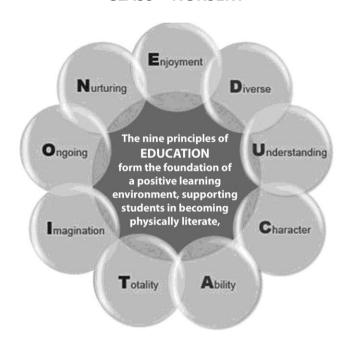


DAV PUBLIC SCHOOLS

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.

PLAY

SI.	Activity	Procedure
No.		
1.	FIGURINE PLAY (with dolls, cars, etc.)	Children are given a 'set' of figurine dolls and teacher encourages/builds up the play activity so that each child
2.	a) BLOCKS	plays with them. (I) Given three coloured cubes (4") each, teacher demonstrates the construction of a tower on the display table and draws the same on the board. Then, she encourages children to build the same. those who complete it fast are given additional cubes upto five. (ii) Children are given two cubes and a rectangle and asked to build a bridge (as shown). Children who complete the same are also encouraged to try the additional patterns.
	(b) BEADING	Children are given large beads and a thick thread with a plastic needle and shown how to thread it. They are encouraged to - - thread 3 large beads.(size of an egg) - thread 5 medium size beads. - thread 3 small beads.
	(c) KNOT	Children are given thick nylon ropes/wool and shown to make one simple knot.
	(d) CLAY	Children are given clay and asked to make simple models.
3	SENSORY PLAY a) TACTILE BOARDS	Children are given rough and smooth boards and asked to feel them with their hands. They are finally given five different types of rough to smooth boards and asked to grade them.
	b) TASTE	Sweet/Sour/Bitter.
	c) SMELL	Ask the children to smell aroma and pungent things and discriminate between the same.
	d) TUNING FORKS	High/Low sounds are made and children are asked to notice how they are different.

4	OLITDOOR PLAY	
4	a) RUN AND HOP TEMPLATES	Children are asked to: - run 10 metres from a starting line run holding hands in 2's from a starting point hop from one line to another, 3-5 feet apart hop in 2's from one line to another, 3-5 feet apart run from one line to another holding a book/a ball, 10 feet apart skip a rope held by the teacher.
	b) CATCH AND THROW	 (i) Children are given a ball and asked to throw it in front of him/behind/to the left/to the right. (ii) Toss and catch the ball while sitting. (iii) Toss and catch the ball while standing. (iv) Move the ball from one hand to the other. (v) Put the ball down and pick it up. (vi) Roll the ball around while sitting. (vii) Balance the ball and catch with two hands.
	c) BALANCING	 i) Balancing on a straight chalk line. (ii) Touch your knees while on the line. (iii) Touch your toes while on the line. (iv) Arms above your head. (v) Walk over a line. (vi) Walk over a line holding a bean bag/ball. (vii) Walk over a line clapping hands. (viii) Walk over a line/under a rope. (ix) Walk over a line/over a rope or a stick. (x) Climbing Jungle Gym
5	FREE PLAY	Sand and water play. (Children can play and have the activities of serving, pouring, measuring, mixing, sinking, 'floating and making models.)

LANGUAGE

SI.	Activity Procedure	
No.	7.00.0.0	110000010
140.	LISTENING SKILL	A story is narrated by the teacher with actions and
1.	LISTENING SKILL	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

		from FAR to NEAR and going from NEAR to FAR of car/train/aeroplane, etc., and other different beats.
	h) DIRECTION OF SOUND	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.
	i) BEAT PATTERNS	Teacher claps a beat pattern/or blows a whistle in a pattern. Children are encouraged to repeat the rhythm. (i)(i)(ii)(i)(ii)(ii)(ii)(iii)(iii)
	j) FUN WITH SOUNDS	(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. (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.
	k) FOLLOW DIRECTIONS	Children are given simple commands. One boy follows the command and other children imitate the commands in action. Commands to be learnt are - COME/SIT/WALK/SPEAK OR SAY/STAND/GO/RUN/BE SILENT
2.	SPEAKING SKILL	(i) Children learn to say with understanding; My name is My Teacher's name is My Friend's name is

		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.
	Rhymes	
	(Rhymes 'n' Chime) Term 1 (April to Aug.)	Thank You God, The Shining Sun, My Papa and Lovely Flowers.
	Term II (Sep. to Dec.)	Days of the week, Aeroplane, Bits of paper, Jack and Jill, Peter -Peter Pumpkin Eater, Traffic Light
	Term III (Jan. to March)	Two Little Hands, Teddy Bear-Teddy Bear, Colour Song, One Two Buckle my shoe, Tring Tring Tring, Healthy Vegetables
3.	READING SKILL	
	a) HANDLING BOOKS	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.
	b) LISTENING	Stories are read aloud from the books or story-cards by the teacher.
	c) DISCRIMINATION	Sorting, matching and pairing objects according to kind, colour, size, texture and shape.
	d) READING	Children are encouraged to read books with picture- stories.
	(Skill in English)	
	1.April to Aug	- Atol
	2.Sep to Dec	- J to Q
	3.Jan to March	- R to Z

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

Books Prescribed : वर्णज्ञान (मौखिक)

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

HINDI RHYMES

Books Prescribed : तराने (कविताएँ)

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

MATHEMATICS

SI.	Activity	Procedure	
No.			
1	SONGS	Number songs/rhymes/stories.	
2	IDENTIFICATION	 (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	NUMBERS	(i) Verbal counting using objects, upto 10. Writing value upto 5 using objects, e.g.	
4	COMPARISONS	Size — big/small, long/short.	
5	SHAPES	(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	WRITING SKILLS TERM I (April to August)	Pg. 5 - 14	
	TERM II (Sept. to Dec.)	Pg. 15 - 28	
	TERM III (Jan. to March)	Pg. 29-44	

ART & CRAFT

SI.	Activity	Procedure
No.		
1	PAINTING	Hand Printing.
		Sponge Printing.
		Potato Printing.
		Vegetable Printing.
		Finger Printing.
		Painting using a big thick brush.
		Mixing Primary Colours.
		Random drawing with crayons.
2	MOULDING AND MODELING	With Plasticine/Clay
		(The activities which can be done are
		feeling/rolling/twisting/stretching/ pinching/making balls.)
3	CRAFT	(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.
4	COLOURING	(i) Filling large animal outlines with pencil colours or
		crayons.
		(ii) Colouring geometric shapes with colours.
5	ROPE/CORD	Using nylon cord to fit into cut out shapes on a board.
6	SKILLS IN CREATIVE ART	
	TERM I (April to August)	Page 5 to 12
	TERM II (Sept. to Dec.)	Page 13 to 20
	TERM III (Jan. to March)	Page 21 to 28

NATURE STUDY

SI.	Activity	Procedure
No.		
1.	WATER AND RAIN	(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. (ii) Dramatisation of absence of water. (iii) Dramatisation of too-much of rain. (iv) Children are asked to collect rain water in beakers and compare the quantity with each other using the words 'more/less' water. (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. (vi) Objects which float/sink in water are demonstrated, after eliciting children's expectations. (vii) Living things in the water (plants/fishes/other animals). (viii) A plant is grown in the class compared to a plant grown in the lawn. (ix) Uses of water for personal hygiene. (x) Sounds of water. (xi) Ice and water. (xii) Growing things in water (onions, etc.). (xiii) Clouds - Rain - Water (how are they related).
2.	NATURE WALK	(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.(ii) Difference between Man-Made and Nature-Made things.
3.	sun	(i) As a source of light—game using coloured glasses (ii) As a source of heat–keeping objects in the sun and the shade—using magnifying glass to burn paper.
4.	WONDERLAND (EVS)	0 0 , 00 11 11 11
	Term I (April to August)	Pg. No. 5-16
	Term II (Sep. to Dec)	Pg. No. 17-29
	Term III (Jan to March)	Pg. No. 30-44