

## Syllabus – Class: U K G

### ACADEMIC PLANNING 2014 – 2015

The academic session comprises of two terms:

**Term – 1 and Term – 2**

**Term – 1 :** April to September which comprises of Formative – 1 (FA – 1), Formative – 2 (FA – 2) and Summative – 1 (SA – 1)

**Term – 2 :** October to March which comprises of Formative – 3 (FA – 3), Formative – 4 (FA – 4) and Summative – 2 (SA – 2)

**Formative – 1**

Schools should complete Formative Assessment – 1 between the months of **April to June** in the form of dictation, reading, class – Assignment, Home – Assignment, projects, activities, quizzes, group discussion etc. as per the requirement of specific subject with proper documentation (To be reduced to 10% weightage).

**Formative – 2**

Usual Paper-Pencil Test to be conducted between **July-August** and reduced to 10% weightage.

**Summative – 1 to be reduced to 30% weightage**

**Formative – 3**

Schools should complete Formative Assessment – 3 between the months of **October-November** in the form of dictation, reading, Class-Assignment, Home-Assignment, projects, activities, quizzes, group discussion etc. as per the requirement of specific subject with proper documentation (To be reduced to 10% weightage).

**Formative – 4**

Usual Paper-Pencil Test to be conducted between **December-January** and reduced to 10% weightage.

**Summative – 2 to be reduced to 30% weightage**

Termwise weightage					
FA – 1 + FA – 2 + SA – 1			FA – 3 + FA – 4 + SA – 2		
10%	+ 10%	+ 30%	10%	+ 10%	+ 30%
<b>Term – 1 + Term – 2 = Total</b>					
50%		+ 50%		= 100%	

**ENGLISH**

**[ORAL)**

**1. Dusshera**

- (i) We worship Goddess Durga
- (ii) We wear new clothes
- (iii) We eat sweets

**2. Diwali**

- (i) It is a festival of lights
- (ii) We light lamps
- (iii) We burst crackers
- (iv) We eat sweets

**3. Holi**

- (i) It is a festival of colours
- (ii) We wear new clothes
- (iii) We eat tasty dishes

**4. Id**

- (i) It is a festival of Muslims
- (ii) We pray at Mosque
- (iii) We wear new clothes
- (iv) We eat sweets

**5. Christmas**

- (i) It is a festival of Christians
- (ii) We pray at Church
- (iii) We wear new clothes
- (iv) We eat cakes and sweets

**English Conversation**

**1. Thirsty Crow**

Once a crow was very thirsty. He saw a pot of water. But the water was very low. He put some stones into the pot. The water came up. The crow drank it and flew away.

**Moral:** Where there is a will there is a way.

**2. Hare and the Tortoise**

One day a hare and a tortoise decided to have a race. The hare ran very fast but the tortoise ran very slowly. On seeing the tortoise far behind the hare lay fast asleep for sometime. Moving slowly the tortoise reached the finishing line and won the race.

**Moral:** Slow and steady wins the race

Syllabus (2014 – 2015) – Class – UKG

**ENGLISH**

Books recommended: 1. My English Book			2. Rhythmic Rhyme Book		
3. Integrated Activity Book					
<b>Term – I: April to September</b>					
Month	Books	Chapter / Topic			
April	English Text	1. Vowel words – a, i		2. Rhyming words	
		3. a – d sound words			
	My English Book	Pages (2 to 8) (10 to 15)			
	English Spelling & Handwriting	1. a – z cursive small		2. Vowel words	
		3. Sound words			
	Integrated Activity Book	Page No. 1 to 15			
	Reading	Picture reading – a, e vowel words			
	Recitation	1. Count 1, 2, 3		2. My Family	
May	English Text	1. Vowel words – i		2. Rhyming words	
		3. e – g sound words			
	My English Book	Page no 16 to 21			
	English Spelling	e, f, g sound words			
	Handwriting	1. a – z cursive small		2. Vowel words	
		3. Sound words			
	Integrated Activity Book	Page No. 19 to 24 and 29 to 32			
	Reading	Picture reading – i vowel words.			
	Recitation	1. Summer Time		2. Cobbler	
	Story	The Clever Cap Seller (Oral)			
<b>Summer Vacation (to be done in the H.H.W. note book)</b>					
	English Text	Write 3 times – a, e, i vowel words			
	Spelling	Write 3 times – a – g sound words			
	Handwriting	Write 3 times – a – z cursive small			
	Recitation	To learn the rhymes done in class			
June	English Text	1. Vowel words – o, u		2. Rhyming words	
		3. h, i sound words			
	My English Book	Page No. 22, 27			
	English Spelling	h, I sound words			
	Handwriting	1. a – z cursive small		2. Vowel words	
		3. sound words			
	Integrated Activity Book	Pages no. 33 to 38, 45 to 50 and 54 to 57			
	Reading	Picture reading – o, u vowel words			
	Recitation	1. Body Parts			

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**ENGLISH**

Formative Assessment – I		
Month	Books	Chapter / Topic
July	English Text	1. One and many (add 's' or 'es') – cat, bag, tree, lamp, rat, hut, bench, brush, glass, fox, mango 2. Use of 'and' 3. j – m sound words 4. This / That (Q & Ans., fill in the blanks)
	My English Book	Page No. 44 to 46 and 28 to 33
	Spelling	j, k, l, m sound words
	Handwriting	1. a – z cursive small 2. Sentences from 'My English Book'
	Integrated Activity Book	Page No. 39, (40 – 43), 44, (51 – 53)
	Reading	Reading sentences from My English Book
	Recitation	1. My Dear Ones 2. Rainy Season
	Project	1. Draw and paste pictures of singular and plural 2. Paste pictures to show near objects and distant objects (This, That)
August	English text	1. Use of is / are 2. Use of a, an, the (cat, hut, tree, man, book, ant, egg, owl, iron, apple, orange, elephant, ice-cream, umbrella, sun, earth, sky, moon) 3. n sound words
	My English Book	Pages no 34, 37 to 42
	Spelling	n sound words
	Handwriting	1. a – z cursive small 2. Sentences form 'My English Book' 3. A – D cursive capital
	Reading	1. Picture reading 2. Sentence reading from 'My English Book'
	Recitation	1. 'Plant is born' 2. 'One Two Three Four Five'
September	English Text	1. Use of how many 2. o, p sound words
	Spelling	o, p sound words
	Handwriting	E – L cursive capital
	Reading	Sentences from 'My English Book'
	Recitation	'Going to the zoo'

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**ENGLISH**

Summative Assessment – I		
Term – II		
October to February		
Month	Books	Chapter / Topic
October	English Text	1. Spelling of colours (red, blue, green, pink, yellow, orange, white, black, brown, purple)
	My English Book	Page no. 44 to 46
	Spelling	q, r sound words
	Handwriting	M – P cursive capital
	Reading	Sentences from ‘My English Book’
	Recitation	Sounds of animals
	Project	Paste different coloured glazed paper cuttings
November	English Text	1. Use of in, on under                      2. Use of these/shoes 3. Use of has/have 4. Fill in the blanks and question and answer base on the above 5. s – w sound words
	My English Book	Page no. 48 to 54
	Spelling	s, t, u, v, w sound words
	Handwriting	Q – Z cursive capital
	Reading	Sentences from ‘My English Book’
	Recitation	1. ‘Winter Time’                      2. ‘Father up Above’
	Integrated Activity Book	Page no 67 to 71 and 51 to 53
December	English Text	1. Opposites (in-out, yes-no, fat-thin, sweet-sour, laugh-cry, come-go, slow-fast, up-down, far-near, high-low, big-small, tall-short, happy-sad, black-white, sit-stand, hot-cold) 2. Five sentences of ‘My Self’ 3. Days of the week 4. x – z sound words
	My English Book	Page no 47, 55 to 61
	Spelling	x, y, z sound words
	Dictation	Sentences from ‘My English Book’
	Handwriting	A – Z cursive capital
	Reading	Sentences from ‘My English Book’
	Recitation	1. ‘Winter’                      2. ‘Doctor’
	Integrated Activity Book	Page no 72 to 77
	Project	Paste pictures to differentiate between opposites

**ENGLISH**

<b>Formative Assessment – II</b>		
<b>Month</b>	<b>Books</b>	<b>Chapter / Topic</b>
January	English Text	1. Pairs of words – (bat and ball, fork and knife, shoes and socks, hair and comb, bread and butter, needle and thread, cup and saucer, lock and key, table and chair, pen and paper) 2. Jumbled words – (man, ball, kite, tree, girl, moon, chair, glass, table, apple, banana, lamp, star, book, teacher) 3. Make sentences – (eat, drink, run, play, touch sleep, read, write, boy, girl, sky, eyes, legs, ball, friend)
	My English Book	Page no 62 to 66
	Spelling	o – z sound words
	Dictation	Sentences from ‘My English Book’
	Handwriting	1. A – Z cursive capital 2. Sentences from ‘My English Book’
	Reading	Sentences reading from ‘My English Book’
	Recitation	1. ‘My Life’ 2. ‘Pomp, tring, zoom, chuk’
	Integrated Activity Book	Page no 25 to 28
February	<b>Revision for Summative Assessment – II</b>	
March	<b>Summative Assessment – II</b>	

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**E V S**

<b>Term – I</b> <b>April to September</b>	
April	<p><b>A. FRUITS</b> Name and spelling (Apple, Mango, Orange, Grapes, Banana, Pear, Papaya, Dates, Plum, Pine-apple)</p> <p><b>WRITTEN</b> (i) Which fruit do you like most? (ii) Which fruit is called the king of fruits? (iii) Which fruit contains (a) one seed? (b) few seeds (c) many seeds? (iv) Name one seedless fruit.</p> <p><b>B. VEGETABLE</b> Name and spellings (Potato, Tomato, Brinjal, Gourd, Peas, Turnip, Beans, Carrot, Onion, Radish)</p> <p><b>WRITTEN</b> (i) Which vegetables are used for making salad? (ii) Which vegetable is bitter? (iii) Which vegetable tastes hot?</p> <p><b>PROJECT</b> (i) Stick the pictures of 5 fruits and 5 vegetables (ii) Stick the pictures of vegetables used for making salad</p>
May	<p><b>FLOWERS</b> Name and spelling (Rose, Lily, Lotus, Jasmine, Marigold, Sunflower, Pansy, Poppy, Tulip, Dahlia)</p> <p><b>WRITTEN</b> (i) Which is our national flower/ (ii) Which flower gives us oil for cooking? (iii) Which flower gives us scent?</p> <p><b>PROJECT</b> Stick the pictures of 5 flowers</p>
<b>SUMMER VACATION</b>	
<b>HOLIDAY HOMEWORK</b> <b>(To be done in Holiday Home Work Copy)</b>	
	(i) Write 3 times the names of (a) 5 flowers      (b) 5 fruits      (c) 5 vegetables
June	<p><b>DOMESTIC ANIMALS Written</b> Name and spelling (Cow, Pig, Sheep, Horse, Camel, Goat, Ass, Ox) Exercises in the form of fill in the blanks. How they help us.</p> <p><b>PROJECT</b> Stick the pictures of the animals which give us milk</p>
<b>Formative Assessment – I</b>	

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**E V S**

July	<p><b>A. WILD ANIMALS</b> Name and spelling (Fox, Lion, Tiger, Bear, Wolf, Monkey, Deer, Elephant)</p> <p><b>WRITTEN</b> (i) Name the animal which jumps from tree to tree. (ii) Name the animals which eat other animals. (iii) Which is our national animal? (iv) Which animal is called the king of the jungle?</p> <p><b>PROJECT</b> (i) Stick the picture of our national animal. (ii) Stick the picture of the king of jungle.</p> <p><b>B. BIRDS</b> Name and spellings (Owl, Crow, Duck, Kite, Peacock, Parrot, Hen, Pigeon, Eagle, Sparrow)</p> <p><b>WRITTEN</b> (i) Which is our national bird? (ii) Which bird gives us eggs? (iii) Which bird talks to us? (iv) Which bird swims in water? (v) Which bird is black in colour?</p> <p><b>PROJECT</b> Stick the pictures of 5 birds.</p>
August	<p><b>FOOD WE EAT AND DRINK</b> Rice, Dal, Eggs, Bread, Chapati, Fruits, Vegetables, Soup, Milk, Water, Juice, Tea, Coffee</p> <p><b>WRITTEN</b> (i) Name the food we eat. (ii) Name the food we drink</p> <p><b>PROJECT</b> Stick the pictures of food you like to eat and drink</p>
September	<p><b>A. BABIES OF ANIMALS</b> Lion, Cow, Hen, Duck, Dog, Pig, Horse, Sheep, Cat, Goat (Exercises in the form of fill in the blanks)</p>
<b>Summative Assessment – I</b>	



**E V S**

<b>Term – II</b> <b>October to February</b>									
October	<p><b>A. SEASONS (Summer, Rainy, Winter, Spring)</b></p> <ol style="list-style-type: none"> <li>1. What are the different seasons in a year?</li> <li>2. Name the seasons in which we wear               <ol style="list-style-type: none"> <li>(a) Cotton clothes</li> <li>(b) Woollen clothes</li> <li>(c) We use raincoat and umbrella</li> <li>(d) The flowers that bloom and the crops that grow</li> </ol> </li> <li>3. What do we like to have in summer/winter season?</li> <li>4. Write 2 sentences on the Spring season</li> </ol> <p><b>PROJECT</b> Stick the pictures showing 4 seasons.</p> <p><b>B. MEANS OF TRANSPORT</b> Car, Bus, Van, Ship, Train, Bicycle, Auto, Scooter, Truck, Aeroplane, Tram, Helicopter, Boat</p> <p><b>WRITTEN</b> Name the vehicles which</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) Move on road</td> <td style="width: 50%;">(b) Fly in the air</td> </tr> <tr> <td>(c) Sail in water</td> <td>(d) Run on the rails</td> </tr> </table> <p>(e) What are the different means of transport?</p> <p><b>PROJECT</b> Stick the pictures of 2 vehicles which</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) Run on road</td> <td style="width: 50%;">(b) Sail in water</td> </tr> <tr> <td>(c) Fly in air</td> <td>(d) Run on rails</td> </tr> </table>	(a) Move on road	(b) Fly in the air	(c) Sail in water	(d) Run on the rails	(a) Run on road	(b) Sail in water	(c) Fly in air	(d) Run on rails
(a) Move on road	(b) Fly in the air								
(c) Sail in water	(d) Run on the rails								
(a) Run on road	(b) Sail in water								
(c) Fly in air	(d) Run on rails								
November	<p><b>PARTS OF OUR BODY</b> Eyes, Ears, Nose, Lips, Neck, Head, Hands, Legs, Fingers, Toes</p> <p><b>WRITTEN</b></p> <ol style="list-style-type: none"> <li>1. How many eyes do you have?</li> <li>2. Which part of our body helps us to hear?</li> <li>3. What do you do with your legs?</li> <li>4. What do you do with your nose?</li> <li>5. How many fingers and toes do you have?</li> </ol> <p><b>Fill in the blanks:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">(a) We see with our _____.</td> <td style="width: 50%;">(b) We work with our _____.</td> </tr> <tr> <td>(c) We feel with our _____.</td> <td>(d) We taste with our _____.</td> </tr> </table> <p><b>PROJECT</b> Stick the pictures of different parts of our body</p>	(a) We see with our _____.	(b) We work with our _____.	(c) We feel with our _____.	(d) We taste with our _____.				
(a) We see with our _____.	(b) We work with our _____.								
(c) We feel with our _____.	(d) We taste with our _____.								

**E V S**

December	<p><b>A. HOURS OF THE DAY (Morning, Evening, Night)</b></p> <p><b>Written</b></p> <ol style="list-style-type: none"> <li>1. How many hours are there in a day?</li> <li>2. When does the sun rise?</li> <li>3. When does the sun set?</li> <li>4. When do we have breakfast / lunch / dinner</li> </ol> <p><b>PROJECT</b></p> <ol style="list-style-type: none"> <li>1. Stick the pictures of the morning, afternoon, evening and night</li> </ol> <p><b>B. THINGS IN THE SKY (Sun, Moon, Stars, Clouds, Rainbow)</b></p> <p><b>WRITTEN</b></p> <ol style="list-style-type: none"> <li>1. What are the things we can see in the sky?             <ol style="list-style-type: none"> <li>(a) During the day?</li> <li>(b) At night?</li> </ol> </li> </ol> <p><b>PROJECT</b></p> <p>Stick the pictures of the things that you can see in the sky during the day and at night.</p>
January	<p><b>FORMATIVE ASSESSMENT – II</b></p>
SYLLABUS	<p><b>A. HOME OF ANIMALS:</b> (Lion, Cow, Hen, Monkey, Rabbit, Birds, Horse, Snake, Bee)</p> <ol style="list-style-type: none"> <li>1. Name the homes of the animals.</li> <li>2. Exercises in the form of fill in the blanks.</li> </ol> <p><b>PROJECT:</b></p> <ol style="list-style-type: none"> <li>1. Stick the pictures of homes of different animals.</li> </ol> <p><b>B. FIVE USES OF WATER</b></p> <ol style="list-style-type: none"> <li>1. What are the uses of water?</li> </ol> <p><b>C. THREE USES OF AIR</b></p> <ol style="list-style-type: none"> <li>1. What are the uses of air?</li> </ol> <p><b>D. DIFFERENT ROOMS IN OUR HOUSE</b></p>
February	<p><b>Revision for Summative Assessment – II</b></p>
March	<p><b>Summative Assessment – II</b></p>

**MATHEMATICS**

Books Recommended: Kindergarten Mathematics	
<b>Term – I</b> <b>April to September</b>	
Month	Topic
April	<ol style="list-style-type: none"> <li>1. Counting (1 – 100)</li> <li>2. Write in the words (1 – 15)</li> <li>3. Write in figures (1 – 100)</li> <li>4. Write the missing number (1 – 100)</li> <li>5. What comes after (1 – 100)</li> <li>6. KG, MATHS BOOK – Page (1 – 13) (84 – 86)</li> </ol>
May	<ol style="list-style-type: none"> <li>1. Backward counting (40 – 1)</li> <li>2. Write in words (16 – 20)</li> <li>3. KG, MATHS BOOK Pages (14 – 22)</li> </ol>
	<b>SUMMER VACATION</b>
	<b>Holiday Home Work:</b> All holiday homework to be done in the H.H.W. note book Write three times (1 – 100), Backward counting (40 – 1), Write in words (1 – 20)
June	<ol style="list-style-type: none"> <li>1. What comes after (1 – 100)</li> <li>2. What comes between (1 – 100)</li> <li>3. Write in words (21 – 30)</li> <li>4. Backward counting (50 – 1)</li> <li>5. Comparison</li> <li>6. KG, MATHS BOOK Pages (23, 66)</li> </ol>
July	<b>Formative Assessment – I</b>
July	<ol style="list-style-type: none"> <li>1. Write in words (31 – 40)</li> <li>2. Backward counting (80 – 1)</li> <li>3. What comes before (1 – 50)</li> <li>4. What comes after (1 – 100)</li> <li>5. Count and write</li> <li>6. Addition on lines</li> <li>7. KG, MATHS BOOK Pages (63 – 66, 68 – 70, 79 – 81)</li> </ol>
August	<ol style="list-style-type: none"> <li>1. What comes between (1 – 100)</li> <li>2. Backward counting (100 – 1)</li> <li>3. What comes before (1 – 50)</li> <li>4. Count and write</li> <li>5. Comparison</li> <li>6. What comes after (1 – 100)</li> <li>7. Missing number (1 – 100)</li> <li>8. Numerals (1 – 50)</li> <li>9. KG, MATHS BOOK Pages (24 – 32, 67, 75, 76, 82, 83)</li> </ol>
September	<ol style="list-style-type: none"> <li>1. Concept of shapes</li> <li>2. Different shapes (count and write the number of shapes)</li> <li>3. KG, MATHS BOOK Pages (55 – 62)</li> </ol>
<b>Summative Assessment – I</b> <b>Term – II</b> <b>October to February</b>	

Syllabus (2014 – 2015) – Class – UKG

**MATHEMATICS**

October	<ol style="list-style-type: none"> <li>1. Write in words (51 – 65)</li> <li>2. Forward counting (101 – 150)</li> <li>3. Numerals (1 – 80)</li> <li>4. Backward counting (100 – 1)</li> <li>5. Table of 1</li> <li>6. KG, MATHS BOOK Pages (25 – 28), (77, 78)</li> </ol>
November	<ol style="list-style-type: none"> <li>1. Write in words (66 – 80)</li> <li>2. Addition</li> <li>3. Subtraction</li> <li>4. Table of 2, 3</li> <li>5. KG, MATHS BOOK Pages (33 – 43)</li> </ol>
December	<ol style="list-style-type: none"> <li>1. Write in words (81 – 100)</li> <li>2. Subtraction and Addition upto 10<sup>th</sup> place</li> <li>3. Backward counting (100 – 1)</li> <li>4. Shapes</li> <li>5. Numerals (1 – 100)</li> <li>6. Table of 4, 5</li> <li>7. Different shapes</li> <li>8. KG, MATHS BOOK Pages (44 – 54)</li> </ol>
<b>Formative Assessment – II</b>	
January	<ol style="list-style-type: none"> <li>1. Write in words (1 – 100)</li> <li>2. Multiplication</li> <li>3. Table of 6</li> <li>4. Weight</li> <li>5. Capacity</li> <li>6. Numerals (1 – 100)</li> <li>7. KG, MATHS BOOK Pages (71 – 74, 87 – 89)</li> </ol>
February	<b>Revision for Summative Assessment – II</b>
	<b>Summative Assessment – II</b>
	<b>SYLLABUS FOR MATHS ORAL</b>
1 <sup>st</sup> Term	<ol style="list-style-type: none"> <li>1. Counting (1 – 100) object</li> <li>2. Back ward counting (100 – 1)</li> <li>3. Spelling of Number names</li> </ol>
2 <sup>nd</sup> Term	<ol style="list-style-type: none"> <li>1. Identification of shapes</li> <li>2. Multiplication tables of 2, 3, 4, 5 and 6</li> </ol>

Syllabus (2014 – 2015) – Class – UKG

**HINDI**

Books Recommended: 1. Bal Madhuri 2. Sabd Abhyas, DAV – CMC	
<b>Term – I</b> <b>April to September</b>	
April	<ol style="list-style-type: none"> <li>1. स्वर वर्ण पुनरावृत्ति</li> <li>2. व्यंजन वर्ण पुनरावृत्ति</li> <li>3. दो तीन अक्षर वाले शब्द</li> </ol> <p>पुस्तक – शब्द अभ्यास पृष्ठ संख्या 1 – 15 बाल माधुरी पृष्ठ संख्या 1 – 6</p> <p>कविता – छोटे बच्चे, सीख</p>
May	<ol style="list-style-type: none"> <li>1. चार अक्षर वाले शब्द</li> <li>2. चित्र पहचानकर लिखो</li> <li>3. समान ध्वनि वाले शब्द</li> </ol> <p>पुस्तक – शब्द अभ्यास पृष्ठ संख्या 16 – 20 बाल माधुरी पृष्ठ संख्या 21 – 23</p> <p>कविता – सोने की चिड़िया, कबूटर</p>
<b>Summer Vacation (Holiday Homework to be done in H.H.W. note book)</b>	
स्वर वर्ण दो बार, दो अक्षर वाले शब्द दस बार, तीन अक्षर वाले शब्द पाँच बार, चार अक्षर वाले शब्द पाँच बार।	
June	<ol style="list-style-type: none"> <li>1. आ की मात्रा वाले शब्द</li> <li>2. चित्र पहचानकर लिखो</li> <li>3. समान ध्वनि वाले शब्द</li> <li>4. सही मात्रा लगाओ</li> </ol> <p>पुस्तक – शब्द अभ्यास पृष्ठ संख्या 21 – 30 बाल माधुरी पृष्ठ संख्या 32 – 34, 42 – 44</p> <p>कविता – बर्थ डे</p>
July	<b>Formative Assessment – I</b>
Syllabus	<p>क. इ की मात्रा वाले शब्द (दिन, पिन, गिन, हिरन, किताब, गिलास, तकिया, खटिया, पहिया, सितार, डाकिया, चिड़िया, गिटार, साइकिल)</p> <ol style="list-style-type: none"> <li>1. चित्र पहचानकर लिखो</li> <li>2. सही मात्रा लगाओ</li> <li>3. समान ध्वनि वाले शब्द</li> </ol> <p>ख. ई की मात्रा वाले शब्द (चील, बीन, दही, दादी, हाथी, चाभी, बकरी, मछली, तितली, पपीता, माली, कमीज, खीर, जीभ, थाली)</p> <ol style="list-style-type: none"> <li>1. चित्र पहचानकर लिखो</li> <li>2. समान ध्वनि वाले शब्द</li> <li>3. सही मात्रा लगाओ</li> </ol> <p>पुस्तक – शब्द अभ्यास पृष्ठ संख्या 31 – 40 बाल माधुरी पृष्ठ संख्या 52 – 54</p> <p>कविता – फलवाला, राखी</p>



**HINDI CONVERSATION**

<b>Summative Assessment – I</b>	1. पाँच (5) फलों एवं फूलों के नाम
	2. शरीर के विभिन्न अंगों के नाम
	3. गिनती 1 – 20
	4. अपना एवं माता, पिता का नाम
	5. पालतू जानवरों के नाम
<b>Summative Assessment – II</b>	1. जंगली जानवरों के नाम
	2. विद्यालय का नाम
	3. देश का नाम
	4. शहर का नाम
	5. दस रंगों के नाम
	6. गाय पर पाँच पंक्तियाँ
	7. दस पक्षियों के नाम

Syllabus (2014 – 2015) – Class – UKG

**DRAWING**

Book Recommended: Fun with Colours ‘B’ – DAV CMC			
<b>Term – I</b> <b>April to September</b>			
April	Draw and Colour	1. Mango 3. Umbrella	2. Bat and Ball 4. Ice-cream
	Fun with Colours	Pages 1 – 3	
May	Draw and Colour	1. Sun	2. Water-melon
	Fun with Colours	Pages 4 and 5	
	<b>Summer Vacation</b>		
	Holiday homework in the drawing copy	Leaf pasting on paper to make geometric forms of nature.	
	Fun with Colours	Pages 5 – 11	
June	Draw and Colour	1. Tree	2. Grapes
	Fun with Colours	Pages 12 and 13	
July	Draw and Colour	1. Hut 3. Fish	2. Fan 4. Apple
	Fun with Colours	Pages 14 to 17 Palms print / painting to make forms	
August	Draw and Colour	1. National Flag 3. Kites	2. Stars
	Fun with Colours	Pages 18 to 21 Rainbow making by paper cutting	
Syllabus for September	Draw and Colour	1. Rose 2. Rainbow (paper flower)	
	Fun with Colours	Page – 22 Finger print painting on particular forms	
<b>Summative Assessment – I</b>			
<b>Term – II (October to February)</b>			
October	Draw and Colour	1. A scenery with a boat. 2. An Aeroplane	
	Fun with Colours	Pages 23 and 24 Collage in geometric forms	
September	Draw and Colour	1. Lamp Trees with stars.	2. Sunflower Design of paper cutting
December	Draw and Colour	1. Bell Paper mask	2. Christmas tree with stars
January	Draw and Colour	1. A few vegetables	
February	<b>Revision for Summative Assessment – II</b>		
March	<b>Summative Assessment – II</b>		



Syllabus (2014 – 2015) – Class – UKG

**G.K. AND CONVERSATION (ENGLISH)**

Month	Topic	
April	Myself	What is your name? How old are you? What is your father's name? What is your mother's name? Who helps you with your studies at home? Who is your best friend?
May	My Family	How many members are there in your family? What is your home address? What is your contact number? What does your mother do? What does your father do?
June	My School	In which school do you study? What is the full form of DAV? How do you come to school? What is your school timing?
July	My School (contd..)	In which class do you study? How many students are there in your class? Who is the Principal of your school? Who is your class teacher?
	Why	Why were you absent yesterday? Why haven't you done your homework? Why are you crying? Why are you late? Why haven't you eaten your tiffin?
	What	What is Morning meal, Evening meal and Afternoon meal known as?
August	When	When is Children's day celebrated? When is Teachers day celebrated? When is Independence day celebrated? When is Republic day celebrated?
	Who, Whose	Who are you? Who is he? Who is she? Whose bag, water bottle, pencil, eraser, sharpener is this?
September	<b>Summative Assessment – I</b>	
October	Great Personalities	What is the full name of Chacha Nehru? When is his birthday? What is Mahatma Gandhi known as? When is his birthday celebrated? Who was Maharishi Dayananda? Who was known as Netaji?
November		Three sentences on Dusshera, Diwali and Id Three sentences on Christmas, Holi
December		Picture Reading – Garden, School and House
January		To say a few lines on a given object like ball, apple, pencil, water bottle etc.
February	<b>Revision</b>	
March	<b>Summative Assessment – II</b>	

**ENGLISH PROJECTS (MUST BE DONE IN SCRAP BOOK)**

<b>English Projects (Must be done in Scrap Books)</b>	
<b>Formative Assessment – I</b>	Paste picture of 5 a, e, i, o, u sound words 1. Stick objects (Match Sticks / Tooth Picks / Ice Cream Sticks / Coloured Papers / Straw) to give the concept of one and many. 2. Paste pictures to show near and distant objects (This / That)
<b>Formative Assessment – II</b>	1. Paste different coloured glazed paper cutting to give the concept of colours. 2. Paste pictures 5 objects which are red / blue / green / yellow / black / white / orange in colour. Paste pictures to differentiate between opposites Yes-no, in-out, fat-thin, sweet-sour, laugh-cry, long-short, tall-short, big-small, happy-sad, black-white
<b>Hindi Projects (Must be done in Scrap Books)</b>	
<b>Formative Assessment – I</b>	1. पाँच 'आ' की मात्रा वाले शब्दों के चित्र लगाओ। 2. पाँच 'इ', 'ई', 'उ', 'ऊ' की मात्रा वाले शब्दों के चित्र लगाओ।
<b>Formative Assessment – II</b>	1. पाँच 'ए', 'ऐ', 'ओ', 'औ' की मात्रा वाले शब्दों के चित्र लगाओ। 2. पाँच 'अ' की मात्रा वाले शब्दों के चित्र लगाओ।
<b>Maths Projects (Must be done in Scrap Books)</b>	
<b>Formative Assessment – I</b>	1. Fill in the missing numbers. Eg. (Refer to pg. 67 Kindergarten Maths) 2. Join the dots to complete the picture (refer to pg. no. 27, 83) 1. Count and write (Eg. Bindi, match sticks, mirrors etc.) 2. Count and add (refer to pg. 34 – 38)
<b>Formative Assessment – II</b>	1. Subtract – stick 6 bindies on one side. Put the sign (–) and stick 3 more bindies. Use a pencil to put a cross sign (x) on three bindies. Count and write the remaining bindies. 2. Paste pictures of 5 balls, write the number and write the number names. Eg. 1. Draw and colour different shapes. Circles, square, rectangle, sphere, cone, cube, cuboids. 2. Draw and colour 5 objects that are circle, square, rectangle, triangle, sphere, cone, cube, cuboid in shape.
<b>E V S Projects (Must be done in Scrap Books)</b>	
<b>Formative Assessment – I</b>	1. Stick the pictures of 5 fruits and vegetables. 2. Stick the pictures of vegetable used for making salad. 3. Stick the pictures of 5 flowers 1. Paste the pictures of (a) National animal (b) Milk giving animals (c) Wild animals (d) Birds (e) Food we eat and drink
<b>Formative Assessment – II</b>	1. Paste the pictures of things we use in the four seasons. 2. Stick the pictures of Means of Transport 3. Different parts of our body. 1. Paste pictures of Morning, Afternoon, Evening and Night. 2. Draw and colour things you see in the Night sky. 3. Paste pictures of different rooms in our house.

Syllabus (2014 – 2015) – Class – UKG

**ACTIVITIES**

<b>SUMMATIVE ASSESSMENT – I</b>	
1.	<p>Name of the activity: <b>Shivaji Says</b>                      Make all the children stand in a semi-circle. The teacher should give clear instructions which children should follow only if she starts with the words. “Shivaji says...” for example. “Shivaji says touch your hair”. Children should touch their hair. Whenever the words “Shivaji says” are omitted, children are not supposed to carry out that activity: if they do they are considered ‘out’.</p>
2.	<p>Name of the activity: <b>Guess the Riddles</b>                      Make all the children sit in a semi-circle. The teacher initiates the activity by asking a riddle. For example : “My colour is green, my beak is red. I say ‘tai-tai tell me who am I?’” If the children are unable to answer then the teacher can give clues. Children can also be encouraged to make up their own riddles and ask everyone.</p>
3.	<p>Name of the activity: <b>What is Missing?</b>                      Keep the objects like a leaf, pencil, twig, pebbles etc. in a tray. Make the children sit in a semi-circle. Call children one by one keep the tray in front of the child. Ask her/his to name each object. Then ask the child to close her/his eyes and remove any one object. Ask the child to open her/his eyes and name the missing objects.</p>
4.	<p>Name of the activity: <b>See what Dissolves</b>  <b>Material required</b> – Salt, sugar, mud, pebbles, san, flower, 5-6 glasses of water, spoons etc.                      How to Organise: Divide the children into two groups. Make one group sit in a semi-circle while the other group are engaged in another activity. Take 5-6 glasses of water. Mix any one of the above mentioned materials in the water. For example, salt and stir it till it dissolves. Let the children this. Similarly, mix all the things one by one in separate glasses and see which ones dissolves. Call the children one by one to name things that dissolve and those, do not dissolve.</p>
5.	<p>Name of the activity : <b>Repeat and Add</b>                      Make the children sit in a circle. Let one child start the game by saying – “I went to the market and bought an apple”. The next child should say – “I went to the market and bought an apple and a banana”. The third child says, “I went to the market and bought an apple, a banana and a mango</p>
<b>SUMMATIVE ASSESSMENT – II</b>	
1.	<p>Name of the Activity: <b>Show and Tell</b>  <b>Material required</b> - Various objects like leaf, ball, any toy etc.                      Make all the children sit in a semi-circle. The child carrying out the activity should stand facing the children. Ask one child performing the activity to select any object from the environment e.g. leaf, stone etc and talk about it. Children can also be asked to bring any object of their choice.</p>
2.	<p>Name of the Activity: <b>Picture Reading</b>                      Make all the children sit in a semi-circle. The teacher sits at a slightly higher level facing the children. The teacher should make sure that each and every child can see the picture chart. Show a picture chart or a picture from a book to the children and ask them questions related to the picture, for example, what is this? What is it used for? Where is she/he going/doing etc.</p>
3.	<p>Name of the Activity: <b>Complete the Sentences</b>                      Make all the children sit in a semi-circle. The teacher begins the activity by starting a sentence. For example “I went to...” Each child then has to complete this sentence for example. “I went to school” or “I went to the market”.</p>
4.	<p>Name of the Activity: <b>Conversation</b>                      Make all the children sit close to the teacher but the teacher sits at a slightly higher level than the children. This activity can be theme based. For example, if the theme is animals, then the teacher should encourage the children to share their knowledge about animals, their habits, habitats, sound etc.</p>
5.	<p>Name of the Activity: <b>Story Making</b>                      Make all the children sit in a semi-circle. The teacher starts the story by giving the starting sentences for example. “Once there was a parrot and a rat”. Then each child should be given a chance to add something more to the story for example. “They both were good friends:. Children may give varied responses like “they live in a jungle.” or “Once the parrot was caught by a hunter” etc. Every child’s response will help to extend the story further. The teacher will have to guide them often.</p>

