

## Common Minimum Programme

Innovations in teaching is always needed in order to meet the educational needs of the new generation, so it becomes the need from time to time to discover something new and useful in education.

Common Minimum Programme is the minimum level of learning strategy for improving the quality of elementary education. Common Minimum Programme is implemented for ensuring the fulfillment with minimum learning objectives.

Since the curriculum expectations are long term goals that cannot be achieved in short. There are some minimum levels of learning which should take place to develop a scientific approach amongst the students.

## Parents Teachers Meeting

Teachers and Parents provide a vital support system to help the students to flourish. It is found that a positive and effective relationship between both can help students prosper.

Parents-Teacher Meeting helps to communicate with the parents, the areas their child is excelling in and to give them specific ideas how to improve upon their child's performance in school. It is an effective way through which parents can discuss several issues. Face to face, communication with the teacher immensely helps the parents to plan the learning process of the child.

## CMP FOR CLASS NURSERY

- Note: No examination will be conducted. There will be continuous and comprehensive assessment throughout the session
- Language development comprises of four main activities like listening, speaking, reading, and writing.
- Recognition of alphabet (name, shape and sound), small letters only
  - Medium to be used: cards, charts, picture books, rhymes, audio and video.
- Develop the ability to express the need of him/her in simple sentence and words.
- Should be able to follow the command of the teachers.
- Should be able to use crayons, slate, pencil and paper.
- Should be able to draw various patterns.
- Expected to write the small letter of the alphabet by the end of the session.
- Should be able to recite a number of Nursery Rhymes with actions.
- Should be able to understand and co-relate the sequence of stories by seeing the pictures.
- Should be able to recognize and tell the names of fruits, flowers, birds and animals.
- Expected to match the alphabet cards with pictures/wooden shapes.
- Match basic colours: red, blue, yellow, green.
- Match three basic shapes: triangle, circle and square with objects.
- **All these activities will be done for preparing children for reading readiness.**

## SKILLS TO BE ACHIEVED BY THE END OF THE YEAR

- Children should be able to recognize the letters of alphabet (a to Z) and numbers 1 – 20.
- Should be able to match the pictures with alphabet.
- Should be able to use crayons, slate, pencil and chalk well.
- Should be able to write numbers and alphabet properly inline.

- Should have learned the names of three basic colours.
- Should be able to respond to few commands in English.
- Should be able to say few sentences eg. : “ I want to drink water”, “ I am hungry”, “I want to have my Tiffin”, “I want to go to washroom (toilet)”, “I have done my work”, “ I can draw a cat”, “ I can write 1,2,3,a,b,c,” etc.
- Should be able to recite at least 20 Rhymes with action.

**Outdoor activities based on muscle co-ordination –** Can be set in the open.

- Various kinds of drills and marching, climbing, act of swimming, hopping, skipping, etc.
- Many kinds of musical activities like–Group singing of rhymes and songs - Mass drill, imitating movements of animals, etc.
- Teacher directed group activity - e.g. group singing or a sensory games.
- Rhythm activities- listening, singing, dancing, and reproducing rhythms, developing the abilities to observe and differentiate.
- Swinging-with rhythm, help develop control over bodies.
- Exercises emphasizing body movements to increase awareness of the separate parts of the body, like arms, hands, fingers, etc. So that the child develops poise, confidence and flexibility of both the mind and the body.

### **Story Telling**

- Dramatizing the story.

### **Exercise and Games**

- To help develop the five senses, memory and reasoning power, hearing, touching, seeing, smelling and tasting. Sorting, pairing, grading, discriminating etc are done, while recognizing colours, shapes, texture, sounds, taste etc of the things in the environment.
- Reading, readiness programme for the whole year
- Winning trust and confidence of the child
- Development of muscles
- Development of language
- Development of self-independence

- Development of social skills
- Development of concepts:
  - Concept of number
  - Concept of time
  - Concept of colours
  - Concept of forms
- Creative art experiences
- Outdoor trips
- Concept of health and hygiene
- To wipe runny nose with the help of handkerchief.
- How to cough and sneeze?
- How to ask for permission?
- How to apologize?
- How to use the toilet?
- Ability to sit still for sometime.
- Ability to discriminate, sequence missing, memory, following direction accurately.
- How to enter in the classroom
- How to sit on a chair without making noise and walking quietly to the teachers table.
- Carry a chair and place it without making noise.
- How to hold a book?
- How to turn pages?
- How to use shelf and arrange school bag?
- How to handle a sheet?
- How to hold a paper?
- Arrange the classroom-dusting, wiping, cleaning.
- How to use a toilet ?
- How to carry a school bag?
- How to hold a book ?
- How to open and close a door?
- How to open and close a drawer?
- Speak softly, to greet people.
- How to ask a thing which you don't have?
- How to make a row?

- How to ascend and descend a stair case by keeping on the left, to walk on tip toes?
- School prayer/pledge, maintaining cleanliness/P.T

### **Learning**

- Inculcate good manners.
- Develop moral values.
- Knowing about my country.
- Knowing about National Anthem.
- Making them sensitive about smell, taste, sounds of whistle, chirping of birds, season change, and measurement.
- About family, our helpers, muscle exercise, experience with liquid and gases.
- Moving in a line, right/ left.
- Making aware about:-festivals, clothes, food, shelter.
- Buttoning of shirt.
- Locking/unlocking doors.
- Opening a book and turning the pages gently one by one.
- Getting up and sitting on a chair delicately.
- Understand how books work.
- Work on small self sufficient skills.
- Work on listening skills.
- Carrying things
- Avoid obstacle while walking, saluting, walking softly without making noise with the shoes, not knocking against people, picking up objects which have been fallen on the ground, holding objects properly
- Avoid passing in front of any one, giving way to others.
- Balancing the body while walking with rhythmic sound. Holding a banner, ply card.
- Holding glasses with both the hands.
- Polishing shoes, washing hands, wearing dress and putting on shoes.
- Watering plants, taking care of plants.
- How to use cloth hanger, shoe brush, shoe polish.
- To learn the bus number and the bus stoppage.
- How to sit and behave in the bus.

## NEVER HELP A CHILD WITH A TASK AT WHICH HE FEELS HE CAN SUCCEED”

MONTH	LIFESKILLS	LEARNING OUTCOME	OTHER ACTIVITIES
March- April	<ul style="list-style-type: none"> <li>• Crushing of papers</li> <li>• Brushing of teeth</li> <li>• Sticking</li> <li>• Sorting of grain</li> <li>• Stir a mixture/mixing ingredients(eg. lemon juice)</li> <li>• Packing tiffin</li> <li>• Clipping clothes</li> <li>• Blowing nose using hanky</li> <li>• Walking with rhythmic sound.</li> <li>• Holding crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Develop hand-eye coordination</li> <li>• Balancing and self control.</li> <li>• Motor skills develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Folding</li> <li>• Palm printing</li> <li>• Clay modeling</li> <li>• Palm Impression</li> <li>• Leg Painting</li> </ul>
JUNE-JULY	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Pouring solids (eg. grains)</li> <li>• Carrying tray with glass</li> <li>• Paper crushing</li> <li>• Wet Pouring</li> <li>• Wearing shoes and socks</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine/Gross motor skills.</li> <li>• Learn balancing</li> <li>• Learn to work independently</li> </ul>	<ul style="list-style-type: none"> <li>• Paper crushing</li> <li>• Paper boat</li> <li>• Craft/origami</li> </ul>
August September	<ul style="list-style-type: none"> <li>• Buttoning</li> <li>• Straining</li> <li>• Threading beads</li> <li>• Pounding.</li> <li>• Napkin folding</li> <li>• Use of tongs.</li> <li>• Matching things(eg. Socks)</li> <li>• Counting of beans</li> </ul>	<ul style="list-style-type: none"> <li>• Develops fine motor skill</li> <li>• Child learns doing work independently.</li> <li>• Develops Eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Tug of war</li> <li>• Passing the ball</li> <li>• Water cycle</li> </ul>
October- November	<ul style="list-style-type: none"> <li>• Watering the plants</li> <li>• Locking/Unlocking doors</li> <li>• Opening and closing of bottle caps</li> <li>• Use of lock and key</li> <li>• Scooping</li> <li>• Wash face and hands</li> <li>• Arranging wardrobe with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Inculcate caring nature</li> <li>• Focus and concentration</li> <li>• Learn to cope with the demands of everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Foam painting/cotton dabbing</li> <li>• Sink and Float</li> <li>• Demonstrating wild &amp; Domestic animal through model</li> </ul>

MONTH	LIFE SKILLS	LEARNING OUTCOME	OTHER ACTIVITIES
<b>December</b>	<ul style="list-style-type: none"> <li>• Dressing and undressing</li> <li>• Packing bags</li> <li>• Putting away things (eg. toys, books)</li> <li>• Combing Hair</li> <li>• Use of Velcro</li> <li>• Tearing and sticking</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the importance of cleanliness of self and surrounding</li> <li>• Fine motor development</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetable printing</li> <li>• Thumb/finger printing</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Learn to zip</li> <li>• Folding clothes</li> <li>• Emergency food (eg. Spreading butter or jam on bread)</li> <li>• Clear plates after meals</li> <li>• Arranging table for lunch/dinner with parents.</li> <li>• Cleaning table</li> <li>• Helping in laundry work</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to be independent</li> <li>• Help them build self confidence.</li> <li>• Feels responsible and importance of contributing in household work</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in a circle</li> <li>• Walk on the line</li> <li>• Water cycle</li> <li>• Collage making</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Sweeping/Use of wiper and throwing trash in trash bins.</li> <li>• Feed and care for animals</li> <li>• Dusting furniture</li> <li>• Make the bed.</li> <li>• Carrying, rolling and unrolling mats</li> <li>• Washing/cleaning toys.</li> <li>• Polishing shoes</li> <li>• Identify coins and its value</li> </ul>	<ul style="list-style-type: none"> <li>• Learn importance of clean surrounding</li> <li>• Learn responsibility towards nature</li> <li>• Learn taking challenges.</li> <li>• Develop Focus and self control</li> <li>• Feeling of confidence and happiness of doing things by themselves.</li> <li>• Social development</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping on one leg</li> <li>• Jumping on both legs.</li> <li>• Sand activity</li> <li>• Shopkeeper activity(Buying &amp;selling)</li> </ul>

## **CMP FOR CLASS KG**

- No examination will be conducted. There will be continuous and comprehensive evaluation throughout the session.
- Language development comprises of four main skills-Listening, Speaking, Reading and Writing.

## **LANGUAGE ART**

### **Word Study**

- Recognize letter sound relationship.
- Recognize and read Grade appropriate Sight words.
- Identify and generate Rhyming words.
- Use a reading strategy when confronted with an unknown word or sentence.
- Create new words from the given word.
- Develop the understanding of using words when it comes to speaking.
- Identify one and gives expression of many.
- Match the picture/object with the word.

### **Fluency**

- Develop the ability to express her/him in simple sentence and words.
- Can tell his/her need.
- Recite a rhyme with expressions.
- Can tell a story.

### **Listening**

- Listens attentively by looking at the speaker by sitting quietly.
- Respond and ask appropriate question.

### **Speaking**

- Speak effectively with appropriate volume.
- Participate in classroom discussion.
- Remains on the topic.
- Expressive.

### **Reading**

- Reading of two and three letter words.
- Recognizing sight words
- Reading simple sentences

### **Writing**

- Write with correct letter shape, size, spacing and smoothness.
- Interpret own writing.
- Writing with listening

### **Comprehension**

- Develop the ability to tell a story.
- Sequence story event using pictures.
- Creative Writing
- Make predictions in a story and ask appropriate questions.

## **MATHEMATICS**

### **Numeration**

- Complete and produce patterns.
- Recognize and print numerals and in words one to hundred.
- Identify numbers and the numbers which comes before and after the number.
- Do simple addition and subtraction problems.

### **Comparison**

- Can compare between
  - More/Less
  - Big/Small
  - Long/Short
  - Full/Empty
  - Large/Big

### **Geometry**

- Identifying shapes.
- Can draw the lines
- Can draw a circle/half circle

### **Problem Solving**

- Can identify and complete the pattern.
- Can find out missing numbers.
- Can identify greater and smaller numbers.
- Can arrange the numbers in ascending and descending order.

## **ENVIRONMENTAL STUDIES**

- Learn about five sense organs.
- Learn about Living and Non-Living things.
- Features of Night and Daytime.
- Learn about evaporation.
- Learn about eclipse/ Solar System.
- How plants are Living beings.
- World of Animals
- Identifying his/her bus number/conductor and driver.
- Recognize that every family is unique.
- Distinguish between four different seasons.
- Different types of houses.
- Can recognize the way to school and school to home.

## **PERSONAL SKILL**

- Colors neatly.
- Identifies left and right.
- Print first and last name.
- Knows phone number.
- Knows how to greet.
- Knows appreciation.
- Self-care.
- Takes care of personal hygiene.
- Knows the residence

## **ART**

- Identifies basic colors, shapes and lines.
- Can use tools and materials appropriately.
- Make a ball out of rug.
- Demonstrate use of fine motor skills.
- Dramatize a story.
- Can do Clay Modelling.

## **PHYSICAL EDUCATION**

- Basic Yoga exercises
- Movement in a line
- Simple physical exercises

## **MUSIC**

- Enjoys singing rhymes and songs.
- Can perform in front of audience.

## **CMP FOR CLASS I**

### **LANGUAGE ART**

#### **Reading**

- In first grade, the child will continue to build phonemic awareness with more complicated sounds like blends, diphthongs and digraphs.
- Reading with more fluency and understanding.
- Will be able to read "irregular spellings"
- The child will be able to read the text aloud with an appropriate speed and expression.
- Will be able to read short stories or paragraphs.
- Identifying similarities and differences between two texts on the same topic.
- Reading comprehension passages.

#### **Writing**

- Writing a sentence with proper spacing and punctuation marks.
- Arranging the lines of story in a sequence.
- Framing of sentences.
- Will be able to frame questions and answers.
- The child will be able to write picture composition.
- Creative writings skills will be developed.
- Will be able to legibly write upper and lower case letters.
- The child will learn to write capital letters for names and beginnings of a sentence.
- How to utilize ending punctuation (e.g.period,questionmark)?

### **MATHS**

The child will learn-

- Comparison based on shapes, sizes, masses, quantity and quality.
- Number and Number Names (in the series of hundred).
- Arranging the numbers in ascending / descending order.

- Multiplication tables up to 10.
- Questions based on mental aptitude.
- To tell the accurate date/month/year.
- The measurement of various objects.
- The concept of ordinal numbers.
- Learn to differentiate between odd and even numbers.
- To differentiate between rolling and sliding objects.
- To understand basic place value.
- Making groups.
- To identify different patterns and sequencing.
- To compute through data provided (Data Handling).
- Understand the concept of horizontal and vertical lines.
- To solve simple mathematical word problems.
- Operation of numbers.
- To recognize coins and count money.
- To recognize different shapes.
- Identify more and less.
- To use the symbols  $<$ ,  $>$ , and  $=$
- Compare the length, weight, and volume of two or more objects.

## **ENVIRONMENTAL SCIENCE**

- Life sciences (plants and animals)
- Earth sciences (e.g. air and weather)
- Physical sciences (e.g. solids and liquids)
- Simple tools such as a thermometer and wind vane to measure weather conditions are introduced.
- They will learn about the external features and environments that help plants and animals to survive.

Simple Science like:

- Objects that float and sink.
- Evaporation / Condensation
- Rough and smooth surface etc.

## **SOCIALSTUDIES**

Expect your child to begin exploring the concept of community beyond just your family. They'll learn about how neighborhoods make up cities, cities make up states, and states make up nations, with a focus on how all of those components work together to create a cohesive unit.

They will also participate in educational excursion which is held every year in the school campus.

## **ARTS**

In first grade, your child will begin to identify lines, colors, shapes, form and texture as elements of art. He will learn to create secondary colors by mixing primary colors and describe the process.

Through various cultural programs the child will get exploration in the fields of singing and dancing and will get opportunity to perform in the school auditorium.

## **GENERAL ETHICS AND ETIQUETTES:**

- Forming a line and walking.
- The child will learn to wait for his turn.
- He will learn to co-ordinate in group activities.
- Asking for permission.
- Use of polite words.
- Helping the peer group.

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