

# SUMMERHILL INTERNATIONAL SCHOOL DEHRA DUN

## **ACADEMIC PLANNER (2024-25)**

CLASS:Jr.KG

The early years of childhood constitute the most significant period of life because this is when the foundations are laid for motor, sensory, cognitive, language, social and personality development. The Early Childhood Education Curriculum is a wide range of activities designed to assist the overall development of children.

We often think of curriculum as to what is being taught in the classroom i.e. a list of subjects and a set syllabus but this definition of curriculum is not appropriate for Nursery and Pre-Primary classes. These children are learning while playing, eating and even during washroom time. So every part of the school day is planned to help the children learn and develop intellectually, physically, socially, and emotionally.

We have designed an innovative curriculum for Jr.KG to reinforce concepts, ideas, skills and activities. We have broadly devised an Annual Programme and some of the suggested activities to help your child achieve the learning objectives set up for Class Jr.KG. For exact details, you may refer to the Monthly Plan which will be uploaded on to the class Whatsapp group on a monthly basis.



## **I. LANGUAGE SKILLS - FOUNDATIONAL LANGUAGE AND LITERACY :**

The main goal of the language curriculum is to enable the child to communicate with other people.

**There are four major skills that a child should have in order to communicate.**

### **ENGLISH LANGUAGE DEVELOPMENT**

**Here is a list of different activities devised to enhance the following abilities:**

#### **A) LISTENING**

- Stories
- Songs and Rhymes
- Sounds
- Commands/Instructions
- Play

#### **B) SPEAKING**

- Picture Cards
- Show and Tell
- Sentence completion
- Songs and Rhymes
- Role Play
- Puppets
- Imaginative Play
- Rhyming words
- Group discussions
- Planning and recalling
- Special Assembly
- Object Speaking



#### **C) READING**

- Story Reading
- Recognition of Words
- Reading of simple sentences from storybooks
- Fun with words
- Jolly Phonics groups with sounds(First/Middle/Last)

1. s, a, t, i, p, n
2. c, k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

## D) WRITING

- Copying one's own name
- Writing one's own name
- Jolly Phonics groups: s a t l p n /ck e h r m d/g o u l f b/ ai j oa ie ee or/ z w ng v oo oo, y x ch sh th th/qu ou oi ue er ar

## HINDI LANGUAGE DEVELOPMENT

Here is a list of different activities devised to enhance the following abilities:

### A) LISTENING

- Stories
- Songs and Rhymes
- Commands/Instructions
- Riddles
- Play
- Listen and Draw

### B) SPEAKING

- Special Assembly
- Planning and recalling
- Object Speaking
- Word Antakshari
- Songs and Rhymes
- Riddles
- Role Play
- Puppets
- Imaginative Play
- Rhyming words



### C) READING

- Picture reading
- Story reading
- Vyanjan (consonants)
- Swar (vowels)

- Fun with Words

#### **D) WRITING**

- Vyanjan (consonants)
- Swar (vowels)
- Picture name
- Word Fountain
- Picture Composition

#### **LEARNING OUTCOMES OF LANGUAGE DEVELOPMENT:**

Language development is an important part of child development. It supports the child's ability to communicate, express and understand feelings, think and learn, solve problems, and develop and maintain relationships. Learning to understand, use, and enjoy language is the first step in literacy, and the basis for learning to read and write.

## **II. COGNITIVE SKILLS ( FOUNDATIONAL NUMERACY) :**

Cognitive development refers to all the processes that take place in the child's brain. Children are provided with a wide range of opportunities every day to practice thinking, problem-solving, classifying, imagining, experimenting, etc.

### **A) BASIC CONCEPTS**

- Simple Comparisons of big/small, tall/short, long/short, more/less
- Grouping according to shape, size, and color
- Weight – heavy/light
- Sequencing as per shape size and color
- Shapes (Flat shapes and Solid shapes)

### **B) NUMBER CONCEPTS**

- Number games
- Number counting (0-100)
- Number Values (0-100)
- Number Names (One to Ten)
- Just after and in between (0-100)
- Just before (1-100)
- Place Values (Ones and Tens )
- Number Writing (1-50)



### **C) ENVIRONMENTAL CONCEPTS**

- Myself
- Sensory Play
- My Family
- My School
- My Surroundings
- Water
- Food
- Our Helpers
- Transport and Road Safety
- Animals and Birds
- Plants
- Light and Air

- Seasons
- Living/Non-Living Things

#### **D) THINKING SKILLS**

- Figurine Play
- Construction Play
- i) Blocks
- ii) Matching/Sorting/Classifying
- iii) Patterning
- iv) Seriation
- v) Lego
- vi) Puzzles
- Memory game
- Clay Moulding

#### **LEARNING OUTCOMES OF COGNITIVE SKILLS:**

Cognitive skill development in children entails the gradual development of learning abilities such as attention, memory, and reasoning. These important skills allow children to process sensory information and eventually learn to evaluate, analyze, remember, compare, and understand cause and effect. Environmental concepts imbibe the spirit of being eco-sensitive.

## **INCLUSIVE CLASSROOM**

**III. CREATIVE AND EXPRESSIVE ARTS ( Art Integration ):** Creative and expressive arts include 'art' such as drawing and painting, music, dance, and drama. These activities develop creativity and imagination, encourage self-expression, develop coordination, enjoyment, and appreciation.

### **A) ART AND CRAFT**

- Painting
- Print Making
- Tracing
- Clay Modelling
- Free Hand Drawing
- Craft work



### **B) MUSIC AND DANCE**

- Songs/Rhymes
- Making up songs
- Musical instruments
- Recorded music
- Dancing
- Move like a.....

### **C) DRAMA AND DRAMATIC PLAY**

- Dramatizing stories
- Pantomime
- Role Play
- Puppet Show
- Creative Drama

## **LEARNING OUTCOMES OF CREATIVE AND EXPRESSIVE ART:**

Artistic activities promote intellectual growth. Both sides of the brain are stimulated, increasing memory, attention, and concentration capacity. Reading skills are improved, and children perform better in math and science. Introduces new vocabulary and concepts to children.

#### **IV. PHYSICAL DEVELOPMENT:**

The main goal of physical development is to help the growth and development of the child's body and mind. It will also help the child to learn basic methods of health care and personal hygiene.

**The following activities help in Physical development:**

##### **A) Physical Education (Outdoor Play / Indoor Play)**

- Use of permanent play equipment
- Movable material
- Walk/Race
- Ball activities
- Lacing and stringing
- Sports day
- Obstacle Race
- Group Games
- Birds and Animal race



##### **B) Hygiene, Health Care, and Nutrition**

- Routines Field Trips
- Visitors/Guests
- Health Care Discussion
- Nutrition (Healthy and Unhealthy food)
- Correct Posture
- Medical Check-ups.

**LEARNING OUTCOMES OF PHYSICAL EDUCATION, HEALTH, AND HYGIENE:** The students will: Explore and develop kinesthetic awareness and skills and coordination through movement education. Engage in a variety of physical activities to develop skills in locomotor, non-locomotor, balance, and manipulative activities. Interact with each other in small groups to accomplish a game objective. Demonstrate the ability to share, be cooperative, and be safe with others.



## **V. Social and Emotional Growth :**

The child needs to be able to get along with others and feel confident. It also includes the child's understanding of family, religion, culture, community, and nationality. It also includes their ability to understand, express, and deal with their feelings in a positive manner.

### **A) Parents, Family, and Community**

- Personal Painting and Drawing
- Representing families
- Storytelling
- Role Play
- Parents' visits
- Communication and Teamwork



### **B) Religion, Culture, and Nationality**

- Celebration of Festivals
- Gayatri Mantra
- National Anthem
- Patriotic songs
- Legends and folk tales
- Collecting/pasting pictures related to festivals and leaders
- Birthday Celebrations

### **C) Independence, Cooperation, and Self-Esteem**

- Name Game
- Small Group projects
- Classroom Duties
- Classroom Rules

## **LEARNING OUTCOMES OF SOCIO-EMOTIONAL DEVELOPMENT:**

Increased self-efficacy, confidence, persistence, empathy, connection, and commitment to school, inculcation of age-old values and pride in our rich Vedic culture, and a sense of purpose, patriotism. Positive social behaviors and relationships with peers and adults are more prevalent. Reduced misbehavior and risk-taking behavior. Helps students apply knowledge they acquire in school to real-world problems and situations.

## **VI. EVALUATION :**

**A holistic and purposive assessment Research has shown that tests are not accurate when measuring children's abilities as they do not understand the concept of testing. We cannot compare one child's score with another. Children develop at different rates; therefore, we have no formal tests. Teachers measure children's progress by ongoing observations over the whole year. A child's progress is compared to his/her previous development and not to other children. The child's progress will be recorded by:**

- Anecdotal Record
- Checklist
- Collection of work