashcards of water animals to the students. Ask them to name them. They can be asked to draw one water animal and colour it. They can come in front of the class and show it to everyone. **SHOULD DO** 
- Then ask the students to open the book at page 10. You may ask a few questions such as what do they see in the picture? What is its shape? Where it lives? Then guide them to colour the picture and paste sticky dots. **MUST DO** 
- Also, tell them an interesting fact about how the starfish does not swim, instead, they crawl.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

*Lesson 9 corresponds to the activity given on page number 10 of the Art and Craft book.

Additional Suggested Activity

- The students can be asked to make a starfish with chart paper. They may colour it and display it in the class.

Home Task


- Parents can help the child to make a model of a starfish with playdough.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures• form figure of starfish using playdough
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about the starfish
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• use craft material to make a starfish• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 10*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, flashcards of water animals (sea horse)



eBook, Learning Together

Curricular Goals and Objectives (ECCE)





To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

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

- Use CRM Signs to manage the class. **COULD DO**

- Place flashcards of water animals around the art room. Ask them to go around and find the flashcards of sea horses. **SHOULD DO**

- Give each student a piece of paper. Ask them to draw and colour a water animal they like. Their art can be collected and put it in a shoe box, held vertically to represent an aquarium. **MUST DO**

- Ask the students to open the book at page number 11. A few questions could be asked such as what they see in the picture? Where does it live? Ask them to colour the picture of sea horses and guide them to dip cotton ball in blue paint to colour the bubbles. Also, tell them that new baby horses stay together in small groups. They hold each other by the tail. **COULD DO**




eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

*Lesson 10 corresponds to the activity given on page number 11 of the Art and Craft book.

Additional Suggested Activity

- The students can be asked to draw the scenes of an ocean on a drawing sheet. Encourage them to draw the various sea animals they know. They can use different colours to make it look vibrant and colourful.

Home Task


- Parents can lay out the pictures of sea animals on the floor. Ask the students to take turns flipping over two cards at a time to find the matching pairs of sea animals. Once they find an animal, they can continue finding the next one.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures• hold cotton balls, dip in paint and print(hand and finger movement)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about sea horses
Language and Literacy Development	<ul style="list-style-type: none">• read picture and identify objects• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• observe and learn to follow classroom norms

Lesson 11*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, bowl with fallen flowers, flashcards



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills and strength and coordination of fine muscles
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

- The class can be taken to the art room using CRM signs. Greet the students and form two groups. They can be given paper flowers and asked to name them. **COULD DO** 
- Show flashcards of flowers to the students. They can be encouraged to identify the flowers. Ask each one to tell their favourite flowers to their partner. Let them draw and colour their favourite flowers on a sheet of paper. **SHOULD DO** 
- Guide the students to open the book at page number 12. Place a bowl with fallen flowers on the table. Ask them to take the fallen flowers. Guide them to dip fallen flowers in paint and put impressions to make flowers in the space provided. Tell them that flowers are parts of plants. Tell them names of some flowering plants. Also, tell them that some flowers have a sweet smell. For example, rose and jasmine. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be divided into groups of five. Each group is given a sheet of construction paper. Encourage them to dip their hands in paint and press them onto the paper to create

*Lesson 11 corresponds to the activity given on page number 12 of the Art and Craft book.

flower shapes. Leave them to dry. Help them to cut out the handprint flowers and pin them up on the display board.

Home Task

- Parents can take the child to the garden. Ask her/him to identify flowers in the garden. Encourage them to collect some fallen flowers or leaves. Help her/him in pasting the flowers on a sheet of paper.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrate comfort in staying in the classroom and interacting with peers
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about sweet -smelling flowers
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• use fallen flowers instead of plucking flowers

Lesson 12*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, flashcards of birds



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the natural environment
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

- Greet the students and shake hands with each one of them. Manage the class using CRM signs as and when required. Ask the students to tell the names of birds to their partner. **COULD DO** 
- The students can be shown flashcards with pictures of birds. Ask them to identify the birds. They can draw and colour their favourite bird on a chart paper. It can be made as a collage and put up for display. **SHOULD DO** 
- Next, show the picture on page number 13 to the students. Tell them that most birds can fly. You may ask a few questions such as how many birds are there in the picture? Where are they sitting? How many legs do they have? Then guide them to colour the picture using crayons. They may colour the birds as per their choice.
- Also, tell them that birds fly with the help of their wings. Ask them if they know an interesting fact about how birds do not have teeth. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can work in two groups. Give them bird's parts (beaks, wings, legs drawn on a

*Lesson 12 corresponds to the activity given on page number 13 of the Art and Craft book.

chart paper). Let them colour using crayons and glue the body parts to form a bird. Once the birds are complete, encourage them to show their art to the other group.

Home Task

- Parents can take the child out for a walk. Encourage her/him to look around and observe the shapes, sounds and colours of different birds. Ask them to draw a bird they see. Then dip their fingers in paint to colour it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrates comfort in staying classroom and joins a group of children playing with adult's help if necessary
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about birds in their immediate surroundings
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• respect nature and observe birds in their surroundings

Lesson 13*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, flashcards of insects



eBook, Learning Together

Curricular Goals and Objectives (ECCE)





To enable the students:

- develop coordination of fine muscles with dexterity
- develop cognitive skills and explore the natural environment
- develop effective communication skills
- develop positive learning habits

Methodology

Period 1

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

- The students can be taken to the art room using CRM signs. Let them sit in a circle and clap their hands three times. Tell them that they are going to meet a small creature today. **COULD DO** 
- The students can be shown flashcards of different insects and ask them to identify them. They can be asked to draw and colour an insect on a sheet of paper. Then tell them to describe the insect they drew in short and simple sentences. **SHOULD DO** 
- Ask them to open the book at page number 14. You may ask a few questions such as 'Who is in the picture? Where does it sit? What is its shape?' Then guide them to colour the picture using crayons and paste sticky dots. **MUST DO** 
- Ask them if they have seen ladybugs in their garden. Tell them that ladybugs have hidden wings. **COULD DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be guided to make a model of the ladybug using paper plates, crayons and black beads. Let the students paint the back side of the paper plate red. This will be

*Lesson 13 corresponds to the activity given on page number 14 of the Art and Craft book.

the ladybug's body. Help them to paste the black beads onto the red surface. The students can paste eyes onto the top of ladybug's head. They can attach the antennae using small rolled pieces of chart paper.

Home Task

- Parents can talk about different insects to the child. Let her/him identify the insects they see around the house.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • interact with peers and teacher comfortably • demonstrate comfort in staying in the classroom and joins a group of children playing with adult's help if necessary
Cognitive Development	<ul style="list-style-type: none"> • understand CRM signs and follow teacher's instructions • know about insects in their immediate surroundings
Language and Literacy Development	<ul style="list-style-type: none"> • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • grasp relevant art material • make a ladybug using paper plates and other craft material
Positive Learning Habits	<ul style="list-style-type: none"> • respect nature and observe insects in their surroundings

Lesson 14*

 1 Period (40 minutes)



CRM signs, crayons, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop strength and coordination of fine muscles
- develop cognitive skills
- develop effective communication skills

Methodology

Period 1

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

- The students can be taken to the art room in a queue. Use CRM signs (Eyes on Me, Shh..., Please Wait, Stand in Line) to manage the class. Ask students to tell what they would like to eat during a hot day. **COULD DO** 
- They can be asked to draw and colour their favourite ice creams. Ask them to show their art standing in the middle of the class. They can talk about their favourite ice cream flavours in short and simple sentences. **SHOULD DO** 
- Place Sam's standee in front of the class. Ask them to open the book at page number 15. Guide them to draw and colour an ice cream cone. Next, help them to paste cotton to complete it. Once they are done with this, ask them to paste a sticky dot for cherry. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be given coloured papers cut out in triangles. Let the students make their own paper ice cream cones by rolling out cones from the papers.

*Lesson 14 corresponds to the activity given on page number 15 of the Art and Craft book.

Home Task

- Parents can help the child to make ice cream cone models with playdough. Let them decorate with their favourite colours.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures• paste sticky dots(finger movement)
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrate comfort in staying in the classroom and joins a group of children playing with adult's help if necessary
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• talk about different flavours of ice creams
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material• make ice cream cones using paper
Positive Learning Habits	<ul style="list-style-type: none">• observe and learn to follow classroom norms

Lesson 15*

 1 Period (40 minutes)



CRM signs, crayons, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)






To enable the students:

- develop effective communication skills
- develop positive learning habits
- develop coordination of fine muscles with dexterity
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

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

- Use CRM signs to manage the students in a line. Take them to the art room.
- Ask them to form a circle. You may ask if they know what sound do bees make. The students can be asked to imitate the buzzing sound of bees. **COULD DO** 
- The students can be asked to draw and colour bees on a chart paper. They can show their art to the peers. **SHOULD DO** 
- Next, ask them to open the book at page number 16. Encourage them to look at the picture and describe it. Guide them to tear and paste glazed papers to complete the flowers.
- Also, tell them bees collect nectar from flowers. Also, they help in producing more plants. Ask if they know an interesting fact that bees cannot see the red colour. **MUST DO** 
-  **eBook** can be shown to recapitulate the concepts taught. **COULD DO** 
- **Learning Together** video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be guided to make flower prints by dipping fingers in the colours they like.

*Lesson 15 corresponds to the activity given on page number 16 of the Art and Craft book.

Home Task


- Parents can take the children to the garden. Let them observe the flowers and bees around them. Encourage them to describe the bees in their words such as their colour, shapes and sounds.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• finger printing• paper tearing and pasting
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express thoughts about flowers and bees
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know more about importance of bees
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• respect nature and observe insects in their surroundings

Lesson 16*

 1 Period (40 minutes)



CRM signs, crayons, chart paper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- develop cognitive skills and explore the natural environment
- develop effective communication skills
- develop positive learning habits

Methodology


Period 1

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

- Take the students to the art room in a queue using CRM signs. Show them models or pictures of birds. Let them talk about their favourite birds in simple, short sentences or their home language. **COULD DO** 
- The students can be guided to draw feathers of their favourite birds and colour it with crayons. Show it to the peers and paste them on the display board. **SHOULD DO** 
- Ask the students to open the book at page number 17. Encourage them to say what they see in the picture. Ask them to count the number of birds they can see. Guide them to colour the picture. Also, discuss information about different birds and tell them that a baby peacock is called a peachick. You may talk about the food habits of peacocks. **MUST DO** 



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can be asked to draw a peacock and use finger prints to make the pattern on its tail.

*Lesson 16 corresponds to the activity given on page number 17 of the Art and Craft book.

Home Task

- Parents can take the child out. Talk to the children more about birds. Encourage the child to observe and describe the birds they see.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures• finger printing using paints
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrate comfort in staying in the classroom and joins a group of children playing with adult's help if necessary
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about peacocks
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material
Positive Learning Habits	<ul style="list-style-type: none">• respect nature and observe birds in their surroundings

Lesson 17*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, flashcards



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop strength and coordination of fine muscles
- develop cognitive skills and explore the natural environment
- demonstrate creativity and inventiveness with materials
- develop effective communication skills

Methodology

Period 1

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

- The students can be organised in a semi-circle. Ask them to look at the art works in the art room and talk about it. **COULD DO**

- Show flashcards of different animals to the students. Ask them to identify sheep among the animals. Encourage them to describe the sheep in their own words in short sentences. **SHOULD DO**

- Next, show the picture on page number 18 to the students. Ask them to paste cotton on the sheep to complete the picture. Tell them that some animals are useful to us. Sheep gives us wool. Also, tell them an interesting fact about sheep that it can remember faces for up to two years. **MUST DO**


A note to the teacher: Tell the students to collect pencil shavings for the art and craft activity on page number 18.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO



Additional Suggested Activity

- Students can draw an outline of a sheep. Help them cut the outline and paste it on a sheet of paper.

*Lesson 17 corresponds to the activity given on page number 18 of the Art and Craft book.

Home Task


- Parents can take the child to visit a farm house. Talk to her about animals that are useful to us like cows, goats and hens.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour• pick and paste cotton
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrate comfort in staying in the classroom• show care for and joy in engaging with all life forms
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about sheep and other farm animals
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material• to create art work
Positive Learning Habits	<ul style="list-style-type: none">• learn to work with their partners• observe and learn to follow classroom norms

Lesson 18*

 1 Period (40 minutes)



CRM signs, crayons, chart paper, flashcards, balloon, googly eyes and wool yarn



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop cognitive skills
- develop effective communication skills
- develop positive learning habits
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

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

- CRM signs can be used to organise the class. Form two teams of the students for the activity. Encourage them to say the names of some water animals one team at a time. Then write the names on the board and ask them to read after you.
- Show flashcards of jellyfish to the students. Ask them to identify it and describe in short simple sentence. Ask them to draw and colour a jellyfish on a white paper and display it in the class.
- Ask the students to open the book at page number 19. Guide them to colour the picture and paste googly eyes and wool yarn to complete the picture. Tell students that jellyfish are mostly found in seas. Ask if they know an interesting fact about jellyfish that they can glow in the dark.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given an inflated balloon to dip it in a paint. Guide the students to press the balloon onto a piece of paper to make jellyfish's body. Students can paint to add tentacles from the bottom of the jellyfish body.

*Lesson 18 corresponds to the activity given on page number 19 of the Art and Craft book.

Home Task


- Parents can help the child to make a model of their favourite water animal using balloon, jute strings, hand paints, peanut shells and so on.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• draw and colour pictures
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact with peers and teacher comfortably• demonstrate comfort in staying in the classroom and
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• know about jellyfish
Language and Literacy Development	<ul style="list-style-type: none">• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material• make a jellyfish using balloons and paints
Positive Learning Habits	<ul style="list-style-type: none">• respect nature and observe water animals

Lesson 19*

 1 Period (40 minutes)



CRM signs, photo frames, paint, okra (*bhindi*)



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills and a fit and flexible body
- develop cognitive skills and explore the physical and natural environment
- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with use of materials
- differentiate between the events that happened in the past and present

Methodology

Period 1


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

- Organise the students using CRM signs. Ask them to stand on their toes and stretch their arms. Then try walking around the room. After two rounds, they can return to their seat. **COULD DO** 
- Ask them to pair up and tell each other about their family or a family holiday. Encourage them to include happy details using simple, short phrases or their home language. **SHOULD DO** 
- Form groups of students such that on each table there are three students. Ask them to keep the photo frame, paint and okra on the table. Demonstrate using paint and okra to make imprints and decorate the photo frame. Next, they can be asked to follow the steps to complete the frame and leave the frame for drying. They may display them in class or take it home to keep their family photo in it. **MUST DO** 

P.S. Tell the students an interesting fact about how the first camera took eight hours to click a photo. Enjoy their response and let them compare it to the present times when they just need fraction of a second to click a picture.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

*Lesson 19 corresponds to the activity given on page number 20 of the Art and Craft book.

Additional Suggested Activity

- The students can make a greeting card using okra and paint. Guide them to make flowers or any other pattern they want. Then write 'Best Wishes' on it and use it later to gift someone.

Home Task


- Parents can help the child to use okra imprints to create a motif on a handkerchief.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• communicate their ideas using simple words or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• grasp relevant art material• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• engage in class activities

Lesson 20*

 1 Period (40 minutes)



CRM signs, glue, glazed paper, old newspaper or magazines, a tub, an empty matchbox



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with use of materials

Methodology

Period 1

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

- Show CRM signs 'Eyes on Me' and 'Please Wait' to the students. Let them form a semicircle and demonstrate swaying their arms from left to right five times. Then repeat swaying their arms from right to left. They can be asked to step out and hop-skip-jump on the spot for a while. **COULD DO** 
- Demonstrate and ask them to make a fish with both hands one above the other and move their thumbs. Ask them where they can find different kinds of fishes and confirm their responses. You may show them pictures of fish in the ocean and tell them that ships also sail in the ocean. **SHOULD DO** 
- Ask the students to open the art file on page 21 and describe the picture in simple, short sentences or their home language. Then give them glazed paper to tear and collect in a bowl. Give them glue to paste the bits of paper and complete the ship. **MUST DO** 

P.S. Tell them that we cannot drink seawater. Let them give reasons and confirm how the presence of too much salt in it makes the water unfit for drinking.

 **eBook** can be shown to recapitulate the concepts taught. **COULD DO** 

Learning Together video can be shown to demonstrate the activity given in the lesson.

*Lesson 20 corresponds to the activity given on page number 21 of the Art and Craft book.

Additional Suggested Activity

- The students can make paper boats with sheets of an old newspaper or magazine. They may draw and colour their boats. Then fill a tub with water and sail the boats.

Home Task

- Parents can help the child make a ship using an empty matchbox. Then bring it to class for display.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about sea, ships and fish
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• describe fish, ships and ocean using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with different materials to create a 2D or 3D artwork• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• engage in class activities

Lesson 21*

 1 Period (40 minutes)



CRM signs, glue, pencil shavings, pictures or toy animals, animal masks



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop coordination of fine muscles with dexterity
- develop positive regard for the natural environment and creatures
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

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

- Organise the students using CRM sign, in a semicircle. Then ask them to stand on one foot and try to balance as long as they can (without falling). Next, tell them to raise their hands and clap five times. **COULD DO** 
- Ask them to think of an animal they like and imitate its sound. They may share the reason for liking the animal. You may give them toys or show pictures of animals that live in the jungle. Then ask them to describe each animal in simple and short sentences or their home language. **SHOULD DO** 
- After the class discussion, ask the students to spread glue on the lion's mane and paste pencil shavings neatly on it. They may work individually. **MUST DO** 

P.S. Tell them that lions sleep for nearly 20 hours in a day.



eBook can be shown to recapitulate the concepts taught. **COULD DO** 

Learning Together video can be shown to demonstrate the activity given in the lesson.

*Lesson 21 corresponds to the activity given on page number 22 of the Art and Craft book.

Additional Suggested Activity

- The students can be given animal masks to wear and role-play a jungle scene. They may use simple sentences or their home language.

Home Task

- Parents can help the child collect more information about lions using the Internet.
- Also, help them collect pictures of lions across the globe from magazines or newspapers. Make a collage on an A4 sized sheet.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about animals in the jungle, in particular, the lion
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their ideas about animals using simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with own voice, body and a variety of objects to create role-play and movement
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details, explore using various senses and ask questions

Lesson 22*

 1 Period (40 minutes)



CRM signs, brown paint, glue, straw



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of the world around through observation and logical thinking
- demonstrate creativity and inventiveness with use of materials

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Organise the students using CRM sign 'Stand in a Line' and accompany them to the playground. Let them form a circle and sit on the ground. Tell them to close their eyes and focus on their breath. Guide them to inhale and exhale deeply. Then they can move their head up and down, left and right and get ready for the class. **COULD DO** 
- Ask them to describe the house they live in. Then show them pictures of kinds of houses people build in the country and ask them to compare with their house. **SHOULD DO** 
- Ask them to work in pairs. Place the bowls with brown paint for them. Guide them to use brown paint and put thumb prints on the house on page 23. Then put it for drying and describe it in short sentences or their home language. **MUST DO** 

P.S. Talk to them about the different types of houses—kuchha house, pucca house, stilt house, mud house, etc.



eBook can be shown to recapitulate the concepts taught.

COULD DO



Learning Together video can be shown to demonstrate the activity given in the lesson.

*Lesson 22 corresponds to the activity given on page number 23 of the Art and Craft book.

Additional Suggested Activity

- The students can be given a sheet to draw a kuchha house. Then they can be given straws to paste on the house and draw a scenery around it.

Home Task


- Parents can help the child understand how to maintain the house by keeping things in their place.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about the different types of houses people live in
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts about houses using simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details, explore using various senses and ask questions• adopt class norms and engage in class activities

Lesson 23*

 1 Period (40 minutes)



CRM signs, red and green craft paper, ice-cream stick



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

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

- The students can be organised for the class, using CRM signs. Ask them to move their head from one side to the other. Spread their arms and swing them first clockwise, then anticlockwise. Then clap their hands three times.
- They can be shown a few storybooks and asked to describe their cover. Ask them to guess the story of each book. Discuss that books are one's best friends. They may share the names of the books they have read.
- The students can be given a red and green craft paper. Help them to cut it into the shape of their hands as described in the book on page 24. Paste an ice-cream stick with glue. Then paste green leaves on the stick. The bookmark is ready.

P.S. Ask them to bring a bottle cap for the next art class.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given a sheet to draw a picture from their favourite book. Then display it in the class.

*Lesson 23 corresponds to the activity given on page number 24 of the Art and Craft book.

Home Task

- Parents can encourage the child to read more books and use the bookmark.
- Guide the child to make another bookmark.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• display eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• display cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about storybooks and stories
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts about storybooks using simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 24*

 1 Period (40 minutes)



CRM signs, bottle caps, colours, red, yellow and green chart papers, ice-cream sticks



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with the use of materials

Methodology

Period 1

Place: The lesson can be conducted in the playground.

- Show CRM signs and arrange the students in two rows. Show them a chart with traffic lights and ask for their views. Tell them that they have to cross the road as per the signal. If they crossed the wrong signal, they will have to go back to the end of the line. Then hold CRM sign 'red signal' and ask them to wait. On seeing the green signal, they can cross.
- They can be asked to sing and enact a rhyme on traffic light after you.
- Ask the students to observe and describe the picture on page 25. Then they can be guided to use a bottle cap dipped in paint to complete the traffic light. Let them describe the traffic light in simple words. Also, tell them to colour the picture and discuss the importance of following the traffic rules on the road.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can use circles of red, yellow and green chart paper to paste on an ice-cream stick and make a traffic light.

*Lesson 24 corresponds to the activity given on page number 25 of the Art and Craft book.

Home Task

- Parents must encourage the child to follow the traffic light while crossing the road.
- Browse the Internet for another poem on traffic light. Then help the child learn and recite it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about following traffic light while crossing the road
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• display creativity and inventiveness in using a variety of materials• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 25*

 1 Period (40 minutes)



CRM signs, colours, pictures or models of fruits, old newspaper



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop coordination of fine muscles with dexterity
- demonstrate creativity and inventiveness with materials

Methodology

Period 1


Place: The lesson can be conducted in the playground.

- Ask the students to form groups of four each using CRM signs. Then let them take turns and say the name of a fruit. They can stand in a line and form the shape of a fruit with their index finger in the air. **COULD DO** 
- Talk to the students about the nutrition that fruits provide us. Let them share the facts about their favourite fruit. **SHOULD DO** 
- Ask the students to show their thumb. Tell them to open the book at page 26 and make thumbprints on apples. Next, they can show their index finger and put their fingerprints on pears. Ask them to leave it for drying. **MUST DO** 

P.S. Ask the students to bring fallen leaves for the next art class.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson. **COULD DO** 

Additional Suggested Activity

- The students can draw a fruit on a sheet. Then crumple old newspaper into small balls and paste on the fruit. Display their creative art on the display board.

Home Task

- Parents must encourage the child to prepare fruit curd and enjoy.


*Lesson 25 corresponds to the activity given on page number 26 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• differentiate between thumb and finger printing• learn the importance of eating fruits
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their likes/dislikes in simple, short sentences or their home language
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan and focus

Lesson 26*

 1 Period (40 minutes)



CRM signs, crayons, colours, fallen leaves, Sam's standee, tape



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills and fit and flexible body
- demonstrate creativity and inventiveness with materials
- make sense of world around through observation and logical thinking
- use emergent literary skills

Methodology

Period 1

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

- Form a square on the floor with a tape. The students are shown CRM sign 'Stand in a line' and organised to form a square. Then ask them to stamp their feet, roll their arms and walk from left to right on the square.
- They can be given a sheet and guided to form patterns using crayons. Put them up for display in the class.
- Ask them to sit in groups of four each. Ask them to read the alphabet in sequence. They can brush paint on the leaves and form an imprint on page 27 to complete the mat. Place Sam's standee and tell them to complete the mat for Sam.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be given construction paper and guided to form a mat by pasting strips of paper in different colours.

*Lesson 26 corresponds to the activity given on page number 27 of the Art and Craft book.

Home Task


- Parents must help the child create patterns on an old newspaper. Then get it laminated and use it as table mat. This will help them cultivate good table manners.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• create patterns using leaf imprints
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• identify the character standee
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with different material to create a 2D or 3D artwork
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 27*

 1 Period (40 minutes)



CRM signs, crayons, old newspaper, pictures of different kinds of butterflies



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- use emergent literary skills

Methodology

Period 1

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

- The students are shown CRM signs 'Please wait, Shh..' and organised in a semicircle. Ask them to raise their hands and move them. Then bring them down and roll them in the front. They can hop-skip-jump on the spot. **COULD DO** 
- They can be given a sheet of old newspaper. Give them paint to dip their index finger and trace letter B on it. Then ask them to name the objects that begin with the letter B. Focus on butterfly and discuss their importance in nature. **SHOULD DO** 
- They can work individually. Ask them to open the book at page 28. Let them observe and describe the steps to make a butterfly with the letter B. Show them pictures of different kinds of butterflies. Then guide them to make a butterfly in the space provided. Let them describe it in simple sentences or their home language. They may be encouraged to describe animals, birds and insects and how they are important for all living beings. **MUST DO** 

P.S. Tell the students to bring a piece of cauliflower for the next art class.



eBook can be shown to recapitulate the concepts taught. **COULD DO** 

Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be asked to think of an animal or bird that could be created out of a letter of the alphabet. Let them unleash their creativity.

*Lesson 27 corresponds to the activity given on page number 28 of the Art and Craft book.

Home Task


- Parents must help the child use the letters of the alphabet to create animal figures on a coloured sheet. Then cut them out and paste them to make animal scrapbook.
- Help them collect pictures of different kinds of butterflies and paste them on a sheet.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• create patterns using leaf imprints
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• describe animals, birds and insects using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• acquire skills to plan, focus and engage in class activities

Lesson 28*

 1 Period (40 minutes)



CRM signs, red and yellow paint, a piece of cauliflower, pictures of flowering plants



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop fine motor skills
- use emergent literary skills

Methodology

Period 1

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

- Show CRM sign 'Stand in a line' and ask the students to form a line around the table. Then they can be asked to play BINGO! Make a nine-square grid on the board and draw commonly found flowers such as marigold, rose, jasmine, orchid, etc. Then they can be asked to check the pictures of flowers they have. If it matches the ones in the grid, cross them out. As they all cross out, ask them to clap. **COULD DO** 
- Ask the students to name the plants or trees that have flowers in plenty. Then show them pictures of flowering plants and trees such as marigold, gulmohar, frangipani (champa), etc. **SHOULD DO** 
- Place bowls of red and yellow paints on each table for the students. Demonstrate painting with pieces of cauliflower to create the image of a gulmohar tree. Then guide them to put impressions on the branches on page 29 in the book. **MUST DO** 

P.S. Tell the students that the gulmohar tree is also known as the 'Flame of the Forest'.

P.S. Ask them to collect crayon shavings for the art and craft activity on page 32.



eBook can be shown to recapitulate the concepts taught.

COULD DO



Learning Together video can be shown to demonstrate the activity given in the lesson.

Additional Suggested Activity

- The students can be asked to draw and colour their favourite flower. Put it up for display on board.

*Lesson 28 corresponds to the activity given on page number 29 of the Art and Craft book.

Home Task


- Parents must take the child to a florist and help in identifying the flowers.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• learn about commonly found flowers
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• describe flowers using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• communicate and appreciate a variety of responses
Positive Learning Habits	<ul style="list-style-type: none">• observe minute details, explore using various senses and ask questions

Lesson 29*

 1 Period (40 minutes)



CRM signs, crayons



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- make sense of world around through observation and logical thinking
- develop effective verbal and non-verbal communication skills

Methodology

Period 1

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

- The students can be shown CRM signs 'Eyes on Me' and 'Stand in a Line'. Then ask them to hop-skip-jump on the spot. Also, demonstrate deep breathing exercises and ask them to follow.
- Ask the students to name the things they see in the school.
- They can be asked to name the objects shown in the picture. Then identify the ones that they carry in their school bag and colour them neatly on page 30.

P.S. Tell the students that a Maths notebook has boxes in it.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

10 MIN.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

COULD DO

10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour their favourite place in the school on a sheet.

Home Task

- Parents can help the child make a list of things they carry to school, the park and on a picnic.
- Then draw and colour any one of them.


*Lesson 29 corresponds to the activity given on page number 30 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• explore the physical environment by asking questions and making generalisations
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• identify things they carry to school and describe them using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in art work
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 30*

 1 Period (40 minutes)



CRM signs, crayons, ball, animal badges



eBook, Learning Together

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop positive regard for the natural environment and creatures
- develop listening and comprehension skills

Methodology

Period 1

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

- The students can be shown CRM signs and organised in a circle. Give them a ball to play 'Pass the Parcel'. Play music and guide them to pass the ball. The student with the ball, when the music stops, get a badge with a pet animal.
- Ask the students to name the animals they can keep as pets.
- Ask them to open the book at page 31. Describe the picture in simple, short sentences or their home language. Tell them that dogs live in kennels. Then let them share their thoughts about keeping dogs as pets. Then guide them to colour the picture neatly.

COULD DO

 10 MIN.

SHOULD DO

 10 MIN.

MUST DO

 20 MIN.

P.S. Tell the students that dogs are the most popular pets in the world.



eBook can be shown to recapitulate the concepts taught.

Learning Together video can be shown to demonstrate the activity given in the lesson.

COULD DO

 10 MIN.

Additional Suggested Activity

- The students can be asked to draw and colour their favourite pet animal that they have or would like to keep one as a pet. Put them up for display on the class board.

Home Task

- Parents can help the child make a kennel for stray dogs and feed them regularly.

*Lesson 30 corresponds to the activity given on page number 31 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show precision and control in working with their hands and fingers
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• show cooperative behaviour with other students
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify and name common animals that can be kept as a pet with support from teacher
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• identify pet animals and birds and describe them using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• work collaboratively in artwork
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities

Lesson 31*

 1 Period (40 minutes)



CRM signs, crayon shavings, glue



eBook, Learning Together

Curricular Goals and Objectives (ECCE)




To enable the students:

- develop coordination of fine muscles with dexterity
- develop positive regard for the natural environment and creatures
- demonstrate creativity and inventiveness with materials

Methodology

Period 1

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

- Using CRM signs, organise the class into groups of four. Each group can select one bird they like the most. Then pretend a conversation between the birds by modulating their voice and enjoy. Each group can be called for presentation. **COULD DO** 
- Talk to the students about the national symbols and tell them that peacock is our national bird. Let them express their thoughts and feelings about the birds. **SHOULD DO** 
- The students can be guided to paste crayon shavings and complete the peacock on page 32 in the book. **MUST DO** 

P.S. Tell the students that peacocks can be fully white.



eBook can be shown to recapitulate the concepts taught. **COULD DO**

Learning Together video can be shown to demonstrate the activity given in the lesson. 

Additional Suggested Activity

- The students can be asked to draw and colour their bird on a sheet. Then display it on board in the classroom.

Home Task

- Parents can take the child to a bird sanctuary and show them a white peacock.

*Lesson 31 corresponds to the activity given on page number 32 of the Art and Craft book.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• interact comfortably with peers and teacher
Cognitive Development	<ul style="list-style-type: none">• understand CRM signs and follow teacher's instructions• identify and name national symbols with support from teacher
Language and Literacy Development	<ul style="list-style-type: none">• listen and follow short instructions• express their thoughts in simple, short sentences or their home language• describe national symbols, especially peacock, using suitable vocabulary
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and play with own voice, body and create music, role-play
Positive Learning Habits	<ul style="list-style-type: none">• adopt class norms and engage in class activities