

PROCESS OF CURRICULUM

For classes

NURSERY-II

Age group

From 3 to 8 years

CONTENT

- Introduction: Highlights of the Integrated Curriculum at Foundation Stage
- About the Wing
- Features
- How Children Learn at the Foundation Stage
- Common Minimum Program
- Syllabus of Activities
- Language Development Program : Objectives, Stages, Skills Sub-skills to be achieved by the end of the year & Frame work of our Pedagogy
- Value Education
- Prayer/Morning Assembly
- Monthly Syllabus of: Morning Assembly, Vocabulary, Habit Formation & Activities
- Health & Wellness Program
- Tiffin Policy
- Assessment Policy

HIGHLIGHTS OF THE INTEGRATED CURRICULUM AT FOUNDATION STAGE

Flexible, Play and Activity based Learning:

21st Century Learning Skills, Critical Thinking, Creativity, Collaboration, Problem Solving & Communication (*as per NEP 2020*) are being included in our Pedagogy of teaching & learning.

Achievable & Multileveled:

Aside from core learning material (text books) we consider guidelines provided by NCERT & CBSE to develop highly engaging and innovative resources for Foundation Stage.

Development of Comprehensive Skills through stories, discussion, poems and presentations. Such activities are planned and designed Gradual Release of Responsibility. (*As per NEP 2020 & NCFFS 2022*)

Aesthetic & Cultural Sense:

Children develop the abilities and sensibilities in visual / performing art. They express their emotions in meaningful and joyful ways.

Foundation Literacy & Numeracy:

It is an urgent and necessary pre-requisite to learning.

(As per NEP 2020 & NCFFS 2022)

Course Detail:-

Transition Period Age: 3 to 4 years	<ul style="list-style-type: none">• Motor Development of Fine/Gross Skills• Understanding The World Around Me• Activities for Sensorial Development
Age:4 to 5years	<ul style="list-style-type: none">• Cognitive Development• Introduction of:<ul style="list-style-type: none">• Alphabet through Phonic Sounds• Numbers• □□□□□ □□□□□• Focuson Group Activities• Activities for Gross & Fine Motors Skills• Activities for Sensorial Development
Age:5to 6years	<ul style="list-style-type: none">• Prime Focus Area:Reading of 2 to 5 Letters words with Phonics/Sentences/High Frequency Words• Foundational Mathematical Understanding• Experiential Learning• Child Directed Activities• Connectivity of the Knowledge with Environment
Reflection Period Age: 6 to7years	<ul style="list-style-type: none">• Implementation of 5Cs• Formal Learning Starts• Inculcate Reading Habits• Writing in Sentences• Application of Simple Mathematics• Development of Scientific Temperament
Age: 7 to 8years	<ul style="list-style-type: none">• Proper Reading & Writing• STEM Activities• Competency – based Learning• Training for Various Activities

ABOUT THE WING

The Pre Primary Wing comprises of five classes i.e., Nursery, KG 1, KG 2, Class I and II. The Nursery sections have been named as Sun, Moon & Earth. Class KG-1 comprises of Four sections, class KG-2 Seven sections, class I Nine sections and class II Ten sections respectively.

OURFEATURES

Our little learners are provided with a very endearing and homely atmosphere under the care and supervision of around 42 dedicated teachers. We follow balanced, child-centric and integrated curriculum. Self-designed activity based teaching and learning makes the experience of learning joyful. Through Inclusive Education, children learn to be courteous and considerate towards friends, family and teachers. Knowledge of healthy habits and life skill help students enjoy a healthy life ahead. The activities are designed to teach them to be inquisitive and capable of exploring the possibilities of learning. A very well defined language development program helps them to learn the art of comprehensive speaking.

We are committed to provide the best practices in Early Childhood Care & Education towards the finest preparation for higher education. The team of teachers and stakeholders explore and evolve comprehensive programs and environment for the students to look after their well-being, relationship, family and community to grow up in a healthy mind and body.

How Children Learn at the Foundational Stage:

Pre-Primary education is the foundation of all education. We prepare a strong foundation which makes the super-structure of higher education the strongest.

Pre-Primary education at OPJS is effective and impressive. Play is central to children's learning and development. Children actively listen, follow rules, participate in activities and games planned by Teachers. Teachers offer support and actively facilitate play.

- We facilitate appropriate curriculum provided with emotional and aesthetic need of the children.

- We develop suitable curriculum, teaching materials and adapt such teaching techniques, which make the teaching learning process a joyful experience for the students.
- At OPJS children have reasons to come to school every day. We acquaint them with the phenomena around them.
- We involve children in different activities and appreciate them even for the smallest task performed by them.

The Common Minimum Program for Early Years are:

- Handling the transition period
- Habit formation, sitting at allotted place and seeking permission for going out of the class.
- Toilet habit
- Eating self
- Listening stories
- Reciting rhymes and songs
- Following directions
- Participations
- Enjoying outdoor activities
- Be friendly with others
- Working in group
- Movement in line
- Wait for your turn
- Performing daily school activities

Our Syllabus of Activities:

LIFE SKILL EXERCISES FOR DAILY LIFE:

1. Buttoning and unbuttoning	2. Locking and unlocking	3. Stirring
4. Holding things properly	5. Balancing	6. Taking care of belongings
7. Polishing shoes	8. Washing hands and face	9. Washing hands properly
10. Bead stringing	11. Printing	12. Pairing of objects
13. Sequencing	14. Dancing	15. Sorting of things
16. Chewing without slurping	17. Jogging	18. Combing hair
19. Running	20. Scooping	21. Vegetable printing
22. Pouring	23. Wiping	24. Singing & Dancing
25. Care for environment	26. Swinging	27. Hopping
28. Opening a book and turning the pages delicately	29. Inserting the key and then drawing it out of The lock properly	30. Slicing & Peeling
31. Arranging the things	32. Answering a telephone call	33. Arranging toy sand stationary
34. Table manners	35. Proper posture of sitting and standing	36. Magic words
37. Clay modeling	38. Walking on a straight And curved line	39. Carrying objects gently
40. Rolling	41. Picking-up	42. Folding & unfolding
43. Tying shoelaces	44. Watering plants and Many other games	45. Clipping
46. Holding a plate a Tray with glasses properly	47. Putting on a pullover and then taking it off	48. Coughing & Sneezing gently
49. Saluting	50. Lacing & braiding	51. Using dustbin appropriately
52. Greetings	53. Mixing	54. Drawing & coloring
55. Packing bag	56. Salt/air writing	57. Knocking
58. Bus manners	59. Gardening	60. Sweeping

LANGUAGE DEVELOPMENT PROGRAM

Our objectives are:

- Providing enough learning opportunities to develop the phonological skills.
- To help the learner to communicate their basic needs and feelings.
- To enhance verbal and non-verbal communication skills that would facilitate expression of thoughts and feelings.
- To introduce English as an internationally accepted language for expression.
- To promote multi-linguistic approach

There are four stages of Language Program

- Use of home language in second language settings.
- Observational and listening period.
- Telegraphic and formulaic communication.
- Productive language.

1. LISTENING

- Children listen with understanding.
- They demonstrate good listening skill for both verbal and non-verbal communication.

2. SPEAKING

- Children use non verbal and verbal strategies to communicate with others.
- Scaffolding communication by combining English words with home language, also with some types of body language and visual clue.
- Encouragement for independent communication.
- Answering the open ended questions after listening a story.

3. READING

- They show phonological awareness.
- Children demonstrate appreciation and enjoyment of reading and literature.
- They show an increasing understanding of book reading.
- They demonstrate awareness that print carries meaning.

4. WRITING

- Scribbling & Tracing
- Independent writing of letter
- Writing of two or three letter words
- Writing of sentences
- Writing with understanding

Introduction of Sounds

To develop the fundamental skill of listening children of the early age are exposed to different types of sounds that includes the cries of animals, chirping of birds, horns of vehicles etc. before the introduction of letters sound.

Nursery Rhymes

- Nursery rhymes are very important for language acquisition and help with speech development.
- Nursery rhymes are full of patterns, sequencing, numbers and counting it helps to understand Mathematical concepts.
- Many nursery rhymes involve physical movement and coordination and are helpful to develop fine motor skills.

Stories

- Telling and listening to stories provides a bridge between the oral language skills of early childhood and the more formal language of print.
- Storytelling skills are used in social situations and also for understanding Math word problems
- It helps in creative self-expression and conversation.
- It increases verbal proficiency.

Picture Composition

- The students are encouraged to describe the pictures in writing using all the concepts learnt for writing with accuracy.

Creative Writing

- Children are encouraged to use their imagination and thinking capacity for writing about the picture given.

Exposure to Second Language

- Children are exposed to second language stage wise as it is experimented that mother tongue or regional language helps to introduce the second language at an ease.
- Children are encouraged to decode text with ease and focus is laid on developing phonological awareness and sounds.

VALUE EDUCATION

- School Prayer followed by moral stories or discussions
- Use of rhymes and stories
- Check on Personal Hygiene and Cleanliness of students by our health managers.
- P.T. for physical development of children
- Quality Discussion on Moral Values
- General awareness about the Environment and Culture
- Talk on Manners & Etiquettes
- Learning about Our Country, National Anthem & Our Flag(Tricolor)
- Collaborative Learning Activities

PRAYER/MORNING ASSEMBLY INCLUDES

- School Prayer
- Pledge
- Simple muscle exercises like stretching and bending
- Rhymes and songs
- Hygiene check
- Collaborative learning
- Anushasan Geet
- Slokas & Dohas

-Curricular & Co-Curricular Activities (Supplementary)

Month	Habit formation	Activities of the month:
<u>MARCH/APRIL</u>	<ul style="list-style-type: none">○ Walking in line○ Washing hands○ Table manners○ Taking care of	<ul style="list-style-type: none">○ Introduction to the school, classroom & Bus numbers○ Introduction with the peer group○ Familiarity with own body & it's parts

- belongings
- Carrying own bag
- Packing bag
- Opening tiffin box
- Making children sensitive about their personal body needs (natural calls) and hygiene.
- Dance, Holding of ball/blocks/objects
- Clay modeling, playing with balls
- Walking on straight line,
- Paper/napkin crushing/folding

JUNE/JULY

- Walking inline
- Washing hands
- Table manners
- Taking care of belongings
- Carrying own bag
- Packing bag
- Opening tiffin box
- Monsoon : Talk about clouds, lightning, thunder
- Showing different plants around them and making them learn the names of at least 3 parts of plant.
- Demonstration of different colors of the objects in the surrounding
- Walking with rhythmic sound.
- Walking on curved line
- Clay modeling
- Spreading and Folding Napkin
- Folding of Umbrella & Raincoat
- Salt/Air Writing

AUGUST

- Respect & Care
- Sharing and Caring
- Discussion on the topic : Our Country
- Tricolor activity will be conducted with the children. It can be an indoor or outdoor activity.
- Rakhi decoration before the festival
- Sorting of colors
- Hopping on different spots
- Transferring of solids in different containers
- Pattern Writing; Diagonal (right and left)

SEPTEMBER

- Respect & Care
- Sharing and Caring
- Discussion on the topic : Health & Hygiene
- Talk about Festivals (Ganesh Chaturthi)
- Lock & Key Activity

- Threading of beads
- Tying & Untying of knots
- Sorting of Domestic & Wild animals
- (through Flash cards)
- Preparation of Cultural Show
- Assessment Time

OCTOBER/

NOVEMBER

- Respect & Care
- Sharing and Caring

- Making of lamps
- Coloring of Diyas
- Discussion about the festivals of Deepawali & Dusshehra
- Discussion about the precaution during Winter Season
- Folding & Unfolding of pullovers
- Discussion on Healthy & Unhealthy food
- Environment friendly celebration of festivals
- Sports activities
- Fancy dress show

DECEMBER

- Maintaining hygiene
- Using napkin
- Eating healthy food

- Winter Party
- Vegetable printing
- Counting of beans
- Bindi Sticking Activity
- Craft week
- Personal Safety Counseling

JANUARY/

FEBRUARY

- Maintaining hygiene
- Using napkin
- Eating healthy food
- Answering the questions properly

- Personal Safety counseling
- Declamation week
- Recapitulation of portion

HEALTH&WELLNESSPROGRAM

Healthy social environment refers to a state where the physical body is free from diseases, while wellness refers to an overall balance of a person's physical, social, spiritual, emotional intellectual environmental and occupational wellbeing. Wellness is an intervention that promotes healthy lifestyle and prevents from diseases.

As we know physical and mental wellbeing in children comes from healthy practices like physical activities, vaccination against diseases and a healthy diet.

For children the right to health is vital because they are vulnerable being more at risk to illness and health complications. In order to create awareness among children and parents many activities are being conducted in the school.

OURTIFFINPOLICY

Good health is the ultimate aim of every community. Health, as defined by WHO, is a state of complete physical, mental and social well being and not merely the absence of disease. A healthy child is happy and alert to the people and things in environment, constantly active, age-appropriate physically developed with good aptitude , moist and clear eyes , firm abdomen , clear skin , is able to run and jump and recover from illness in time.

Food is the fuel to our life. Proper food intake guarantees adequate growth and development. Growing children need more energy. From 3-8 years of the age, the emphasis must be on necessary intake of calcium, vitamins A, C & D as well as proteins.

We make sure that all children take a daily recess as a short break to make them more attentive and their cognitive skills will be more functional.

OUR ASSESSMENT POLICY

Our Assessment Module

Assessment Key–Classes Nursery to II

- No evaluation for classes **Nursery and KG-1**.
- Developmental scales to assess the children on co-scholastic points in the form of **Continuous & Comprehensive Evaluation**.
- No rank, only grades are awarded. Attendance in school counts.
- Diagnostic assessment helps us to plan out the pedagogical aspects.
- **AFL (Assessment for Learning) & AOL (Assessment of Learning)** are the Tools to assess and record children's development, periodically.

Remedial Action:

- Create a threat free environment where the child, whose confidence is low, will be able to ask or speak openly also cater to the students with the different learning styles.
- Reconsideration of conducting of Foundation Literacy and Numeracy (FLN)

In early age, the child's brain undergoes major development at a rapid pace. They hold enormous talent..... Just a little push and it sparks.

