

Subject : Vocabulary and Speaking (English Language / Phonics)

Textbooks : English Primer/ Practice Book (Little Mee), English A/ B My Skill Book (Firefly)

In Nursery, children will be introduced to capital letters and their sounds through play, pictures, songs, rhymes and oral activities. They will learn to recognize, trace, write and speak the letters in a joyful and age-appropriate way.

Half Yearly Topics (April – September)

- ❖ **Capital Letters**
- **Family 1: L, T, I, H, F, E (April – July)**
- **Family 2: A, V, M, N, W (July – August)**
- **Family 3: Y, X, Z, K (August – September)**
- ❖ **Action Words (Oral)**

Learning Outcomes

Children will be able to

- recognize capital letters
- say the correct phonetic sound
- trace and write letters with guidance
- match letters with pictures
- speak simple words beginning with the letter sound
- take part in fun oral and picture-based activities.

LOTS (Lower Order Thinking Skills)

These are **basic recall** and **recognition skills**

- Name the letter.
- Point to the letter.
- Say the phonics sound.
- Circle or match the same letter.
- Trace and Write the capital letter.
- Identify the letter in a group of letters.
- Pick the correct picture that begins with the letter sound.
- Examples :
 - ❖ Recognize L, say /l/, trace L
 - ❖ Recognize Z, say /z/, trace Z

- ❖ Recognize N, say /n/, trace N

HOTS (Higher Order Thinking Skills)

These are very **simple reasoning** and **thinking skills** suitable for toddlers.

- Choose which picture does not belong.
- Tell which of two pictures starts with the letter sound.
- Compare two letters and say same/different.
- Predict which object will match the sound.
- Group letters or pictures by family.
- Identify the “odd one out.”
- Find a letter that is missing in a small set
- Examples :
 - Pick the correct E picture.
 - Choose the picture that fits X.
 - Group the A pictures together

Final Term Topics (October – February)

1. Capital Letters

- **Family 4 : C, O, G, Q (October – November)**
- **Family 5 : P, B, D, R (November – December)**
- **Family 6 : S, J, U (January)**

2. Revision of capital letters in alphabetical order: A–Z (January – February)

3. Action Words (oral)

Learning Outcomes

Children will be able to :

- recognize capital letters
- say the correct letter sounds
- trace letters and write letters with guidance
- Write letters independently
- match letters with pictures
- speak simple words beginning with each sound
- revise all capital letters in alphabetical order (recognition and correct formation)
- understand and say simple action words orally

LOTS (Lower Order Thinking Skills)

These are **basic recall** and **recognition skills**

- Name the letter.
- Say the letter sound.
- Point to the correct letter.
- Trace and write the letter with support.
- Match same letters.
- Recite letters in alphabetical order.
- Examples :
 - ❖ Recognize C, say /c/, trace C.
 - ❖ Recognize R, say /r/, trace R.
 - ❖ Recognize J, say /j/, trace J.

HOTS (Higher Order Thinking Skills)

These are very **simple reasoning** and **thinking skills** suitable for toddlers.

- Choose the picture that begins with the sound.
- Pick the odd one out.
- Compare two pictures and choose the correct one.
- Group similar letters or pictures together.
- Find the missing letter from a small set.
- Identify and say an action word from a picture or movement.
- Examples:
 - ❖ Group the pictures that begin with G.
 - ❖ Decide which picture belongs to U.

Subject : Number Work

Text books : Mathematics Primer & Practice Book (Little Mee), Math A My Skill Book (Firefly)

Approach (NEP 2020)

- ❖ Learning through play, activities, and real-life experiences
- ❖ Use of toys, classroom objects, and daily situations for better understanding
- ❖ Focus on learning by doing (experiential learning) rather than memorising
- ❖ Encouraging children to observe, think, speak, and explore
- ❖ Development of fine motor skills through tracing, colouring, and writing
- ❖ Building early thinking skills (LOTS & HOTS) in a simple, age-appropriate way

Half Yearly Topics

April - May

- Pre-number Concepts: Big/Small, Tall/Short, In/Out, Full/Empty, More/Less
- Sequence : Cross the odd one, sorting, match the same object

June - July

- Introduction of Shapes (Triangle, Square, Circle)
- Rote counting (1 -10)
- Recognition of numbers 1 - 5
- Tracing numbers (1 -5)

August - September

- Writing numbers (1 -5)
- Number Values (1 – 5)
- Number Rhymes

1. Concepts: Pre-number Concepts (April – May)

Learning Outcomes

- Understands concepts: big/small, tall/short, in/out, full/empty, more/less
- Identifies similarities and differences
- Sorts and matches objects (same and different)

LOTS (Lower Order Thinking Skills)

- Recognises size and position
- Matches similar objects
- Examples:
 - ❖ Circle the big ball
 - ❖ Put the toy inside the box
 - ❖ Match same pictures

HOTS (Higher Order Thinking Skills)

- Applies concepts in real life
- Gives simple reasoning
- Examples:
 - ❖ “Which glass is full? How do you know?”
 - ❖ “Why can’t the big toy go inside the small box?”

2. Concepts: Shapes & Numbers (1–5 Introduction) (June – July)

Learning Outcomes

- ❖ Recognises circle, square and triangle
- ❖ Recites numbers 1–10

- ❖ Identifies numbers 1–5
- ❖ Begins tracing numbers

LOTS (Lower Order Thinking Skills)

- Names shapes
- Counts objects
- Traces numbers
- Examples:
 - ❖ Show a circle
 - ❖ Count 4 blocks
 - ❖ Trace number 3

HOTS (Higher Order Thinking Skills)

- Connects shapes to surroundings
- Uses numbers meaningfully
- Examples:
 - ❖ “Find a circle in your classroom/home”
 - ❖ “Give me 2 pencils”

3. Concepts: Number Writing & Number Value (1–5) (August – September)

Learning Outcomes

- Writes numbers 1–5
- Understands number value (quantity)
- Associates numbers with objects

LOTS (Lower Order Thinking Skills)

- Traces and Writes numbers with support
- Counts objects correctly
- Examples:
 - ❖ Count and colour 5 stars
 - ❖ Write number 2

HOTS (Higher Order Thinking Skills)

- Solves simple number situations
- Applies learning in daily life
- Examples:
 - ❖ “You have 2 biscuits, I give 1 more—how many now?”

- ❖ “Show me 4 toys”

Final Term Topics

October - December

- **Introduction of Shapes (Star, Heart)**
- **Recognition of numbers (6 to 10)**
- **Tracing numbers (6 - 10)**
- **Writing numbers (6 -10)**
- **Number Values (6 -10)**

January - February

- **Revision of Numbers (1 -10)**
- **Forward Counting / Backward Counting (1-10)**
- **Rote Counting (1-20)**
- **Number Rhymes**

1. Concepts: Shapes & Numbers (6–10) Learning Outcomes

- Recognises new shapes: star, heart
- Identifies numbers 6–10
- Traces and writes numbers 6–10
- Understands number value (quantity 6–10)
- Develops number–object association

LOTS (Lower Order Thinking Skills)

- Identifies and names shapes
- Recognises numbers 6–10
- Traces and writes numbers with guidance
- Counts objects up to 10
- Examples:
 - ❖ Show a star shape
 - ❖ Trace number 7
 - ❖ Count and colour 8 apples

HOTS (Higher Order Thinking Skills)

- Connects shapes to real-life objects
- Applies number understanding in daily situations
- Begins simple reasoning
- Examples:
 - ❖ “Can you find a heart shape around you?”
 - ❖ “Give me 6 crayons from your box”
 - ❖ “Which group has more—7 or 9 objects?”

2. Concepts: Revision & Advanced Counting

Learning Outcomes

- Recalls, Recognises, writes numbers 1–10 independently
- Performs forward and backward counting (1–10)
- Recites numbers 1–20 (rote counting)
- Builds confidence in number usage through rhymes and activities

LOTS (Lower Order Thinking Skills)

- Identifies numbers 1–10
- Counts forward up to 10
- Recites numbers up to 20
- Examples:
 - ❖ Count from 1 to 10
 - ❖ Say numbers 1 to 20
 - ❖ Point to number 5

HOTS (Higher Order Thinking Skills)

- Applies counting in real-life situations
- Understands sequence and order
- Solves simple number-based situations
- Examples:
 - ❖ “What comes after 6?”
 - ❖ “What comes before 3?”
 - ❖ “You have 4 toffees, I give 2 more—how many now?”

Subject : Awareness of Surroundings (Conversation)

Text book : General Awareness Primer / Practice Book (Firefly)

Approach (NEP 2020)

- Learning through conversation, play, storytelling and real-life experiences
- Focus on speaking and listening skills using simple words and phrases
- Encouraging children to observe, express and connect with their surroundings
- Use of visuals, role play and daily routines for meaningful learning

Half Yearly Topics

April - June

- **All about Myself**
- **My Body**
- **My Senses**
- **My Family**
- **My Home**
- **My School**
- **Summer Season**

July - September

- **Colours**
- **Fruits**
- **Vegetables**
- **Flowers**
- **Good Manners (Magic Words)**
- **Rainy Season**
- **Days of the Week**

Learning Outcomes

- All About Myself → Child is able to say name, age and gender
- My Body → Identifies and names basic body parts
- My Senses → Understands the use of five senses in a simple way
- My Family → Recognises and speaks about family members
- My Home → Identifies different rooms and objects at home
- My School → Is able to tell the name of the school, recognises classroom, classroom objects, teacher and friends
- Summer Season → Identifies summer clothing, food and weather
- Colours
→ Identifies and names basic colours
- Fruits → Recognises common fruits and their names
- Vegetables → Identifies common vegetables
- Flowers → Recognises a few common flowers
- Good Manners (Magic Words) → Uses words like please, sorry, thank you
- Rainy Season → Identifies rain-related objects and weather changes
- Days of the Week → Recites and recognises days of the week

LOTS (Lower Order Thinking Skills)

- Identifies and names people, objects, Colours and surroundings
- Recalls simple information (name, family members, days.)
- Matches and recognises familiar pictures and objects

- Responds to simple questions using words or short phrases
- Examples:
 - ❖ “What is your name?”
 - ❖ “Show me the colour blue”
 - ❖ “Who is in your family?”
 - ❖ What is the name of your school?

HOTS (Higher Order Thinking Skills)

- Expresses ideas using simple words and short sentences
- Connects learning to daily life experiences
- Makes simple choices and gives basic reasons
- Practices good habits and uses polite words in real situations
- Examples:
 - ❖ “What do you wear in the rainy season? Why?”
 - ❖ “Which fruit do you like the most?”
 - ❖ “What do you say when someone gives you something?”
 - ❖ “ Why should we keep our body clean? ”

Final Term Topics

October - December

- **Animal World**
- **Water**
- **Our Daily Helpers**
- **A visit to an aquarium**
- **Visit to the park**
- **Winter Season**

January & February

- **Healthy Food**
- **Means of Transport**
- **Safety Rules**
- **Day and Night**
- **Months of the Year**

Learning Outcomes

- Animal World → Identifies and names common animals and their sounds
- Water → Understands the uses of water and its importance
- Our Daily Helpers → Recognises community helpers and their roles
- A Visit to an Aquarium → Identifies water animals and their environment
- Visit to the Park → Observes and names objects and activities in a park
- Winter Season → Identifies winter clothing, food, and weather

- Healthy Food → Identifies healthy food habits and food items
- Means of Transport → Recognises different modes of transport
- Safety Rules → Understands and follows basic safety rules
- Day and Night → Differentiates between day and night activities
- Months of the Year → Recites and recognises months of the year

LOTS (Lower Order Thinking Skills)

- Identifies and names animals, objects, people, and surroundings
- Recalls simple information (foods, transport, seasons, etc.)
- Recognises and matches pictures
- Responds to simple questions using words or short phrases
- Examples:
 - ❖ “Name an animal”
 - ❖ “What do we drink?”
 - ❖ “Who helps us at school?”

HOTS (Higher Order Thinking Skills)

- Expresses ideas in simple words or short sentences
- Connects learning to daily life experiences
- Makes simple choices and gives basic reasons
- Practices good habits and safety in real-life situations
- Examples:
 - ❖ “Why should we drink clean water?”
 - ❖ “Which transport do you use to come to school?”
 - ❖ “Why do we wear woollen clothes in winter?”

Subject : Fine Motor Skills (Patterns)

Text book : Patterns Text Book (Little Mee) English A/B My Skill Book, Math A My Skill Book (Firefly)

Half Yearly Topics (April - September)

- Introduction of Standing Line
- Introduction of Sleeping Line
- Introduction of Slanting Lines
- Introduction of Curved Patterns
- Introduction of Circle Pattern

Final Term Topics (October – February)

- Revision of Standing lines / Sleeping lines/ Slanting Lines /Curved patterns and Circle Patterns

Learning Outcomes

- Development of fine motor skills
- Improvement in hand–eye coordination
- Formation of basic strokes (lines and curves)
- Development and use of pincer grip
- Ability to hold crayons, pencils, and small objects
- Improvement in drawing, colouring, and tracing control
- Understanding left-to-right directionality
- Growth in focus, confidence and independent work