

Syllabus Upper Kindergarten

Here is a NEP-2020–aligned set of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) competencies for Upper Kindergarten (UKG)

English

Mid-Term 1

1. Small letters (a–z)
2. Capital letters (A–Z)
3. Vowels and Consonants
4. Alphabetical order.
5. Use of a and an.

1. Small Letters (a–z)

LOTS- Recognise and name all small letters of the alphabet (a–z) with help. Match a given small letter to its correct picture card (e.g., a → apple, b → ball). Trace and write simple small letters (a–z) neatly in a line or on a worksheet.

HOTS - Identify the missing small letter in a short alphabetical sequence (a–z). Choose the correct small letter that matches the beginning sound of a picture (e.g., c for cat). Create a simple “letter collage” (drawing or sticking pictures) for 3–5 chosen small letters and explain the sound each makes.

2. Capital Letters (A–Z)

LOTS - Recognise and name all capital letters of the alphabet (A–Z). Match a capital letter to its small-letter partner (e.g., A–a, B–b). Trace and write common capital letters (A–Z) in order on a worksheet.

HOTS - Identify the correct capital letter to write at the beginning of a simple word (e.g., Apple, Boy, Cat). Sort a mixed set of capital and small letters into two groups and explain the difference in shape and use. Use capital letters to write their own name and the names of 2–3 family members and read them aloud.

3. Vowels and Consonants.

LOTS - Recognise and name the five vowel letters (a, e, i, o, u) in small and capital forms. Sort a given set of letters into vowels and consonants using picture support. Identify the vowel sound in simple CVC words (e.g., cat → a, dog → o).

HOTS - Circle all the vowels in a simple word and say the vowel sound aloud. Make simple rhyming CVC pairs (e.g., cat–hat–mat) and explain that the vowel sound changes the word. Create a small “vowel poster” with 2–3 examples for each vowel and read the words with correct sounds.

4. Alphabetical Order.

LOTS - Arrange 3–5 familiar letters (capital or small) in correct alphabetical order (A–B–C, etc.). Point to letters in order on an alphabet chart when asked (A to Z, Z to A). Match a letter card to its correct position on a simple letter line (A–Z).

HOTS - Identify the missing letter in a short sequence (e.g., A–B–C–___–E). Arrange 3–5 simple picture words (e.g., apple, ball, cat, dog) by their first letter in alphabetical order. Plan a simple “alphabetical train” or “alphabetical path” (using cut-outs) and explain the order from A to Z.

5. Use of a and an.

LOTS - Recall the basic rule: use a before consonant-sound words and an before vowel-sound words. Choose the correct article (a or an) to fill in blanks in simple sentences (e.g., “I see ___ apple / ___ elephant.”). Use a or an with given picture words in simple oral sentences (e.g., “I have a ball / an umbrella.”).

HOTS - Create 3–5 simple sentences using a or an with pictures and explain why they chose each article. Compare two sentences (e.g., a dog vs an ant) and explain the choice of article by listening to the first sound. Play a short “article game” where they say a or an before a dictated word and justify the choice.

Half Yearly

1. Naming Words
2. One and Many (adding 's') words.
3. Use of 'am', 'is' and 'are' sentences.
4. Use of 'This' and 'That' sentences
5. Use of 'These' and 'Those' sentences.

1. Naming Words (Nouns).

LOTS - Listen to simple words and point to or name familiar objects (people, animals, things, places). Sort given picture cards into simple categories (e.g., animals, things at home, school things). Use simple naming-word sentences like “This is a ___” or “I see a ___.”

HOTS - Describe a picture using three naming words and say what each word means (e.g., “I see a dog, a tree, and a ball.”). Tell a short 3–4-sentence story using only naming words plus simple verbs (e.g., “The boy, the dog, and the ball go to the park.”). Think of different naming words that could replace one object in a sentence (e.g., “We can read a book or a ___.”) and explain the choice.

2. One and Many (Adding 's')

LOTS - Use simple plural forms by adding -s correctly to countable nouns (e.g., cat → cats, book → books). Respond to questions like “How many?” by saying plural words (e.g., “There are two cats.”). Match a singular picture with a plural picture (e.g., one apple → many apples) and say the word with and without -s.

HOTS - Convert a simple singular sentence into a plural one and notice how the word changes (e.g., “This is a dog. These are dogs.”). Make a short sentence that uses both singular and plural forms (e.g., “There is one kite and many balloons.”). Explain why -s is added when there is more than one, using a classroom or picture-based example.

3. Use of ‘am’, ‘is’, ‘are’ in Sentences.

LOTS- Use am with I (e.g., “I am happy”), is with singular nouns (e.g., “The cat is small”), and are with plural nouns (e.g., “The dogs are big”). Fill in am / is / are in simple sentences from a choice (e.g., “I ___ a student.” – am). Repeat short “I am... / She is... / They are...” sentences after the teacher and say them in games or songs.

HOTS - Make new sentences using am / is / are about family, friends, or classroom objects. Correct simple errors in sentences (e.g., “I is a boy” → “I am a boy”) and explain why the correction is needed. Play a listening game where the child changes the verb (e.g., “The boy is running” → “The boys are running”) and adjusts is / are accordingly.

4. Use of ‘This’ and ‘That’ in Sentences.

LOTS - Use this for things near the speaker and that for things farther away (e.g., “This is my pencil. That is your bag.”). Respond to prompts like “Show me this ___” and “Point to that ___” using the correct demonstrative word. Match this / that with given pictures placed at different distances.

HOTS - Make simple sentences comparing two objects (e.g., “This flower is big. That flower is small.”). Imagine a classroom scene and describe objects near and far using this and that in 3–4 sentences. In a pair game, one child says “This is ___” and the other asks “What is that?” to build a short conversation.

5. Use of ‘These’ and ‘Those’ in Sentences.

LOTS - Use these for plural objects near the speaker and those for plural objects farther away (e.g., “These are books. Those are bags.”). Match these / those with given plural-object pictures placed near and away. Repeat model sentences and fill in these / those in guided sentences.

HOTS - Make simple comparison sentences using these and those (e.g., “These shoes are old. Those shoes are new.”). Plan a short classroom “treasure hunt” description using these and those to show positions (e.g., “These toys are on the table. Those toys are under the chair.”). Convert singular this / that sentences into plural these / those sentences and notice how the meaning and distance change.

Mid Term 2

1. Pair Words.
2. Opposites
3. Days of the Week
4. Months of the Year
5. Creative Writing- Picture Composition.

1. Pair Words.

LOTS - Match common pair words (e.g., shoe–sock, brush–comb, bread–butter) using pictures or simple instructions. Repeat and say pair-word phrases aloud (e.g., “shoe and sock,” “butter and bread”) in whole sentences. Respond to simple questions: “What goes with this?” by choosing the correct paired word from two options.

HOTS - Make original pair-word sentences using everyday objects (e.g., “I wear a coat and a cap”). Invent a simple game (e.g., “I have one half of a pair; you find the other”) and explain the connection between the two words. Compare two pairs (e.g., shirt–pant and butter–bread) and explain why they “go together” in daily life.

2, Opposites.

LOTS - Name and match simple opposites (big–small, hot–cold, up–down, fast–slow). Use given words to complete an opposite sentence (e.g., “The cat is _____. The rabbit is _____”). Show opposites through actions (e.g., jump high / sit low, fast walk / slow walk).

HOTS - Use an opposite pair in a self-made short sentence (e.g., “My bag is light but my brother’s bag is heavy.”). Explain how two opposites are different (e.g., “Cold is for ice, hot is for tea.”) with a simple example. Sort a set of opposite pairs into categories (e.g., size, temperature, speed) and justify the grouping. [Supports NEP’s focus on concept-based, experiential vocabulary rather than rote memorisation.]

3. Days of the Week.

LOTS - Name all seven days in order (Sunday, Monday, Tuesday...) and repeat the sequence. Tell the day before or after a given day (e.g., “What is after Monday?”). Identify the current day of the week in a simple spoken or visual format.

HOTS - Arrange mixed-up day-names in correct order and explain the pattern (e.g., weekly cycle). Tell what happens on a particular day (e.g., “We have dance class on Friday.”) and relate it to routine. Predict simple events: “If today is Tuesday, what day will it be tomorrow? What day was it yesterday?” [Helps build early temporal understanding, which NEP links to everyday life and routine-based learning.]

4. Months of the Year.

LOTS - Name and sing the 12 months in order (January to December) with simple support (chant, song, picture calendar). Identify the current month and tell the next and previous

month. Match pictures of festivals/seasons to the correct month (e.g., Diwali → October/November).

HOTS Arrange mixed-up month-names in correct order and explain that months repeat every year. Talk about personal events in one month (e.g., “In December we celebrate Christmas and I have a holiday.”). Compare two months (e.g., April and November) and say which one is hot/cold or festival-rich. [Supports NEP’s life-skills and environmental-awareness goals by linking months to seasons and events.]

5. Creative Writing – Picture Composition (UKG level).

LOTS - Describe what they see in a given picture using simple words (who, what, where). Write or dictate 3–5 short sentences based on a picture (e.g., “A boy is playing. It is a sunny day.”). Use correct beginning capital letters and full stops in simple dictated sentences.

HOTS - Add an imaginary detail to a picture (e.g., “The dog is wagging its tail and running fast.”) and explain why it fits. Compare two similar pictures and tell one difference and one similarity in their own words. Tell a short story (3–4 sentences) based on a picture, then listen to a peer’s story on the same picture and say what is different. [Matches NEP’s emphasis on creative expression, oral-to-written progression, and picture-based, child-centred activities.]

Final Term.

1. Action words – Sentences.
2. Sentences (Use of capital letters and full stops).
3. Position words (on, in, under).
4. Describing words.
5. Picture comprehension

1. Action Words – Sentences.

LOTS - Name and identify simple action words (verbs) from pictures (e.g., run, jump, eat, play, write, sleep). Match an action word with the correct picture (e.g., The boy is jumping). Use a given action word in a simple oral sentence (e.g., “I run.”, “The dog barks.”).

HOTS - Make a short sentence using a picture and an action word (e.g., “The girl is eating an apple.”) and explain what is happening. Compare two pictures with different actions and say how the action word is different (e.g., run vs walk). Create a short sentence that includes who + action word (e.g., “The cat jumps.”) and then change the action and say the new sentence. [Aligns with NEP’s focus on experiential, play-based language learning and building simple sentence structures.]

2. Sentences (Capital Letters and Full Stops).

LOTS - Recognise that a sentence starts with a capital letter and ends with a full stop. Choose the correct sentence from two options based on capital letter and full stop placement. Copy simple dictated sentences with correct capital letters and full stops.

HOTS - Add a missing capital letter or full stop in a given sentence and explain why it is needed. Read a sentence aloud and then write it with correct capitalisation and punctuation. Compare two sentences (one correct, one with errors) and explain the difference in capital letters and full stops. [Supports NEP's emphasis on basic literacy skills through meaningful, simple sentence-level practice.]

3. Position Words (on, in, under).

LOTS - Identify and use simple prepositions: on, in, under in spoken language (e.g., "The book is on the table."). Match a positional statement with the correct picture (e.g., The ball is under the chair). Point to objects and say where they are using on, in, under with simple prompts.

HOTS - Arrange objects (toys, blocks, books) as per spoken instructions (e.g., "Put the toy in the box, on the chair, under the table") and then describe the positions. Look at a picture and make 2–3 sentences using on, in, under (e.g., "The cat is on the mat. The mouse is under the table."). Compare two similar pictures and say one difference using a position word (e.g., "In picture A the ball is on the table; in picture B it is under the table."). [Matches NEP's stress on everyday language linked to spatial and physical understanding.]

4. Describing Words.

LOTS - Name simple describing words (adjectives) such as big, small, tall, short, red, blue, hot, cold, happy, sad. Match a describing word to the correct picture (e.g., big ball, small car). Add one describing word to a given noun in a sentence (e.g., "The ___ dog is barking." → big).

HOTS - Describe a picture using at least two describing words (e.g., "A big, brown dog.") and explain what each word tells. Compare two objects and say one similarity and one difference using describing words (e.g., "Both are round, but one is big and one is small."). Change a sentence by replacing a simple describing word with another (e.g., red balloon → blue balloon) and explain how the picture changes in their mind.

[Supports NEP's focus on creative expression and vocabulary development through observation and talk.]

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Number Work.

Mid-Term 1.

1. Revision of Nursery Concepts
2. Comparisons: big - small, heavy-light, tall-short,
3. Write the Numbers (1-20)
4. Count and write (1-20)
5. Number Names (1-20)

1. Revision of Nursery Concepts.

LOTS - Recall and name basic nursery-level concepts such as colours, shapes, animals, family members, and simple actions (eating, sleeping, walking). Match objects with correct labels or pictures (e.g., circle the red object, match animal to its name). Follow simple instructions using familiar vocabulary (e.g., "Sit down", "Clap your hands", "Pick up the red block").

HOTS - Sort objects into groups by category (e.g., animals, vehicles, fruits) and explain the grouping. Predict what comes next in a simple routine (e.g., "After bath we ____") using known words. Use simple words to describe a picture or story heard during circle time (e.g., "I see a dog, a tree, and a boy").

2. Comparisons: Big–Small, Heavy–Light, Tall–Short

LOTS - Identify and point to the bigger / smaller, taller / shorter, heavier / lighter object from a pair of pictures or real objects. Use simple comparative words in speech (e.g., "This ball is big; this ball is small."). Match objects with the correct comparison word on a worksheet (e.g., draw a line from "big" to the big tree).

HOTS - Compare three objects (e.g., three pencils) and arrange them from short to tall or small to big and explain the order. Use objects to show how weight feels different (e.g., one stone vs many stones) and describe it in simple sentences. Predict which object will be heavier or taller before seeing them and then check and explain the result.

3. Write the Numbers (1–20)

LOTS - Trace and then write numbers 1–20 in correct order and proper formation. Copy numbers shown on the board or worksheet from 1 to 20. Recognise and name numbers 1–20 when shown in random order.

HOTS - Fill in missing numbers in a sequence (e.g., 1, 2, __, 4, __) and explain the counting pattern. Write numbers in order from 20 down to 1 and talk about counting backwards. Match numbers to the correct quantity of pictures (e.g., number 5 with a group of 5 apples).

4. Count and Write (1–20)

LOTS - Count groups of objects (pictures or real items) up to 20 and say the total. Count aloud from 1 to 20 and from 10–20, 15–20, etc., with correct number names. After counting, write the correct numeral (1–20) under each group of objects.

HOTS - Count objects in a random arrangement and explain that the number stays the same even if the objects are moved. Compare two groups by counting and saying which group has more / less and by how many. Create your own set of 5–10 pictures (e.g., stars, balloons) and write the number under each group.

5. Number Names (1–20)

LOTS - Read and say number names from one to twenty with correct pronunciation. Match numerals (1–20) with their correct number words (e.g., 7 → “seven”). Circle the correct number word when given a picture with objects (e.g., 3 objects → circle “three”).

HOTS - Write the correct number word for a given numeral (e.g., 12 → “twelve”) and explain how they remember the spelling. Listen to a spoken number name and write the numeral (e.g., teacher says “fifteen”, child writes 15). Arrange jumbled number names (e.g., three, five, two) in the correct counting order and read them aloud.

Half-Yearly (numbers 1–50)

1. Forward and Backward Counting (1-20)
2. Write the Numbers (21-50)
3. Number Names (21-50)
4. Before/After/Between (1-50)
5. Expanded Form-(Tens + Ones)

1. Forward and Backward Counting (1–20)

LOTS - Count forward from 1 to 20 and from 10–20, 15–20, etc., with correct number names. Count backward from 10 to 1 and 20 to 1 with help of a number line or songs. Identify and say the number just before or after a given number in the 1–20 range.

HOTS - Fill in missing numbers in a 1–20 sequence and explain the counting pattern (e.g., “The numbers are going up by 1 each time.”). Count backward from a secret number (e.g., 18) and stop at a given number (e.g., 13), explaining how many steps they took. Compare two counting chains (forward vs backward) and describe which one feels faster or slower.

2. Write the Numbers (21–50).

LOTS - Trace and then write numbers 21–50 in correct order and proper formation. Copy numbers 21–50 shown on the board or worksheet. Match a number (21–50) to its correct numeral representation.

HOTS - Fill in the missing numbers in a 21–50 sequence (e.g., 34, __, 36) and explain the order. After writing a sequence, spot and correct one intentionally “wrong” number (e.g., 47 written as 49) and say how they know it is wrong. Predict the next 3 numbers after a given number in the 21–50 range and write them.

3. Number Names (21–50)

LOTS - Read and say number names from twenty-one to fifty with correct pronunciation. Match numerals (21–50) with their correct number words (e.g., 23 → “twenty-three”). Circle the correct number word when given a picture with a matching count (e.g., 27 objects → circle “twenty-seven”).

HOTS Write the correct number word for a given numeral (e.g., 32 → “thirty-two”) and explain the pattern (e.g., “thirty + two”). Listen to a spoken number name and write the correct numeral (e.g., teacher says “forty-one”, child writes 41). Arrange jumbled number words (e.g., thirty, twenty-eight, thirty-five) in increasing order and read them aloud.

4. Before / After / Between (1–50).

LOTS - Identify the number that comes before, after, or between given numbers in the 1–50 range. Use number lines or charts to point to the number just before/after/between two numbers. Complete simple worksheet questions like “What comes after 37?” or “Write the number between 24 and 26.”

HOTS - Fill in a small number grid (e.g., a 5–10 cell strip) with missing numbers and explain the pattern. Use counters or beads to show “one more than 42” or “one less than 35” and then write the numeral. Create a simple puzzle (e.g., “I am between 40 and 42. Who am I?”) and solve it or give it to a friend.

5. Expanded Form (Tens + Ones)

LOTS - Break a two-digit number into tens and ones using language (e.g., “34 is 30 and 4”). Represent numbers 11–50 with objects or pictures (e.g., 10-stick + singles) and say how many tens and ones they have. Match a number (e.g., 27) with its expanded form ($20 + 7$) from a given list.

HOTS - Make different numbers using given tens and ones (e.g., 2 tens and 5 ones = 25; 3 tens and 0 ones = 30) and write them. Explain why 32 and 23 are different by describing their tens and ones composition. Given a word clue (e.g., “three tens and six ones”), write the correct numeral and expanded form.

Mid-Term 2 –

1. Largest and Smallest number (1-50)
2. Greater than/Less than/Equals to ($>$, $<$, $=$:1-50)
3. Ascending and Descending Order (1-50)
4. Shapes: Square, Circle, Triangle, Rectangle.

Numbers 1–50 and Shapes

1. Largest and Smallest Number (1–50)

LOTS - Identify the largest and smallest number from a given group of 3–5 numbers in the 1–50 range. Point to or circle the largest and smallest number on a worksheet or number chart. Use simple language: “This is the biggest number,” “This is the smallest number.”

HOTS Arrange 4–5 given numbers (1–50) and then choose the largest and smallest, explaining how they decided. Create a group of 4 numbers and ask a friend to find the largest and smallest. Compare two lists of numbers and say which list has the bigger largest number or smaller smallest number.

2. Greater than / Less than / Equals to (>, <, = : 1–50)

LOTS - Compare two numbers (1–50) and decide which is greater, which is smaller, or if they are equal. Use symbols [$>$], [$<$], [$=$] with guidance (e.g., match cut-outs or symbols to pairs of numbers). Read simple sentences like “23 ___ 27” and choose the correct sign.

HOTS - Arrange a series of comparison sentences in a chain (e.g., $15 < 20 < 25$) and read the order. Given a wrong sign (e.g., $32 > 38$), spot the mistake and correct it. Create simple comparison questions for a friend (e.g., “Which is greater: 41 or 39?”) and answer them.

3. Ascending and Descending Order (1–50)

LOTS - Arrange 3–5 given numbers from smallest to greatest (ascending) and from greatest to smallest (descending) with help. Use number cards or a number line to place numbers in order. Copy and write numbers in the correct order (ascending/descending) from a model.

HOTS - Put jumbled numbers (1–50) in order without help and explain that “we start from small/big and go up/down.” Compare two ordered lists (ascending vs descending) and say which one is going up and which one is going down. Create a simple number train or ladder picture where numbers are arranged in order and read them aloud.

4. Shapes: Square, Circle, Triangle, Rectangle

LOTS - Name and identify square, circle, triangle, rectangle in real objects and pictures (e.g., clock = circle, tile = square). Match a shape name to its correct picture or object. Sort cut-out shapes into four groups: square, circle, triangle, rectangle.

HOTS - Describe a shape by its sides and corners (e.g., “A square has 4 equal sides and 4 corners.”). Compare two shapes (e.g., circle vs square) and say which has corners and which has no corners. Use simple shapes to make a picture (e.g., a house with a square body and triangle roof) and explain which shape is used where.

Final Term.

1. Addition-Pictorial, Horizontal & Vertical Single Digit
2. Subtraction-Pictorial, Horizontal & Vertical Single Digit
3. Count by 2's, 5's, 10's (oral)
4. Ordinal Numbers (First-Tenth)
5. Indian currency (notes and coins)
6. Mental Sums

1. Addition – Pictorial, Horizontal & Vertical (Single-digit)

LOTS - Add two single-digit numbers using pictures (fingers, dots, objects) and count the total. Write and solve simple addition in horizontal (e.g., $3 + 4 = \underline{\quad}$) and vertical form with support. Recognise the plus sign (+) and equals sign (=) and their meanings.

HOTS - Use objects or drawings to show two different ways to make the same sum (e.g., $2 + 3$ and $4 + 1$ both make 5). Create a simple addition story using pictures (e.g., “2 birds + 3 birds = 5 birds”). Spot a wrong addition sentence (e.g., $4 + 2 = 7$) and correct it.

2. Subtraction – Pictorial, Horizontal & Vertical (Single-digit) LOTSSubtract two single-digit numbers using pictures (crossing out, taking away) and count the remaining. Write and solve simple subtraction in horizontal (e.g., $6 - 2 = \underline{\quad}$) and vertical form. Recognise the minus sign ($-$) and connect it with “taking away.”

HOTS - Show that addition and subtraction are related (e.g., $4 + 2 = 6$; $6 - 2 = 4$) using simple examples. Make a short subtraction story (e.g., “5 apples, 2 eaten; 3 left”) and write it as a sum. Predict how many will be left before solving (e.g., “If 7 balls, 3 go away, how many left?”) and then check with pictures.

3. Count by 2's, 3's and 10's. (Oral)

LOTS - Count orally by 2's (0, 2, 4, 6... up to at least 20), by 3's (0, 3, 6, 9, 12, 15...), and by 10's (0, 10, 20, 30...) with teacher support. Join in counting chants or songs for 2's, 3's, 10's. Point to numbers on a chart as they say each one.

HOTS - Predict the next 2–3 jumps in a skip-counting sequence (e.g., “We are at 10, then add 10; next will be 20, 30”). Use fingers or objects to show skip-counting (e.g., 2 fingers each time for 2's). Compare two patterns: counting by 1's vs by 2's or 3's and explain which one is faster.

4. Ordinal Numbers (First–Tenth)

LOTS Name and use ordinal numbers first, second, third... tenth in simple contexts (e.g., “Who is first in line?”). Match pictures of a race or line of children to correct ordinal labels (1st–10th). Use ordinal words in simple sentences (“I am third in the line.”).

HOTS Arrange 5–10 cut-out pictures (e.g., runners, animals) in a line and label each with 1st, 2nd, 3rd... 10th. Change the order and explain how the ordinal numbers change (e.g., “Now this horse is second, not first.”). Answer simple questions like “What is the fifth object?” or “Who is before the third child?” using the order.

5. Indian Currency (Notes)

LOTS - Recognise common Indian coins (₹1, ₹2, ₹5, ₹10) and simple notes (₹10, ₹20, ₹50) by picture. Name the symbol for rupee (₹) and connect it with “money” used in shops. Match coins/notes with their correct values.

HOTS - Make simple “shopping” games (e.g., toy costs ₹5; which coin can be used?). Compare two coins/notes (e.g., ₹10 vs ₹20) and say which is more valuable. Design a simple “money list” (e.g., 2 coins of ₹5 make ₹10) using pictures and simple words.

6. Mental Sums (Single-digit addition/subtraction) LOTSDo simple mental addition and subtraction with 1–digit numbers when given in pictures or oral questions (e.g., $2 + 3$, $7 - 2$). Use

known number facts (e.g., doubles like $2 + 2$, $3 + 3$) to answer quickly. Show answers on fingers or in air writing.

HOTS - Solve mental-math word problems like “I have 4 candies, I eat 1; how many left?” without writing. Choose the best way to add (doubles, counting on, using fingers) and explain why. Play a quick “mental-math show-time” game in class where children answer short sums orally and check with counters.

Awareness of Surroundings

Mid-Term 1 – About Me, Body, and Cleanliness

1. About Me

LOTS - Name themselves, age, class, and school, and answer simple “about me” questions (name, how they feel, favourites). Recognise their photo among a few classmates’ photos and point to themselves. Follow simple classroom routines (sit properly, raise hand, keep things in place).

HOTS - Compare themselves with a friend (similarities and differences, e.g., same age, different clothes). Express feelings using simple words (happy, sad, scared, excited) and describe one situation when they felt that way. Create a simple “Myself” picture with labels (name, age, class) and talk about it in 2–3 sentences.

2. Parts of the Body and Sense Organs.

LOTS - Name and point to major body parts (head, arms, legs, tummy, eyes, ears, nose, mouth, hands, feet). Identify sense organs (eyes, ears, nose, tongue, skin) and name what they help us do (see, hear, smell, taste, touch). Match simple pictures of body parts or sense organs with their names.

HOTS Describe how a sense organ helps them in daily life (e.g., “I use my eyes to see the board; my ears to hear the teacher.”). Compare two body parts and explain how they are different (e.g., eyes vs nose). Act out simple uses of senses (showing listening, looking, touching carefully) and then describe what they did.

3. Keep Clean.

LOTS - Name simple cleanliness habits: wash hands, brush teeth, take a bath, wear clean clothes, keep nails clean. Follow step-by-step instructions for hand-washing or face-washing in class. Identify clean vs dirty objects/people in pictures (e.g., tidy room vs messy room).

HOTS - Explain why a habit is important (e.g., “We wash hands so germs do not make us sick.”). Role-play a scene (e.g., before eating, after play) and show when and how to remain

clean. Suggest one simple way their class or room can become cleaner and take part in cleaning activity.

Half-Yearly- Good Habits, Food, and My Home.

4. Good Habits (Good habits in school)

LOTS - Name good habits in school: sit properly, listen quietly, raise hand, speak politely, keep things in place, no fighting. Identify “good” vs “not good” behaviour in simple scenarios (pictures or short stories). Use simple phrases: “Please”, “Thank you”, “Excuse me”, “Sorry”.

HOTS- Describe what happens when children follow good habits (class is peaceful, teacher is happy). Predict what may happen if a child does not follow school rules (e.g., noise, injury, no learning). Plan a simple “Good Habits Day” poster or class pledge listing 4–5 school habits and why they matter.

5. Healthy Food – Project (UKG-friendly level)

LOTS - Name common healthy foods (fruits, vegetables, dal, milk, roti, rice) and unhealthy foods (lot of sweets, chips, junk). Sort pictures of food into “healthy” and “junk” boxes. Say when they eat certain foods (breakfast, lunch, evening, dinner).

HOTS - Explain why one food is healthy (e.g., “Milk makes bones strong”) and one is not (e.g., “Too many sweets make teeth weak”). Plan a simple “healthy plate” drawing (roti, dal, vegetables, fruit) and say why it is good. Share one simple rule about healthy eating (e.g., “Eat fruits every day”) and remind friends in class.

6. My House – Keep my room clean, Safety at home

LOTS - Name important rooms in a house (bedroom, kitchen, bathroom, drawing room) and common objects in each. Talk about simple ways to keep their room clean (put toys in box, place books on shelf, wipe table). Identify simple safety rules at home (no touching electric switches, no playing with knives, no climbing on furniture).

HOTS - Describe a typical day at home (morning, evening, night) and mention at least two clean-up and two safety routines. Compare a clean room and a messy room and say which one feels nicer and safer. Role-play “I am a Safety Captain” and list 3–4 safety rules for home (e.g., “Do not run near staircase, keep floor clean so no one falls”).

Mid-Term 2 – Neighbourhood and People who help us.

7. Our Neighbourhood.

LOTS - Name common places near home/school (park, shop, school, temple/mosque/church, hospital, bus stop). Identify simple directions (near, far, left, right, straight ahead) in a picture or drawing of a neighbourhood. Recognise common neighbours (friends, relatives, shopkeeper, guard, postman) and what they are called.

HOTS - Sketch a simple “My Neighbourhood” map with 3–5 places and label them verbally. Talk about one good thing in their neighbourhood (park, friendly people, school) and why they like it. Compare their neighbourhood with a classmate’s (e.g., more shops, more trees) and describe one difference.

9. People Who Help Us-

LOTS - Name people who help: teacher, doctor, nurse, police, driver, shopkeeper, gardener, cleaner, parent. Match simple pictures of helpers with their names and what they do. Say “Thank you” to helpers and value their work in simple words.

HOTS - Explain how one helper keeps them safe or happy (e.g., “Doctor gives medicine if I am sick; teacher teaches me to read.”). Role-play a helper (e.g., doctor, teacher, policeman) and describe what they do in 2–3 sentences. Make a simple “Thank You” card or drawing for one helper and explain why they are important.

Final Term – Animals, Plants, and Transport

10. Animals, Birds and Insects – Project

LOTS Name common animals, birds, and insects at home or in the neighbourhood (dog, cat, cow, bird, butterfly, ant). Group animals into “animals”, “birds”, and “insects” using simple pictures. Name simple needs of animals/birds/insects (food, water, shelter, safety).

HOTS - Compare one animal, one bird, and one insect and say how they move and live. Create a simple “My Favourite Animal/Bird” project (drawing + 2–3 sentences) and describe how to be kind to them. Discuss simple ways to protect animals (no teasing, no throwing stones, giving water when possible).

11. Plants – Fruits and Vegetables.

LOTS - Name common fruits and vegetables (apple, banana, carrot, tomato, potato, orange) and say which is a fruit and which is a vegetable. Identify where they grow (on trees, on the ground, on vines, underground). Recognise that plants give us food, shade, and beauty.

HOTS - Explain how to care for a plant (water, sunlight, no plucking) in simple sentences. Make a simple “Fruit & Vegetable” chart or drawing and talk about which ones they eat every day. Describe a plant they see at home/school (colour, height, leaves) and say why it is useful.

12. Transport – Air, Water and Land

LOTS - Name common means of transport on land (car, bus, bicycle), water (boat, ship), and air (aeroplane, helicopter). Match pictures of vehicles with their type (land, water, air). Use simple phrases: “I travel by bus/car/aeroplane.”

HOTS - Compare two vehicles (e.g., bus and car) and say one similarity (both move on land) and one difference. Choose the best vehicle for a short journey or a long journey and explain

why (e.g., bicycle for short distance).Role-play “Traffic Safety” and list simple rules (sit properly, wear seat belt, no playing with driver).

Vocabulary

Mid-Term 1 – 3-letter words (a, e, i, o)

1. Three-letter words – ‘a’ Words, ‘e’ Words

LOTS - Read and recognise simple 3-letter ‘a’ words (e.g., cat, mat, hat, bat) and ‘e’ words (e.g., net, pet, bed, red).Match each word with its correct picture (oral or worksheet).Trace or copy the words neatly and say them aloud with the correct vowel sound.

HOTS - Use a given ‘a’ or ‘e’ word in a simple sentence (e.g., “The cat sat on the mat.”).Change one letter in the word (e.g., cat → bat) and say the new word, explaining how the sound changes.Sort words into ‘a’-sound and ‘e’-sound groups and explain the vowel pattern.

2. Three-letter words – ‘i’ Words, ‘o’ Words

LOTS - Read and recognise simple 3-letter ‘i’ words (e.g., pig, bin, tip, sit) and ‘o’ words (e.g., dog, hop, pot, log).Match each word with its picture and circle it from a small list.Write each word after tracing, focusing on beginning consonant and vowel sound.

HOTS - Use one ‘i’ word and one ‘o’ word in a short sentence (e.g., “The dog sat on the log.”).Sort words into ‘i’-sound and ‘o’-sound groups and explain the sound pattern.Create a simple picture-based 2-sentence “story” and label each picture with a 3-letter word.

Half-Yearly – All vowels and ‘oo’ / ‘ee’ words

1. Three-letter words – a, e, i, o, u Words
LOTSRead and recognise 3-letter words with all vowels (e.g., cat, pet, pin, pot, sun).Match words with their pictures and circle the correct word from a small list.Sort words by starting vowel sound using simple picture cards or word strips.

HOTSArrange jumbled letters into correct 3-letter words with different vowels.Use at least two vowel-based words in a short sentence (e.g., “The cat sat on the log.”) and identify the vowels.Play a simple “vowel hunt” game by finding words with each vowel in a small word list.

2. ‘oo’ Words and ‘ee’ Words.

LOTS - Read and recognise simple ‘oo’ words (e.g., book, moon, pool, boot) and ‘ee’ words (e.g., see, bee, tree, feet).Match each word with its picture and circle the correct one.Practise spelling by copying or tracing with teacher support.

HOTS - Use one 'oo' word and one 'ee' word in a simple sentence (e.g., "I see the bee on the tree."). Compare the 'oo' and 'ee' sounds and explain which sounds like "long u" and which like "long e". Create a simple picture chart with 3–5 'oo' and 3–5 'ee' words and read them aloud as a chant.

Mid-Term 2 – Blends (bl, cl, fl / br, cr, dr, fr)

1. Blends – bl, cl, fl
LOTS - Read and recognise simple blend words: bl (e.g., black, block, blow, blob), cl (e.g., clock, clap, cloud), fl (e.g., flag, flash, fly, flip). Match each word with its picture. Trace or copy the words and say the blend sound at the start (e.g., "bl-bl-block").

HOTS - Use one blend word in a simple sentence (e.g., "I see the black cat."). Sort words into bl, cl, fl groups and explain the sound pattern. Invent a short rhyming line using a blend word (e.g., "I see a black cat on the mat.>").

2. Blends – br, cr, dr, fr

LOTS - Read and recognise simple blend words: br (e.g., brown, bread, brush), cr (e.g., crow, crop, crab), dr (e.g., drum, drink, draw), fr (e.g., frog, frame, fry). Match each word with its picture. Trace the words and say them aloud, focusing on the blend at the beginning.

HOTS - Use two different blend words in one sentence (e.g., "The brown frog can draw.>"). Compare two blends (e.g., br and fr) and explain how they sound similar and different. Create a simple picture story with 1–2 blend-word characters and label each with its word.

Final Term – Blends (bl, cl, fl, br, cr, dr, fr) and Jumbled Words with Picture.

1. Blends – bl, cl, fl, br, cr, dr, fr (Revision)

LOTS - Read and recognise all blend words from earlier in a mixed list. Match each blend word with its correct picture and circle it. Copy or write the words neatly, matching sound to spelling.

HOTS - Sort blend words into groups by sound and read each group as a chant (e.g., "bl-bl-block, black, blob..."). Create a simple "blend sentence" using at least two blend words (e.g., "The brown frog jumped on the black log.>"). Design a simple picture-based activity (e.g., mini-worksheet or word-match) using blend words for classmates.

2. Jumbled Words with a Picture.

LOTS - Rearrange jumbled letters into a correct 3-letter or simple blend word using the picture as a clue (e.g., picture of a cat; jumbled tac → cat). Identify the first and last letter of the word from the picture and sound to help decide the correct word. Match the solved word with its picture again and circle the correct one if given choices.

HOTS - Solve a jumbled word puzzle faster by predicting the sound (e.g., "It starts with 'b' and is an animal" → bat). Create a simple jumbled-word puzzle for a friend using a picture and jumbled

letters; then check the answer together. Explain the strategy used to solve a jumbled word (e.g., “I looked at the picture, then checked the first letter and sound.”).

English - Reading

Mid-Term 1 – Reading (UKG) Stories:

1. The cat and the Rat.
2. The cat on the Mat.
3. The Big bag.
4. Sam’s hat.

LOTS (Lower-order) Recognise and read aloud simple CVC and sight-word phrases from the story (e.g., cat, rat, mat, big, bag, Sam, hat). Match pictures from the story to the correct sentence heard or read (e.g., “The cat is on the mat.”). Answer “who / what / where” questions by pointing or saying (e.g., Who is on the mat? Where is Sam’s hat?).

HOTS (Higher-order) Predict “What will happen next?” before or after a line (e.g., What will the cat do to the rat?). Compare two pictures (e.g., cat with big bag vs cat without bag) and say what is the same and different. Retell the story in 2–3 simple sentences in the child’s own words, using key words heard in class.

Half-Yearly – Reading Stories:

1. Sam, Pam and Meg.
2. Meg and the cake.
3. In the den / In the lake.

LOTS - Read simple repetitive lines such as “Sam, Pam and Meg.” and “In the den / In the lake.” with correct intonation. Name characters and places (e.g., Sam, Pam, Meg, den, lake) and match them to pictures. Answer simple sequence questions (e.g., Who comes first? Where did Meg go?).

HOTS Arrange 3–4 picture-cards of the story in correct order and explain the sequence using simple words. Talk about the feelings of a character (e.g., How does Meg feel when she sees the cake?). Use the story setting (den / lake) to create one new simple sentence (e.g., Meg is in the lake.).

Mid-Term 2 – Reading Stories:

1. Tim’s net.
2. The Big dog.
3. Tom and Tina.
4. In the tub.

LOTS - Recognise and read aloud key words (e.g., Tim, net, big, dog, Tom, Tina, tub, in). Follow along with the teacher while pointing to the same word on the page (tracking print). Identify simple rhyming or repetitive structures (e.g., Tim's net..., In the tub).

HOTS - Predict what Tim will catch in his net or what Tom and Tina will do in the tub. Compare two characters (e.g., big dog vs small cat from earlier stories) and say how they are different. Use the story to create a very short "what happens in my home" sentence (e.g., I play in the tub.) and connect it to the story.

Final Term – Reading Stories:

1. A sunny day.
2. The Cool Pool.
3. At the beach In the Shop.

LOTS - Read simple environment-related words such as sunny, day, cool, pool, beach, shop, in with correct pronunciation. Match the setting (pool, beach, shop) to the correct picture and sentence frame. Answer simple "where" and "when" questions (e.g., Where is the cool pool? When is it a sunny day?).

HOTS - Connect the story to the child's life (e.g., Tell about a sunny day you remember.). Compare two places (e.g., beach vs pool) and say which one the child would like to visit and why. Use two or more story words (e.g., sunny, pool, beach, shop) in one simple sentence dictated or written in class.

Bengali Syllabus.

Mid Term 1 - (April - July)

Numbers (1 - 10)

Swarvama.

Oral - Bengali Rhymes

Name of the colours.

Name of the Days.

Learning outcome :-

গল্প, কবিতা বা বাক্য শুনে বুঝতে পারবে।

সহজ নির্দেশনা অনুসরণ করতে পারবে।

Half Yearly - (July - September)

Swarvarna.

Vyanjanvarna (ক - ঞ)

Oral - Bengali Rhymes.

Name of the flowers.

Learning outcome :-

বাংলা ভাষায় সহজ বাক্যে কথা বলতে পারবে।

দৈনন্দিন জীবনের সাধারণ বিষয়গুলোর নাম বলতে পারবে।

ছড়া ও ছোট কবিতা মুখস্থ বলতে পারবে।

Mid Term 2 - (October - December)

Vyanjanvarna.

Bengali Numbers (11 - 20)

Oral - Bengali Rhymes

Name of the fruits.

Name of the animals.

Learning outcome :-

বাংলা স্বরবর্ণ ও ব্যঞ্জনবর্ণ চিনতে পারবে।

ছবি দেখে শব্দ চেনার চেষ্টা করবে।

বাংলা সংখ্যা (১-২০) চিনবে ও জানবে।

Final Term- (January - February)

Swarvarna & Vyanjanvarna.

Oral - Bengali Rhymes.

Name of the vegetables.

Learning outcome :-

পেন্সিল ধরে লাইন টানা ও আঁকা শিখবে।

বাংলা স্বরবর্ণ ও ব্যঞ্জনবর্ণ লিখতে পারবে।

বাংলা সংখ্যা (১-২০) লিখতে পারবে।

2nd language -Hindi

APRIL

Swar Varn Pattern.

Child recognizes and repeats swar sounds through patterns.

Identifies similar sounding letters orally.

Develops listening and sound discrimination skills.

Rhyme

Recites simple Hindi rhymes with actions.

Shows understanding through gestures and expressions.

Builds listening and speaking confidence.

MAY

Varn (अ आ इ ई)

Recognizes and writes names letters अ, आ, इ, ई.

Associates letters with familiar objects (अ-अनार).

Traces and attempts to write letters.

Rhyme

Recites rhymes with rhythm and actions.

Identifies familiar words from rhymes.

Fruits Name

Identifies and names common fruits in Hindi.

Matches fruit pictures with names.

Uses simple sentences (यह आम है।).

JUNE

उ ऊ ऋ

Recognizes writes and pronounces उ, ऊ, ऋ.

Differentiates between similar sounds.

Associates with objects (उ-उल्लू).

Rhyme

Recites rhymes with improved clarity.

Understands meaning of simple words.

Vegetable Names

Identifies common vegetables.

Classifies fruits and vegetables.

Uses basic vocabulary in conversation.

JULY

ए ऐ ओ औ अं अः

Recognizes, writes and pronounces all swar.

Differentiates between swar sounds.

Identifies swar in spoken words.

Rhyme

Recites rhymes with confidence and actions.

Answers simple questions from rhyme.

Identify Swar in Words

Identifies beginning swar in words.

Matches words with correct swar.

Animals Name

Names common animals in Hindi.

Identifies animals by pictures and sounds.

Uses simple sentences (यह शेर है।).

AUGUST

क ख ग घ

Recognizes , writes and pronounces letters.

Associates letters with objects (क-कमल).

Traces and writes letters.

Rhyme

Recites rhymes with expression.

Understands simple meaning.

Birds Name

Identifies and names birds.

Recognizes bird sounds.

Hindi Numbers 1–10

Recognizes and writes numbers १–१०.

Counts objects up to 10.

Matches number with quantity.

SEPTEMBER

च छ ज झ

Recognizes, writes and pronounces letters.

Differentiates between sounds.

Associates letters with objects.

Rhyme

Recites rhymes fluently.

Responds to simple questions.

Colours Name

Identifies colours in Hindi.

Matches objects with colours.

Uses colours in daily conversation.

OCTOBER

ट ठ ड ढ ण

Recognizes, writes and pronounces letters.

Identifies letters in words.

Rhyme

Recites rhymes with actions and clarity.

Name of Days

Identifies days of the week in Hindi.
Recites days in sequence.
Relates days to daily routine.

NOVEMBER

त थ द ध न प फ ब भ म

Recognizes, writes , writes and pronounces letters.
Groups letters by sound.
Associates with familiar objects.
Rhyme
Recites longer rhymes.
Understands basic meaning.
Name of Festivals
Identifies major festivals.
Associates festivals with symbols (दीपावली-दीया).
Shares simple experiences.

DECEMBER

य र ल व श ष स ज्ञ

Recognizes, writes and pronounces letters.
Differentiates between similar sounds (श/ष/स).
Rhyme
Recites rhymes with expression and clarity.
Hindi Numbers 11–20
Recognizes numbers ११–२०.
Counts objects up to 20.
Matches number with quantity.

JANUARY

क्ष त्र ज्ञ श्र

Recognizes, writes and pronounces combined letters.
Identifies them in simple words.
Varnmala
Recites complete varnmala.
Identifies letters randomly.
Matches letters with pictures.
Revision
Recalls previously learned concepts.
Applies knowledge in activities and games.