

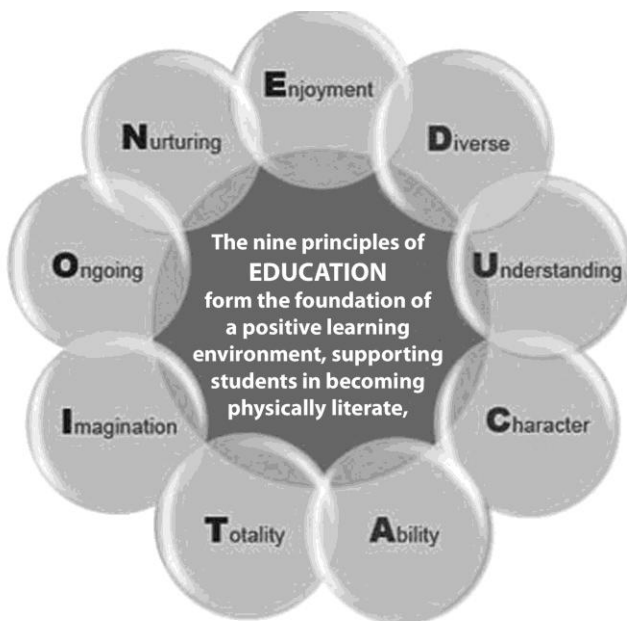


# DAV PUBLIC SCHOOLS

ODISHA ZONE – II

## SPLIT UP SYLLABUS FOR THE SESSION - 2018-19

CLASS – NURSERY



Managed By:  
DAV College Managing Committee, New Delhi

## **SYLLABUS 2018-2019**

### **DAV PUBLIC SCHOOLS, ODISHA ZONE - A**

#### **CLASS - Nursery**

#### **AN OVERVIEW**

- The syllabus aims to provide students a stress free environment and a joyful learning experience. This has been designed for +2 age group which intends to help children grow, learn and develop physically, socially, emotionally and intellectually.
- The school aims to develop inner abilities within a student through activities and observations.
- No formal examination will be conducted.
- The evaluation of students performances will be through regular observations and activities of a student in school i.e., CCE (Continuous & Comprehensive Evaluation).
- As evaluation will be done through CCE so pre-intimation in any assessment is not required.
- Minimum 75 % attendance is necessary for promotion.
- There will be 3 terms in an academic year i.e., TERM I (April -August), TERM II (September-December), TERM III (January - March).
- There will be P.T.M. on 2nd Saturday of each month. However, notice will be circulated regarding it for necessary discussion.








## LANGUAGE

Sl. No.	Activity	Procedure
1.	<b>LISTENING SKILL</b>	A story is narrated by the teacher with actions and feelings, using pictures and puppets.
	a) STORY TELLING	Children should be asked questions on: — names of characters. — action of the story. — end of the story. — whether the children liked the story or there is any other feeling. (Note: Pictures with word labels in lower case should be displayed.)
	b) STORIES ON CD	Pre-recorded stories of 8-10 minutes duration are played for the children.
	c) SONGS	Simple songs are sung by the teacher.
	d) ATTENTION TO SOUNDS	(i) Children are made to sit in silence in the class and name the sounds that they hear. (ii) Children are taken for a walk in the compound and they listen to the sounds they hear and name them, e.g. car/train/leaves/dog, etc.
	e) ANIMAL SOUNDS	(i) Sounds of the animals—Dog/Cat/Horse/Sheep/Lion/Tiger/Elephant/Monkey/Crow/Sparrow/Pigeon/Koel are played on the recorder. (ii) Pictures of the animals with the word labels are shown. Children are encouraged to identify the animals from the sound. (iii) Field trip to the Zoo may be arranged at the beginning of this activity.
	f) LOUD & SOFT SOUNDS	Recorded sounds of animals and natural sounds, like clapping/whistling/human speech/thunder/sound of car, train, aeroplane, etc., are to be played. Children identify loud and soft sounds.
	g) NEAR & FAR SOUNDS	Children are encouraged to listen to sounds coming

	<p>h) DIRECTION OF SOUND</p> <p>i) BEAT PATTERNS</p> <p>j) FUN WITH SOUNDS</p> <p>k) FOLLOW DIRECTIONS</p>	<p>from FAR to NEAR and going from NEAR to FAR of car/train/aeroplane, etc., and other different beats.</p> <p>Children are made to sit in a circle and one child stands blindfolded in the centre. A bell/a hooter is passed around and the blindfolded child points towards the source of the sound.</p> <p>Teacher claps a beat pattern/or blows a whistle in a pattern. Children are encouraged to repeat the rhythm.</p> <p>(i) _____ (i) _____ (ii) _____ (i) _____  (ii) _____ (ii) _____ (ii) _____ (ii) _____  (i) _____ (ii) _____ (ii) _____ (ii) _____  (ii) _____ (i) _____ (ii) _____ (i) _____  (i) _____ (ii) _____ (iii) _____ (i) _____ (ii) _____ (iii) _____  (iii) _____ (ii) _____ (i) _____ (iii) _____ (ii) _____ (i) _____</p> <p>(i) Children are encouraged to choose a rhyme or a song that explores speech sounds and then act accordingly. Some of the songs can be –Wheels of the bus, Old McDonald, etc. Children can also be encouraged to imitate the sounds of a horn, wiper of a bus, oink of a pig. neigh of a horse, etc.</p> <p>(ii) Children are asked to sit in a circle. Teacher begins by producing a body percussion sound, such as clapping of hands, stamping of feet and patting the tummy. The same is passed to the child sitting next to the, teacher and carries on. Teacher may change the action at any place of time.</p> <p>Children are given simple commands. One boy follows the command and other children imitate the commands in action.</p> <p>Commands to be learnt are -  COME/SIT/WALK/SPEAK OR SAY/STAND/GO/RUN/BE SILENT</p>
2.	SPEAKING SKILL	<p>(i) Children learn to say with understanding;</p> <p>My name is _____</p> <p>My Teacher's name is _____</p> <p>My Friend's name is _____</p>

	<p><b>Rhymes</b> (Rhymes 'n' Chime) <b>Term I (April to Aug.)</b></p> <p><b>Term II (Sep. to Dec.)</b></p> <p><b>Term III (Jan. to March)</b></p>	<p>Hello/Bye/I am going (ii) Children should be able to speak sentences of NOUN + VERB NOUN + VERB + ADVERB (iii) Children should be able to speak about weather. For example, It is raining. It is hot. It is dark. (iv) Children should learn the names of the parts of body. (v) Children should be able to name classroom objects.</p> <p>Thank You God, The Shining Sun, My Papa and Lovely Flowers.</p> <p>Days of the week, Aeroplane, Bits of paper, Jack and Jill, Peter -Peter Pumpkin Eater, Traffic Light</p> <p>Two Little Hands, Teddy Bear-Teddy Bear, Colour Song, One Two Buckle my shoe, Tring Tring Tring, Healthy Vegetables</p>
3.	<p><b>READING SKILL</b></p> <p>a) HANDLING BOOKS</p> <p>b) LISTENING</p> <p>c) DISCRIMINATION</p> <p>d) READING</p> <p><b>(Skill in English)</b></p> <p>1. April to Aug 2. Sep to Dec 3. Jan to March</p>	<p>Children are given books to handle and encouraged to turn the pages. It may not be important at this stage that the book should be held the right way up. Taking care of book, replacing, etc., is the main objective.</p> <p>Stories are read aloud from the books or story-cards by the teacher.</p> <p>Sorting, matching and pairing objects according to kind, colour, size, texture and shape.</p> <p>Children are encouraged to read books with picture-stories.</p> <ul style="list-style-type: none"> <li>- A to I</li> <li>- J to Q</li> <li>- R to Z</li> </ul>

4.	<b>WRITING SKILLS</b>	
	<b>Term I (April to Aug)</b>	- Standing line  - Sleeping Line 
	<b>Term II (Sept to Dec)</b>	- Curve  - Book Pg - 5 to 15 [L,T,I,F,E,H,]
	<b>Term III (Jan to March)</b>	- Book Pg - 16 to 30 [V,Y,X,A,K,N,Z,M,W,C] - Book Pg - 31 to 48 [B,R,U,O,Q,J,S, and A To Z]

### Books Prescribed : वर्णज्ञान (मौखिक)

Term-I April-August	Term-II September- December	Term-III January- March
मौखिक : अ - अ: लेखन अभ्यास : * रंग भरिए । * बूझो तो जाने । * चित्रों को सही वर्णों के साथ मिलाइए ।	मौखिक : क - म लेखन अभ्यास : * जोड़ी मिलाइए । * चित्र पहचानिए । * चित्रों को देखकर सही वर्ण पर गोला लगाइए । * बिंदुओं को स्वरों के क्रमों में मिलाकर उसमें रंग भरें ।	मौखिक : य - झ लेखन अभ्यास : * व्यंजनों को पहचान कर, पुस्तक के अंत में दिये गए स्टिकर को सही जगह पर चिपकाएँ । * जोड़ी बनाइए । * चित्रों को सही व्यंजन से मिलाइए ।



### HINDI RHYMES

#### Books Prescribed : तराने (कविताएँ)

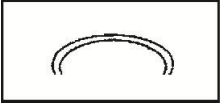
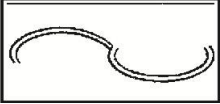
Term-1 April-August	Term-II September- December	Term-III January- March
* सवेरा * जुगनू * होली * गुब्बारे * सफेद	* डाकिया * पतंग * चिड़िया के बच्चे * मैडम * गरमी के फल * एक -एक	* मेरा छाता * सब्जियों की बातें * मदारी * चूहे की शादी * चींटी ने काटा



## MATHEMATICS

Sl. No.	Activity	Procedure
1	<b>SONGS</b>	Number songs/rhymes/stories.
2	<b>IDENTIFICATION</b>	(i) Identifying objects in a box or mystery-bag. (ii) Matching objects according to picture, colour and shape. (iii) Sorting objects according to picture, colour and shape. (iv) Pairing objects according to picture, colour and shape. (v) Missing objects from a tray to be identified by a child.
3	<b>NUMBERS</b>	(i) Verbal counting using objects, upto 10. Writing value upto 5 using objects, e.g. 
4	<b>COMPARISONS</b>	Size — big/small, long/short.
5	<b>SHAPES</b>	(i) Introducing circle, triangle, square and rectangle.  (ii) How many sides and corners these shapes have? (iii) How the above mentioned shapes are different from each other?
6	<b>WRITING SKILLS</b>	
	<b>TERM I (April to August)</b>	<b>Pg. 5 - 14</b>
	<b>TERM II (Sept. to Dec.)</b>	<b>Pg. 15 - 28</b>
	<b>TERM III (Jan. to March)</b>	<b>Pg. 29-44</b>

## ART & CRAFT

Sl. No.	Activity	Procedure
1	<b>PAINTING</b>	<p>Hand Printing.                      Sponge Printing.                      Potato Printing.                      Vegetable Printing.                      Finger Printing.                      Painting using a big thick brush.                      Mixing Primary Colours.                      Random drawing with crayons.</p>
2	<b>MOULDING AND MODELING</b>	<p>With Plasticine/Clay                      (The activities which can be done are feeling/rolling/twisting/stretching/ pinching/making balls.)</p>
3	<b>CRAFT</b>	<p>(i) Tearing newspaper and rolling.                      (ii) Tearing coloured paper and pasting.                      (iii) Pasting materials of different texture, e.g. chalk, sand, etc.                      (iv) Collage of seeds of rice/wheat/gram.                      (v) Collage of leaves.                      (vi) Folding paper to shapes.</p>
4	<b>COLOURING</b>	<p>(i) Filling large animal outlines with pencil colours or crayons.                      (ii) Colouring geometric shapes with colours.</p>
5	<b>ROPE/CORD</b>	<p>Using nylon cord to fit into cut out shapes on a board.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
6	<b>SKILLS IN CREATIVE ART</b>	
	<b>TERM I (April to August)</b>	Page 5 to 12
	<b>TERM II (Sept. to Dec.)</b>	Page 13 to 20
	<b>TERM III (Jan. to March)</b>	Page 21 to 28

## NATURE STUDY

Sl. No.	Activity	Procedure
1.	<b>WATER AND RAIN</b>	<p>(i) Children are introduced to the concept of rain and are encouraged to talk about the rainy season. They are asked questions about the uses of water.</p> <p>(ii) Dramatisation of absence of water.</p> <p>(iii) Dramatisation of too-much of rain.</p> <p>(iv) Children are asked to collect rain water in beakers and compare the quantity with each other using the words 'more/less' water.</p> <p>(v) Muddy water is collected in a tall jar at the beginning of the class. Children are asked-what will happen to the water if it is kept standing-collect observations at the end of the day.</p> <p>(vi) Objects which float/sink in water are demonstrated, after eliciting children's expectations.</p> <p>(vii) Living things in the water (plants/fishes/other animals).</p> <p>(viii) A plant is grown in the class compared to a plant grown in the lawn.</p> <p>(ix) Uses of water for personal hygiene.</p> <p>(x) Sounds of water.</p> <p>(xi) Ice and water.</p> <p>(xii) Growing things in water (onions, etc.).</p> <p>(xiii) Clouds - Rain - Water (how are they related).</p>
2.	<b>NATURE WALK</b>	<p>(i) Children are taken for a walk in the surrounding area or zoo to see big/small trees, parts of trees/plants, flowers/fruits/birds.</p> <p>(ii) Difference between Man-Made and Nature-Made things.</p>
3.	<b>SUN</b>	<p>(i) As a source of light—game using coloured glasses</p> <p>(ii) As a source of heat—keeping objects in the sun and the shade—using magnifying glass to burn paper.</p>
4.	<b>WONDERLAND (EVS)</b>	
	<b>Term I (April to August)</b>	Pg. No. 5-16
	<b>Term II (Sep. to Dec)</b>	Pg. No. 17-29
	<b>Term III (Jan to March)</b>	Pg. No. 30-44

