



**HRM**  
GLOBAL SCHOOL

**PRE-NURSERY**

# ANNUAL LEARNING PROGRESSION

# A PERSONAL NOTE TO PARENTS

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## **Dear Parents,**

A child is born with the ability to make sense of the experiences he/she goes through, and construct a coherent understanding of the world and self to be able to survive in it, and make required changes. To that end, learning is an undeniable natural process, which happens without effort.

However, for learning to happen at its optimal level, there are conditions- the child must feel secured in the environment, and have opportunity to engage with challenging and engaging tasks. While the emotional security releases excitement and energy to seek learning adventures, the higher complexity level of the task paves the way for continuous new learning.

Both these conditions are provided by the immediate nurturers, the parents. The larger family, the community, and the school and teachers follow. Thus, you are the first facilitators, teachers and the model of your child's learning. And when your young one begins formal schooling, it is also for you to ensure that the school can extend the learning that began at home, and to show how exciting and meaningful this new learning can be.

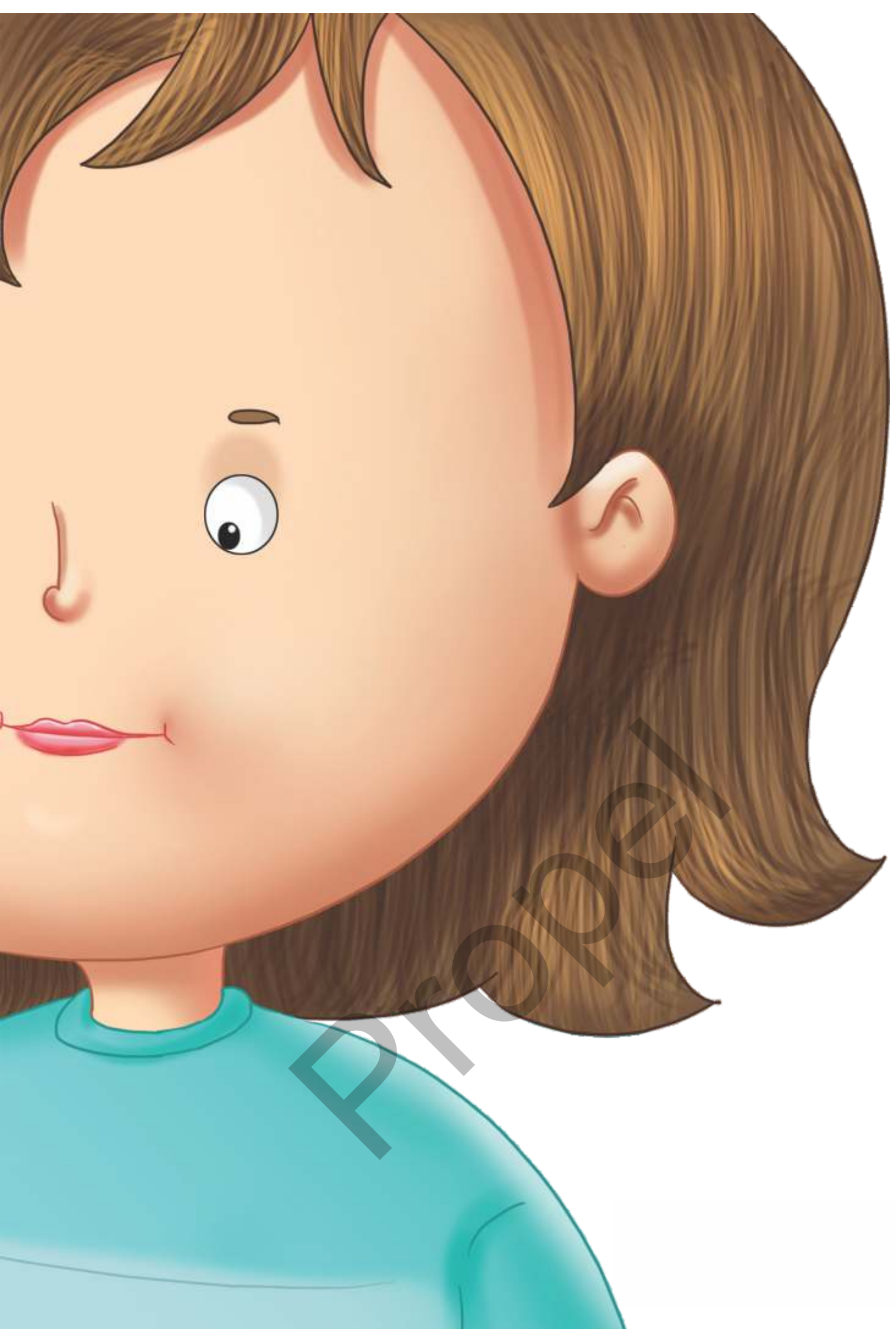
Your decision to entrust your child's education to our school family is an honour to us. Although we are capable and have the resources to provide your child with the best education possible, it cannot be done without your active involvement. Hence, please be fully involved in the development and growth of the child, as we begin the sacred task of nurturing your precious kid.

This handbook has been specifically created as a tool to assist you to be part of your child's learning process. It contains the curriculum for the entire year, supplemented with pointers that suggest various activities you can do with your child to take forward his/her learning. Use the handbook to stay involved in your child's learning.

We thank you for choosing this school. Rest assured we would do everything possible to ensure an exciting learning experience for your child.

**Warm Regards**

**The Principal**





# HOW ARE PRENURSERY CHILDREN LIKE?

It is important to know your child well. This helps you understand and relate to him/her better. It also enables you to support his/her learning in the best way he/she can learn.



Prenursery children are curious, easily distracted, keen on independence and still developing self-regulation. They are fascinated by the world around them, so you can expect lots of 'who', 'what' and 'why' questions. All children have their own patterns of growth, but some characteristics are common to children of Prenursery.

Young children grow in many ways.

AND THEY GROW RAPIDLY!

They are extremely active and curious.

They are interested in other children, yet individualistic.

They need more time to bring their attention to what you might be talking about.

They need structure and a routine to feel safe.

They ask a lot of questions and are eager to know the what, why and how of everything.

They are often great conversationalists and love to talk about the details of all sorts of subjects.

They try to recognise their emotions and express their feelings.

It is essential that parents and teachers become partners in the child's learning and development. For this, it is imperative for both of them to be in touch with each other. This helps in building a rapport and developing a relationship of trust.

Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic programme and how it works.

# WHAT DOES YOUR CHILD LEARN IN PRENURSERY?

Each grade has a syllabus. This is what students learn in each subject area. Teachers use the curriculum to help your child learn.



## ENGLISH ►

### LANGUAGE AND COMMUNICATION SKILLS

Follows commands with 2-3 steps, like "Pick out your PJs and brush your teeth"

Has conversations using 2-3 sentences at a time

Knows how to use pronouns like 'I,' 'you,' and 'we,' and knows some plural words like 'cats' and 'cars'

Names friends

Names common objects and understands words like 'in,' 'on,' and 'under'

Says first name, age, and gender

Speaks sentences with 3-4 words

Talks clearly enough that even strangers can usually understand



# MATHEMATICS▶

Mathematics is a hierarchical and abstract subject. Concepts and skills are developed using the previous knowledge and experiences of children. A lot of activities are planned to give a concrete experience to children. Each preceding concept feeds into the next. The curriculum offers an amalgamation of skills and concepts so that children apply them across all units. The skills visible in the curriculum are problem solving, representation, communication, connection, reasoning and estimation. Skills learnt in Prenursery curriculum are:



## THINKING AND MENTAL SKILLS

Copies circles

Does 3-4 piece puzzles

Knows what 'two' means

Makes up stories and plays make-believe with animals, dolls, and people

Names some colors

Screws jar lids on and off and turns door knobs

Stacks more than six blocks

Turns pages in a book one at a time

Uses toys with levers, buttons, and moving parts

Knows their gender and age

# PROJECT BASED LEARNING (PBL)▶

Project Based Learning (PBL) uses projects, which integrate concepts and skills from various subjects and domains of development. These projects make learning relevant and useful for children. They help them in establishing connections with the world around them. They emerge from children's immediate surroundings and are organised considering their cognitive development and social needs.

## MOVEMENT AND PHYSICAL SKILLS

Climbs and runs well

Jumps and may hop on one foot

Pedals a tricycle

Walks up and down stairs using one foot on each step

Can draw stick figures and use scissors

## SOCIAL AND EMOTIONAL SKILLS

Copies what adults and friends do

Doesn't get upset when parents leave, like at day care drop-off

Dresses and undresses without help

Gets the idea of 'mine,' 'his,' and 'hers'

Likes to help with tasks around the house

Openly shows affection

Really likes routine -- gets upset with big changes

Shows concern when friends are upset

Shows a wide range of feelings

Takes turns when  
playing with others



# HOW DO TEACHERS ASSESS STUDENTS' WORK?



Teachers assess students' work in many ways.

They talk to your child.

They watch your child at play and during various activities.

They check and give feedback on child's work (Classwork, homework and revision tasks).

They look for changes in your child's behaviour.



# WHAT CAN YOU DO TO HELP YOUR CHILD LEARN BETTER?

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## CONNECT TO THEIR WORLD

Take initiative to learn about what your child is currently learning at the school. Spend time making friends with your child, and becoming part of his/her world. It is not enough to know what the child is doing at school.

As a parent, you need to know what the child thinks and feels about the experiences he/she is going through in the school.



## TALK WITH THEM

Talking with children about their experiences motivates them to learn!

Here are some questions that you could use:



How was your day at the school?

Was there anything new and interesting in the school today?

What did you learn today?

Can you teach that to me?



## BE A RESOURCE

Students conduct first-hand research, may need to make observations when going on a family vacation or 'interview' you or others on a certain topic. Act as a resource ONLY when your child needs one.

## TRUST THE TEACHING

We are continuously learning from various new researches and practices from around the world so that the school can give your child the very best of learning environment.

We are there for you all the time. Just remember that our goals, yours and the school's, are the same—to nurture the genius in your child.



## BE IN TOUCH WITH WHAT IS HAPPENING IN SCHOOL

Attend all parent-teacher interaction meetings. These include TBL/PBL culminations in every term, term-end student report meetings, class-wise parent meetings, etc.

Read every circular and diary note that is given to your child.

Keep checking the school website for any updated information or to download worksheets and practice assignments for your child after the unit has been taught. Use the unique ID given to your child for the parental access to the website resources.

There may be an ambiguity at times about what your child is doing in the school. Don't panic. Call up the class teacher and seek clarity.

In case of queries or concerns, contact the class teacher and share your concerns. If it's still unresolved, email the school about it.











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TERM-1

# MYSELF

## SKILL/ CONCEPT

- Develop the ability to match, identify and name the colour red
- Develop the ability to share and express with the class
- Develop fine motor skills
- Sorting on the basis of a criteria
- Build fine motor skills and develop a sense of belonging
- Few and many
- Matching and pairing using concrete objects
- Introduction and quantification of number 1



- Develop number recognition of 1
- Feel positive and cared for in the class environment
- Listen to and respond to their names and recognise picture tags
- Familiarisation with spaces in the school
- Enjoy rhythm and develop gross motor skills
- Develop and enhance listening skills and vocabulary
- Familiarisation with classmates
- Identify and name body parts
- Understand daily routine
- Build the ability to share experiences
- Bring their favourite belongings and share about them
- Recognising letters t, a, p, n and i
- Finding names of objects in the surroundings related to these letters

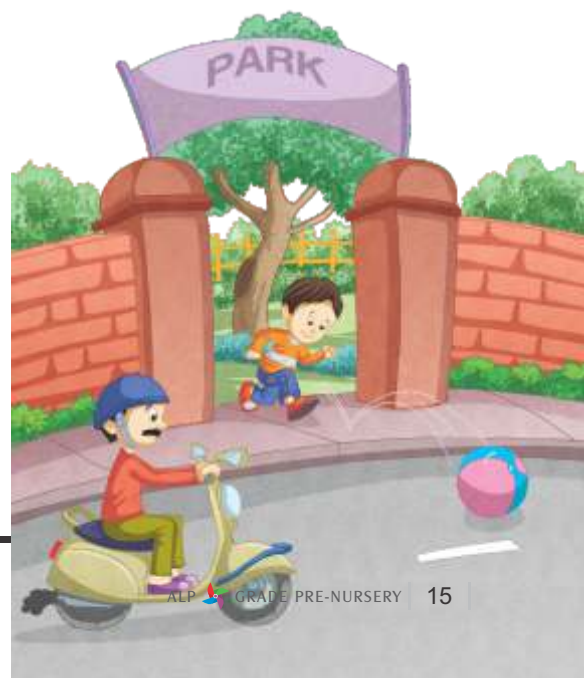


# PEOPLE AROUND US

## Family

### SKILL/ CONCEPT

- Explore available materials and make choices in activities like using beads, crayons, toys, books, etc.
- Learning to tidy up spaces after activities
- Using songs to do everyday activities like forming a circle and tidying up spaces
- Recognising and changing position of own name from the home board to the school board and vice versa as they come from home and go back
- Sharing experiences of what they did and where they went
- Distinguishing between loud and soft sounds
- Listening attentively to the different sounds of various objects like striking a plate with a stick, tearing or crushing paper, rubbing two spoons together
- Listening to stories with repetitive sounds and actions
- Singing common rhymes in the class
- Big and Small (Story of two fish) – Using clay to make fish in big and small sizes
- Recall the main idea in stories
- Learn the vocabulary of number two, understand quantification of two using concrete objects
- Matching and pairing to understand number two
- Introduction of names of various family members
- Using finger puppets for pretend play
- Creating pictures of family members using potato cut outs and water colours
- Making hand prints in their sketch files to build palm dexterity
- Develop the ability to match, identify and name the colour blue
- Blue theme party in the class
- Making a beaded necklace for their mother to develop fingerdexterity
- Distinguish blue from other colours
- Recognising letters s, c, r and h
- Finding names of objects in the surroundings related to these letters





# PEOPLE AROUND US

(Community Helpers)



## SKILL/ CONCEPT

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| <ul style="list-style-type: none"> <li>• Identify and observe the shape of a circle</li> <li>• Matching and sorting various circle shaped objects</li> <li>• Creating circle using clay and talking about their creation</li> <li>• Developing observation and recitation skills</li> <li>• Knowing about driver and the role he plays</li> <li>• Developing expression through art and craft</li> <li>• Reciting rhyme related to vehicles with actions</li> <li>• Knowing about doctor and the role he plays</li> <li>• Knowing about tools used by the doctor</li> <li>• Learn to use the expression 'Thank you'</li> <li>• Knowing about the tasks done by a maid and expressing gratitude for her contribution</li> <li>• Knowing about a barber and the role he plays</li> <li>• Knowing about the tools used by the barber</li> <li>• Knowing about a teacher and the role she plays</li> <li>• Knowing about various tools used by the teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Developing imagination through pretend play</li> <li>• Understand three as a quantity</li> <li>• Understand their school</li> <li>• Knowing about various things used in school</li> <li>• Knowing about various spaces in school</li> <li>• Creating bag buddies using cardboard</li> <li>• Drawing what they love about their school and teacher writes it down for them in their sketch files</li> <li>• Revising red colour and blue colour through activities on gross motor skills</li> <li>• Developing a perceptive sense of the quantity three</li> <li>• Knowing representation of three and matching it with corresponding number of concrete experience</li> <li>• Matching numeral representation with the corresponding pictures</li> <li>• Recognising letters e, m, d and k</li> <li>• Finding names of objects in the surroundings related to these letters</li> </ul> |
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# CARTOONS

## SKILL/ CONCEPT

- Knowing about food and its importance
- Developing fine motor skills
- Developing speaking skills using the context of cartoons
- Eating spinach pakoras in class, developing the habit of eating spinach
- Learning the importance of eating healthy food and drinking milk
- Knowing about various fruits and vegetables we eat
- Listening to the story 'A very hungry caterpillar'
- Learning table manners while eating
- Knowing and identifying yellow colour
- Yellow theme party in the class
- Understand the spatial concept of in and out
- Strengthen the concept of in and out using gross motor skills
- Understand number 4 and 5 as quantities
- Having a funny face party
- Making gifts using clay
- Hopscotch with numbers learnt till now
- Singing the rhyme five little monkeys jumping on the bed
- Identifying and naming the shape triangle by making triangular sandwiches
- Sorting out triangles and circles
- Listening to the story 'Goldilocks and the three bears'
- Recognising emotions and expressing it
- Looking at self and talking about own emotion
- Recognising letters g, o, u and l
- Finding names of objects in the surroundings related to these letters







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TERM-11



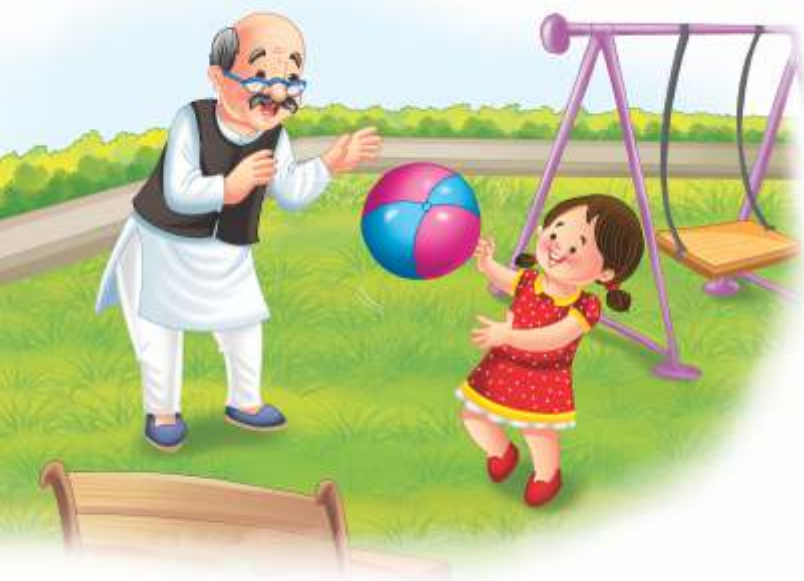
# CARTOONS

## SKILL/ CONCEPT

- Knowing about variety in food from the experience of visiting grocery store
- Developing fine motor skills by making food items of their choice, using clay.
- Developing speaking skills while talking about the food they shared.
- Sharing their tiffin to develop the habit of sharing.
- Identifying and naming fruits and vegetables through collage making activity.
- Naming, matching and identifying Black colour.
- Developing fine motor skills through water colour painting
- Develop listening and observation skills while listening to the story Thirsty Crow.
- Developing fine motor skills through sponge painting
- Revising numbers 1-5 through videos
- Understanding the sequence and progression of numbers 1-5
- Learning the quantification of numbers 1-5
- Identifying and matching rectangle through concrete materials around them and post card activity.
- Developing gross motor skills while playing the shapes game
- Identifying rectangle shape through sandwich making activity.
- Recognising and expressing various emotions through the puppet show.
- Expressing emotions collectively by participating in the parade.
- Expressing emotions through painting and working in groups.
- Recognising letters f, b, j and w
- Finding names of objects in the surroundings related to these letters







## LET'S GO OUT AND EXPLORE

### SKILL/ CONCEPT

- Developing listening, speaking and comprehension skills while listening to the story 'Leena Going to Park'
- Developing gross motor skills while playing the game of becoming the bogies of the engine and singing "Bacchon ki rail"
- Developing listening, speaking and comprehension skills while listening to the story 'Eric the Engine'
- Developing fine motor skills while coloring
- Developing gross motor skills while playing with toy car and turning around the obstacles while running on the tracks.
- Developing matching and sorting skills while playing with Dominoes.
- Developing fine motor skills by creating impressions of vehicles using stencils in their sketchbook and while colouring the worksheet.
- Developing recognition of number 6 through a story, different games and sensory experiences.
- Developing colour and number recognition while playing Dummy bus ride.
- Developing the understanding of quantification of number 6 through conversation, discussion, rhyme and game.
- Understanding the concept of heavy and light through experience.

- Exploring and identifying a variety of heavy and light objects using beam balance.
- Identifying a variety of heavy and light objects through experience and activity.
- Recognising letters u, z, y and x
- Finding names of objects in the surroundings related to these letters



# LET'S GO OUT AND EXPLORE

## SKILL/ CONCEPT

- Identifying and naming the colour green and brown
- Developing observation skills through games like touch the specified colour
- Developing gross motor skills in students whilst dancing
- Visiting a nearby bakery and spotting all the items that are brown in colour
- Learning about different festivals using observation and pretend play
- Sharing about various activities we do with our grandparents



- Recognising and quantifying the number 7 through story
- Making muffins using cotton and colour
- Spinning the number wheel and picking up as many candies as appear on the wheel by the child
- Developing counting and number correspondence using flash cards
- Reciting a rhyme 'Seven little cars speeding 'round the track'
- Playing friend roll and practicing gross motor skills of rolling the ball
- Find a friend in class
- Making a friendship garland using children's handprints
- Playing the game pass the smile
- Recognising letters q and v
- Finding names of objects in the surroundings related to these letters



## ANIMALS AROUND US

### SKILL/ CONCEPT

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|---|--|
| <ul style="list-style-type: none"> <li>• Knowing the names of different animals through a puppet</li> <li>• Introduction to different animals using the context of birthday of one animal</li> <li>• Creating a gift using colours for the puppet whose birthday is being celebrated</li> <li>• Recognising sounds of animals by listening to the story 'Who is sleeping? Oh, it's the Lion!'</li> <li>• Listening to sound clips to identify the names of animals to which the sounds belong</li> <li>• Colouring animal masks to build fine motor skills</li> <li>• Reciting Old Mac Donald had a farm</li> <li>• Knowing about animals in our home, farm and the jungle</li> <li>• Playing games for physical movement to strengthen understanding of up and down</li> </ul> | <ul style="list-style-type: none"> <li>• Recognising and quantifying the number 8</li> <li>• Understand quantification of numbers 1-8</li> <li>• Listening to the story 'Thirsty Crow'</li> <li>• Doing exercises for strengthening large muscles in context of animal movements e.g. climbing, crawling, rolling, running</li> <li>• Learning to balance using balancing beam</li> <li>• Learning to wait for their turn</li> <li>• Walking on foot print shapes</li> <li>• Playing pass the smile</li> <li>• Revising capital letters</li> <li>• Finding names of objects in the surroundings related to these letters</li> <li>• Colouring and tracing letters</li> </ul> |
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# ANIMALS AROUND US – BIRDS

## SKILL/ CONCEPT

- Understand the spatial concepts of up and down
- Observing common birds in our surroundings
- Making a bird feeder
- Imitating bird sounds
- Playing up and down game using the bird and rabbit puppets
- Listening to a story.
- Making a bird bookmark to develop fine motor skills



- Recognising birds in the surroundings
- Observing birds in their natural settings and noticing their features
- Listening to a story related to birds
- Recognising and quantifying number 9 through a story, using clay during one to one correspondence
- Identifying and matching pink colour objects
- Revising different colours
- Matching and identifying different shapes
- Revisiting recognising and quantifying numbers
- Revising capital letters
- Finding names of objects in the surroundings related to these letters
- Colouring and tracing letters

