



ATOMIC ENERGY EDUCATION SOCIETY

Anushakti Nagar, Mumbai 400094

SUMMARY OF THE SYLLABUS FOR BALVATIKA – 1 (2024-2025)

S.NO	MONTHS	ENGLISH	MATHEMATICS	GENERAL KNOWLEDGE
1	APRIL-JUNE	<p><u>1.Readiness Activities:</u> for developing and strengthening :</p> <ul style="list-style-type: none">-gross and fine motor skills- eye hand coordination- aesthetic sense etc. <p>These contribute in the holistic development of children</p> <p><u>2.ConversationSkills :</u>Developing, Listening and Speaking skills for vocabulary and language development</p> <p>General conversation on familiar topics like</p> <ul style="list-style-type: none">- things we use in our daily life- things children bring to school-things children see in classroom-things children see in nature, park, play areas etc. <p>Rhymes, Stories and Picture Talk</p>	<p><u>1. Maths skills :</u> Math activities to develop and strengthen the skills of :</p> <ul style="list-style-type: none">- activities involving one to one correspondence-matching- sorting activities-sequencing- problem solving activities- activities to form patterns- observation- logical thinking- reasoning- ordering and seriation activities <p><u>2.Numbers :</u>The number 1</p> <ul style="list-style-type: none">-To understand that the number 1 represents one object of any kind	<p><u>1. Topics for Conversation :</u></p> <ul style="list-style-type: none">- Summer Season-Things we use in summer- Food we get to eat in summer <p>Concept- Hot and Cold</p>
2	JULY	<p><u>1. Conversation Topic :</u> Myself Conversation about self, birthday likes and dislikes, toys, etc.</p> <p><u>2. Capital Letters:</u> Oral introduction of Aa to Dd with their phonic sounds</p>	<p><u>1.Math activities to be continued</u></p> <p><u>2. Pre-maths concept:</u> Big and small To enable children to observe, compare, understand and differentiate between big and small objects</p> <p><u>3. Numbers :</u> The number 2</p> <ul style="list-style-type: none">-To understand that the number 2 represents two	<p><u>1.Conversation Topics:</u> Rainy Season</p> <ul style="list-style-type: none">-Things we need in Rainy Season- Food we get to eat in Rainy Season- Creatures seen in Rainy Season <p>Concept- Wet and dry</p>

		Rhymes, Stories and Picture Talk	objects of any kind - Oral counting of numbers 1 to 5 (to recognize and say the numbers)	-Parts of the body (Identifying the different parts of the body)
3	AUGUST	<p>1. Conversation Topic: My Family Conversation about family members, their names, their role in the family, work they do etc.</p> <p>2. Capital Letters: Oral introduction of Ee to Hh with their phonic sounds</p> <p>Rhymes, Stories and Picture Talk</p>	<p>1. Pre-maths concept: Tall and Short To enable children to observe, compare, understand and differentiate between tall and short objects</p> <p>2. Numbers : The number 3 -To understand that the number 3 represents three objects of any kind</p> <p>- Oral counting of numbers 1 to 10 (to recognize and say the numbers)</p>	<p>1. Conversation Topics: Good Habits & Cleanliness</p> <p>2. Colours: - Primary Colour-Red</p> <p>3. Festivals: -Independence Day -Rakhi</p>
4	SEPTEMBER	<p>1. Conversation Topic: My School Conversation about the name of the school, location, play area in the school etc.</p> <p>2. Capital Letters: Oral introduction of li to Ll with their phonic sounds</p> <p>Rhymes, Stories and Picture Talk</p>	<p>1. Numbers : The number 4 -To understand that the number 4 represents four objects of any kind</p> <p>- Oral counting of numbers 1 to 10 (to recognize and say the numbers)</p> <p>2. Introduction of the shape- Circle ○</p>	<p>1. Conversation Topics: - Days of the week Learning the names of the days of a week</p> <p>2. Colours: - Primary Colour-Yellow</p> <p>3. Festivals: -Ganesh Chaturthi</p>
5	OCTOBER	<p>1. Conversation Topic: My Home Conversation about different rooms in a house and the purpose for which they are used</p> <p>2. Pattern – Writing -Vertical lines -Horizontal lines - - - -</p>	<p>1. Numbers : The number 5 -To understand that the number 5 represents five objects of any kind</p> <p>- Oral counting of numbers 1 to 15 (to recognize and say the numbers)</p> <p>2. Introduction of the shape- Square □</p>	<p>1. Conversation Topics: - Months of a year</p> <p>2. Colours: - Primary Colour-Blue</p> <p>3. Festivals: Dussehra</p>

		<p><u>3.Capital Letters:</u> Oral introduction of Mm to Pp with their phonic sounds</p> <p>Rhymes, Stories and Picture Talk</p>		
6	NOVEMBER	<p><u>1.Pattern – Writing</u> -Slanting lines /// \\\ -Up Down and Down Up lines lines MM WW -Zig zag lines ZZZZ</p> <p><u>2.Capital Letters:</u> Oral introduction of Qq to Tt with their phonic sounds</p> <p>Rhymes, Stories and Picture Talk</p>	<p><u>1. Numbers :</u> The number 6 -To understand that the number 6 represents six objects of any kind</p> <p>- Oral counting of numbers 1 to 20 (to recognize and say the numbers)</p> <p>2.Introduction of the shape- Triangle </p>	<p><u>1.Conversation Topics:</u> Fruits -To identify and say the names of few common fruits</p> <p><u>2.Festivals:</u> Diwali</p>
7	DECEMBER	<p><u>1.Pattern – Writing</u> -Curves C C C,))</p> <p><u>2.Capital Letters:</u> Oral introduction of Uu to Xx with their phonic sounds</p> <p>Rhymes, Stories and Picture Talk</p>	<p><u>1.Numbers :</u> The number 7 -To understand that the number 7 represents seven objects of any kind</p> <p>- Oral counting of numbers 1 to 20</p> <p>2.Introduction of shapes- Rectangle </p>	<p><u>1.Conversation Topics:</u> Vegetables -To identify and say the names of few common vegetables Winter Season -Weather Conditions -Things we use in winter</p> <p><u>2.Festivals:</u> -Christmas</p>
8	JANUARY	<p><u>1.Pattern – Writing</u> -Curves UUU , n n</p>	<p><u>1.Pre-maths concept:</u> More and Less To enable children to observe, understand and compare different quantities of things</p>	<p><u>1.Conversation Topics:</u> Animals -To identify and say the names of few common animals</p>

		<p><u>2.Capital Letters:</u> Oral introduction of Yy and Zz with their phonic sounds Rhymes, Stories and Picture Talk HINDI : अ, आ (ORAL)</p>	<p><u>2. Numbers :</u> The number 8 -To understand that the number 8 represents eight objects of any kind - Oral counting of numbers 1 to 20</p>	<p><u>2.Festivals:</u> -Pongal -Republic Day</p>
9	FEBRUARY	<p><u>1.Pattern – Writing</u> -Curves S,O -Mixed Patterns <u>2. Capital Letters:</u> Oral recapitulation of Aa and Zz Rhymes, Stories and Picture Talk HINDI : इ & उ (ORAL)</p>	<p><u>1.Pre-maths concept:</u> -Same Different To enable children to observe, understand and compare differences -Full Empty To enable children to understand the concept <u>2. Numbers :</u> The number 9 -To understand that the number 9 represents nine objects of any kind - Oral counting of numbers 1 to 20</p>	<p><u>1.Conversation Topics:</u> Birds -to identify and say the names of few common birds</p>
10	MARCH	<p><u>1.Capital Letters:</u> Oral recapitulation of Aa and Zz Rhymes, Stories and Picture Talk HINDI : ई & ऊ (ORAL)</p>	<p><u>1. Numbers :</u> The number 10 -To understand that the number 10 represents ten objects of any kind - Oral recapitulation of numbers 1 to 20</p>	<p>Revision of all topics done <u>1.Festivals:</u> -EID -Holi Revision</p>

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Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 2 (2024-25)

ENGLISH

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUNE	<p>1. Revision of all strokes learnt in Balvatika 1I – C / \ U etc.</p> <p>2. Pattern formation using strokes</p> <p>3. Capital letters : To be written in Red and Blue line with gap books</p> <p>APRIL - L, T, I, E, F, H</p> <p>JUNE – A, V, W,</p> <p>Phonic drill</p>	<p>-Revise all the strokes taught in Balvatika 1</p> <p>-Worksheets</p> <p>-Encourage the children to follow the particular pattern legibly</p> <p>Introduce one letter at a time and help students:</p> <p>-To recognize and write the letters</p> <p>-To identify , say and write the letter</p> <p>-To understand the related phonic sound</p> <p>-To identify and name some vocabulary related to the letter</p> <p>-To write the letter correctly within the four lines of the notebook</p> <p><u>Worksheets</u></p> <p>-Colour the correct picture for the given letters</p> <p>-Match the objects with the letters</p> <p>-Circle the correct letter</p> <p>-Draw objects for the given letter Write the first letter of the picture</p>	<p>Real objects in the surroundings, Flash cards, Picture cards, Puppets or any other learning aid</p>

		<p>4. General Conversation/ Picture talk:</p> <p>Myself</p>	<p>-General conversation/ Picture talk to be done on daily basis (initially to be done in mother tongue / language that the child understands local language/ home language). This helps the children to understand, to help students express themselves and develop language skills.</p> <p>Free and guided conversation supporting students in using a variety of communication strategies including gestures and non verbal expressions.</p> <p>- The teacher should start the conversation by introducing herself and encourage children to tell about himself /herself.</p> <p>-Encouraging positive interaction among the children(interaction between peers), interaction between children and teachers, children and material (toys, puppets etc.)</p> <p>-Encouraging the children to speak in complete sentences</p> <p>Eg: I am a boy/girl. My name is_____. I like to_____.</p> <p>(More such age appropriate sentences)</p> <p>-The topic can be introduced through a story or picture talk.</p> <p>- Rhymes, Stories and Picture Talk</p>	<p>Flash cards, Picture cards, Puppets, Story cards, Story books, Picture books or any other learning aid</p> <p>Big font reading books, Story books, concept picture books (eg: fruits, colours etc.)</p>
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		<p>5. Reading Comprehension:</p> <p>Rhymes, Stories and Songs</p>	<ul style="list-style-type: none"> -Reading activity to be done regularly -The classroom should be print rich (labeling the objects in the classroom in big font size) -Ample opportunities should be given to handle books where the children learn to flip pages, pretend to read etc. -Showing children the cover page, first page and the last page of the book -Letting the children know the directionality of the print: follows from left to right and the reading is done from top to bottom -Showing children how to move a finger across the page and have their eyes follow the finger (during the story- telling time/ reading other books) <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions Read aloud followed by digital stories</p>	
2	JULY	<p>1. Capital letters : To be written in Red and Blue line with gap books</p> <ul style="list-style-type: none"> - N, M, K, X, Y, Z - P, B, R, D <p>Phonic drill</p>	<p>Introduce one letter at a time</p> <ul style="list-style-type: none"> -To recognize and write the letters -To identify , say and write the letter -To understand the related phonic sound -To identify and name some vocabulary related to the letter -To write the letter correctly within the four lines of the notebook <p>Worksheets</p> <ul style="list-style-type: none"> -Colour the correct picture for the given letters 	<p>Real objects in the surroundings, Flash cards, Picture cards, Puppets or any other learning aid</p>

		<p>2. General Conversation/ Picture talk: My Family</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<ul style="list-style-type: none"> -Match the objects with the letters -Circle the correct letter -Draw objects for the given letter Write the first letter of the picture -The topic can be introduced through a story or picture talk - Drawing stick figures of family members - Learning rhymes and songs based on the topic -Reading activity to be done regularly -The classroom should be print rich (labeling the objects in the classroom in big font size) -Ample opportunity should be given to handle books where the children learn to flip pages, pretend to read etc. -Showing children the cover page, first page and the last page of the book -Letting the children know the directionality of the print: follows from left to right and the reading is done from top to bottom -Showing children how to move a finger across the page and have their eyes follow the finger (during the story- telling time/ reading other books) Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions 	<p>Flash cards, Picture cards, Finger Puppets, Glove Puppets, Stick Puppets, Story cards, Story books, Picture books or any other learning aid.</p> <p>Big font reading books, Story books, concept picture books (eg: fruits, colours etc.)</p>
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<p>3</p>	<p>AUGUST</p>	<p>1.Capital letters : To be written in Red and Blue line with gap books</p> <p>- C, O, Q, S, G, J</p> <p>and UPhonic drill</p> <p>2.General Conversation/ Picture talk:My Friends and Birthday</p> <p>3.Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time</p> <p>- Activities: As suggested for the other letters above</p> <p>-Initiate and encourage conversations in the classroom, talking about the child’s friends/ classmates/ playmates</p> <p>-Encourage the children to talk about their birthday</p> <p>-Activity: Doll Birthday party can be celebrated in the school</p> <p>-Create opportunities for conversation and encourage conversation with the help of puppets, stories, picture talk etc.</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Flash cards, Picture cards, Finger Puppets, Story books etc.</p>
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4	SEPTEMBER	<p>1. Capital letters : To be written in Red and Blue line with gap books</p> <p>2. Small letters : To be written in Red and Blue line with gap books</p> <p>- a to h</p> <p>Phonic drill</p>	<p>-Writing the alphabet in sequence (A to Z)</p> <p>-Introduce one letter at a time</p> <p>- Activities: As suggested for the other letters above</p>	
		<p>3. General Conversation/ Picture talk: House and rooms in a house</p> <p>4. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-During Doll Play draw children's attention towards the different things in the different areas of the doll house and encourage them to talk about the different rooms in their house and the things they see in the respective rooms</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Doll house, Flash cards, Picturecards, Finger Puppets, Story books etc.</p>

6	NOVEMBER	<p>1. <u>Small letters</u> : To be written in Red and Blue line with gap books -q to z</p> <p>Phonic drill</p> <p>2. General Conversation/ Picture talk :A Train/ Bus Journey</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time - Activities: As suggested for the other letters above</p> <p>-Encourage the children to talk about the places they have visited and the things they saw during the journey. -Have a make-belief bus / train journey with active participation of the children (during the play time). -Things like ticket counters, green and red flags etc. can be arranged, children can play the roles of passengers, engine driver, conductor, guard etc.</p> <p>-Reading activities as mentioned in the previous months</p> <p>-Singing rhymes and songs that describe a bus journey or a train journey</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	<p>Word cards, picture cards, charts puzzles, toy train etc.</p>
7	DECEMBER	<p>1. <u>Small letters</u> : To be written in Red and Blue line with gap books - a to z</p> <p>Phonic drill</p>	<p>- Activities: As suggested for the other letters above</p> <p>-Have a conversation about the teacher and the work she does</p>	<p>Blackboard work</p>

		<p>2. General Conversation/ Picture talk: My Teacher</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	
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8	JANUARY	<p>1. Capital & Small letters : To be written in Red and Blue line with gap books</p> <ul style="list-style-type: none"> - A to Z - a to z <p>Phonic drill</p> <p>2. General Conversation/ Picture talk: Park/ Garden</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>-Introduce one letter at a time</p> <p>- Activities: As suggested for the other letters above</p> <p>-Match the small letters with the capital letters and vice-versa</p> <p>-Take the children to a nearby park/ garden and encourage them to observe things around them</p> <p>-Encourage them to collect some leaves, flowers, pebbles, feathers etc.(These can later on be used in the classroom for counting, seriation activities etc.)</p> <p>-Encourage them to talk about any other park or garden they have visited</p> <p>-Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	
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9	FEBRUARY	<p>1. Capital & Small letters : To be written in Red and Blue line with gap books</p> <ul style="list-style-type: none"> - Aa to Zz Phonic drill <p>2. General Conversation/ Picture talk: A Birthday party</p> <p>3. Reading Comprehension</p> <p>Rhymes, Stories , Songs and Games</p>	<p>- Activities: As suggested for the other letters above</p> <ul style="list-style-type: none"> - Explain the importance of Birthdays - Encouraging students to discuss how they celebrate their birthdays - A doll's birthday party can be enacted in the classroom - Preparing a birthday chart of the children <p>- Reading activities as mentioned in the previous months</p> <p>Rhymes, Stories and Songs involving a lot of rhyming words and repetitions with actions</p>	Dolls, puppets, picture cards, birthday chart etc.
10	MARCH	1. Revision	Revision	

ATOMIC ENERGY EDUCATION

SOCIETY

Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 2 (2024-25)

HINDI

S.NO .	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
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1	APRIL to JUN E	<p>1.Introduction of स्वर - अ से अं (Orally) Written :- अ ,आ, इ & ई</p>	<ul style="list-style-type: none"> -Encourage the children to name few objects they see around in the language they know, later teacher tells them what they are called in the particular language (Hindi) -Introduction of स्वर to be done through flash cards, picture cards, black board work etc. and their related vocabulary -Phonological awareness (relating the sound to its letter) -Proper formation of the letters to be emphasized -Rhymes -Worksheets -सही अक्षर पर गोला लगाओ -सही अक्षर से चित्र मिलाओ - चित्र बनाओ - पहला अक्षर लिखो - अक्षर से अक्षर मिलाओ 	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.
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2	JULY	<p>1. उ से अं : Written</p> <p>2. स्वर अ से अं (Written)</p>	<p>-Introduction of letters to be done through flash cards, picture cards, black board work etc. and their related vocabulary</p> <p>-Phonological awareness (relating the sound to its letter)</p> <p>-Proper formation of the letters to be emphasized</p> <p>-Rhymes</p> <p>-Worksheets</p> <p>-सही अक्षर पर गोला लगाओ</p> <p>- सही अक्षर से चित्र मिलाओ</p> <p>- चित्र बनाओ</p> <p>- पहला अक्षर लिखो</p> <p>- अक्षर से अक्षर मिलाओ</p>	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.
3	AUGUST	<p>1. व्यंजन :- क,ख,ग,घ (Oral &Written)</p>	<p>-Introduction of व्यंजन to be done through flash cards, picture cards, black board work etc. and their related vocabulary</p> <p>-Phonological awareness (relating the sound to its letter)</p> <p>-Proper formation of the letters to be emphasized</p> <p>-Rhymes</p> <p>-Worksheets</p> <p>-सही अक्षर पर गोला लगाओ</p> <p>- सही अक्षर से चित्र मिलाओ</p> <p>-चित्र बनाओ</p>	Flash cards ,chalk and board, puzzles picture cards, story cardsetc.


			-पहला अक्षर लिखो - अक्षर से अक्षर मिलाओ																
4	SEPTEMBER	1. व्यंजन :- च,छ,ज,झ ट,ठ,ड,ढ,ण (Oral &Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
5	OCTOBER	1. व्यंजन :- त,थ,द,ध,न (Oral &Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
6	NOVEMBER	1. व्यंजन :- प,फ,ब,भ, म (Oral &Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
7	DECEMBER	1. व्यंजन :- य,र,ल,व श,ष,स,ह (Oral &Written)	-Introduce one letter at a time - Activities: As suggested for the other letters above	Chart, flash cards, puzzles, traceboards etc.															
8	JANUARY	1. □□□□□□□□ (Written) 2.Introduction of: बिना मात्रावाले दो और तीन अक्षर के शब्द	- Writing of □□□□□□□□ - Activities: As suggested for the other letters above -Introduce the words with pictures, writing in notebook - <table border="1" data-bbox="1212 1265 1862 1458"> <tr> <td>हल</td> <td>बस</td> <td>फल</td> <td>घर</td> <td>जग</td> </tr> <tr> <td>टब</td> <td>नल</td> <td>रथ</td> <td>वक</td> <td>मग</td> </tr> <tr> <td>कमल</td> <td>मटर</td> <td>बटन</td> <td>कलम</td> <td>बतख</td> </tr> </table> etc.	हल	बस	फल	घर	जग	टब	नल	रथ	वक	मग	कमल	मटर	बटन	कलम	बतख	Chart, flash cards, puzzles, traceboards etc.
हल	बस	फल	घर	जग															
टब	नल	रथ	वक	मग															
कमल	मटर	बटन	कलम	बतख															

			-Worksheets -सही शब्द पर गोला लगाओ - सही अक्षर से चित्र मिलाओ - शब्द के चित्र बनाओ - चित्र देखकर शब्द लिखो				
9	FEBRUARY	1. □□□□□□□□ (Written Recapitulation) 2.Introduction of : बिना मात्रावाले दो और तीन अक्षर के समूहसे बने वाक्य	2. - Recapitulation of □□□□□□□□ and शब्द -Writing of : बिना मात्रावाले दो और तीन अक्षर के समूहसे बने वाक्य जैसे: <table border="1" style="margin-left: 20px;"> <tr> <td>अमर घर चल ।</td> </tr> <tr> <td>गगन जल भर ।</td> </tr> <tr> <td>etc.</td> </tr> </table>	अमर घर चल ।	गगन जल भर ।	etc.	Chart, flash cards, puzzles, traceboards etc.
अमर घर चल ।							
गगन जल भर ।							
etc.							
10	MARCH	1. Revision	Revision				

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SYLLABUS FOR BALVATIKA – 2 (2024-25)


MATHS

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUN E	<p>1. Revision of Pre math Concepts - Big and small -Tall and short -More and less</p> <p>Introduction of Same and different</p> <p>2. Shape –Circle </p>	<p>-Revision of Pre math Concepts - Big and small -Tall and short -More and less</p> <p>--Variety of objects can be shown to students to help them understand the similarities and differences in their sizes, colours, shapes etc. -Matching, Sorting and grouping activities - Rhymes, Songs, Stories and Picture Talk -Worksheets</p> <p>-Show children a circular object and ask them to observe the things around them and name or pick or show a few objects that are of circular shape -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p>	<p>Concrete objects, non-standard tools of measurement like cups, glasses, toy buckets etc.</p> <p>Sand play, water play</p> <p>Seriation tower of the shape</p> <p>Real objects, flash cards, chalk and board, puzzles etc.</p>


		<p>3. Introduction of concept : - Zero/ Nil/ Nothing</p> <p>4. Written :- Numbers 1 – 5</p> <p>5. Number Recognition 1- 20 (Oral counting)</p>	<p>-Make the children understand that zero stands for 'NIL' -Make the children aware that things reduce in number and become 'NIL' -Rhymes on the above concept</p> <p>-To recognize and write the numbers 1 to 5 in the square ruled book</p> <p>- To identify and say the numbers 1- 20</p> <p>Activities</p> <p>-Counting, Sorting and making sets of objects -Matching the objects with the correct numbers -Counting and threading beads -Picture talk/ stories based on the number concepts -Number Rhymes -Using clay to shape the form of numbers</p> <p>Worksheets</p> <p>-Count the objects and write the number - Count the objects and match with the correct number - Count the objects and circle the correct number -Draw objects/ balls for the given number etc.</p>	<p>Abacus, beads etc. Black board, chalk, beads, concrete objects, picture cards, story cards etc.</p>
2	JULY	<p>1.Pre math Concepts - Heavy and Light</p>	<p>-Explain the concept of Heavy and Light to the children with concrete examples like stones, feathers, leaves etc. It helps the children to identify the objects they can pick easily and the objects they cannot. It helps to develop thinking and problem solving skills -Along with the concept of heavy and light, the teacher can introduce the concept of float and sink -Water play activity to make the students understand that heavy objects sink and light objects float</p>	<p>Concrete objects, tub, water, sand play, water play etc.</p>

			- Rhymes, Songs, Stories and Picture Talk	
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		<p>2. Shape – Square </p> <p>3. Written :- Numbers 6–10</p> <p>4. Number Recognition 1- 30 (Oral counting)</p>	<p>-Worksheets</p> <p>-Show children a square shaped object and ask them to observe the things around them and name or pick or show a few objects that are in square- shaped</p> <p>-Making pictures and designs with cut out of the shape</p> <p>-Sorting/ Matching activities</p> <p>-Worksheets</p> <p>-Clay activities</p> <p>-To recognize and write the numbers 6 to 10 in the square ruled book</p> <p>-To write the numbers 1 to 10 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1- 30</p> <p><u>Activities</u></p> <p>-Counting, Sorting and making sets of objects</p> <p>-Matching the objects with the correct numbers</p> <p>-Counting and threading beads</p> <p>-Picture talk/ stories based on the number concepts</p> <p>-Number Rhymes</p> <p>-Using clay to shape the form of numbers</p> <p><u>Worksheets</u></p> <p>-Count the objects and write the number</p> <p>- Count the objects and match with the correct number</p> <p>- Count the objects and circle the correct number</p> <p>-Draw objects/ balls for the given number</p> <p>-Write the next number</p> <p>-Write the number that comes between the given numbers</p> <p>-Write the missing numbers etc.</p>	<p>Picture cards, black board activity, puzzles etc. Seriation tower of the shape</p> <p>Abacus, beads etc.</p>
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3	AUGUST	<p>1.Pre math Concepts - Full and empty</p> <p>2. Shape – Triangle </p> <p>3.Written :- Numbers 11–20</p> <p>4. Number Recognition 1- 40 (Oral counting)</p>	<p>-The concept can be introduced with simple activities using concrete objects like water bottles, basket with leaves or flowers etc.</p> <p>-The concept is strengthened during water play and sand play as they get firsthand experience</p> <p>- Rhymes, Songs, Stories and Picture Talk</p> <p>-Worksheets</p> <p>-Show children an object that is triangular in shape and ask them to observe the things around them and name or pick or show a few objects that are of triangular shape</p> <p>-Making pictures and designs with cut out of the shape</p> <p>-Sorting/ Matching activities</p> <p>-Worksheets</p> <p>-Clay activities</p> <p>-To recognize and write the numbers 11 to 20 in the square ruled book</p> <p>-To write the numbers 1 to 20 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1- 40</p> <p>- Activities and worksheets : As suggested for the other numbers before</p>	<p>Picture cards, Black board activity, concrete objects, sand play, water play, tub, toy buckets, tumblers, jugs, baskets etc.</p> <p>Seriation tower of the shape</p>
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4	SEPTEMBER	1. Pre math Concepts -In and out	-The concept can be introduced with live examples using concrete objects like boxes, pencils, cupboards, bags etc. -The concept is strengthened during free play (indoor and outdoor) - Rhymes, Songs, Stories and Picture Talk -Worksheets	Picture cards, Black board activity, concrete objects, charts, sand play, water play etc.
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		2. Shape – Rectangle  3. Written :- Numbers 21–30 4. Number Recognition 1- 50 (Oral counting)	-Show children an object that is rectangular in shape and ask them to observe the things around them and name or pick or show a few objects that are of rectangular shape -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities -To recognize and write the numbers 21 to 30 in the square ruled book -To write the numbers 1 to 30 in sequence in the square ruled book - To identify and say the numbers 1-50 - Activities and worksheets : As suggested for the other numbers before	Seriation tower of the shape
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5	OCTOBER	<p>1. Pre math Concepts - Thick and thin</p> <p>2. Shape – Oval</p> <p>3. Written :- Numbers 31–40</p>	<p>-The concept can be introduced by asking children to observe the books, brushes, tree trunk around them etc. - Rhymes, Songs, Stories and Picture Talk -Worksheets</p> <p>-Show children an object that is oval in shape and ask them to observe the things around them and name or pick or show a few objects that are oval shaped -Making pictures and designs with cut out of the shape -Sorting/ Matching activities -Worksheets -Clay activities</p> <p>To recognize and write the numbers 31 to 40 in the square ruled book</p>	Picture cards, Black board activity, concrete objects, charts etc.
		<p>4. Number Recognition 1- 60 (Oral counting)</p> <p>5. Number names - one and two</p>	<p>-To write the numbers 1 to 40 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-60 - Activities and worksheets : As suggested for the other numbers before</p> <p>-Learn to spell and write the number names one and two Worksheets : -Count and match to the number name -Count and write the number name</p>	

6	NOVEMBER	<p>1. Shape – Semi circle </p> <p>2. Written :- Numbers 41–50</p> <p>3. Number Recognition 1- 70 (Oral counting)</p> <p>4. Number names - three, four and five</p>	<p>-Show children an object that is semi-circle in shape and ask them to observe the things around them and name or pick or show a few objects that have semi-circle shape</p> <p>-Making pictures and designs with cut out of the shape</p> <p>-Sorting/ Matching activities</p> <p>-Worksheets</p> <p>-Clay activities</p> <p>To recognize and write the numbers 41 to 50 in the square ruled book</p> <p>-To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-70</p> <p>- Activities and worksheets : As suggested for the other numbers before</p> <p>-Learn to spell and write the number names three, four and five</p> <p>Worksheets :</p> <p>-Count and match to the number name</p> <p>-Count and write the number name</p>	<p>Picture cards, Black board activity, concrete objects, charts, puzzles etc.</p>
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7	DECEMBER	<p>1.Counting Backwards – 10 to 1 (Orally)</p> <p>2.Written :- Numbers 1–50</p> <p>3. Number Recognition 1- 80 (Oral counting)</p> <p>4. Number names - six, seven and eight</p>	<p>-Start teaching counting backwards with simple songs that practice the skill in a simple way -Plan a variety of games that include counting backwards - To count backwards from 10 to 1 -Rhymes</p> <p>To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-80 - Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names six, seven and eight Worksheets : -Count and match to the number name -Count and write the number name</p>	Number cards, beads, , black board activity, concrete objects, charts etc.
8	JANUARY	<p>1.Counting Backwards – 10 to 1 (Written)</p> <p>2.Written :- Numbers 1–50</p> <p>3. Number Recognition 1- 90 (Oral counting)</p> <p>4. Number names - nine and ten</p>	<p>To write the numbers 10 to 1 in the square ruled book</p> <p>To write the numbers 1 to 50 in sequence in the square ruled book</p> <p>- To identify and say the numbers 1-90 - Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names nine and ten Worksheets : -Count and match to the number name -Count and write the number name</p>	Picture cards, Black board activity, concrete objects, charts, puzzles etc.
9	FEBRUARY	<p>1.Written :- Numbers 1–50</p>	<p>To write the numbers 1 to 50 in sequence in the square ruled book - To identify and say the numbers 1-100</p>	Picture cards, Black board activity, concrete objects,

		<p>2. Number Recognition 1- 100 (Oral counting)</p> <p>3. Number names (Revision) - one to ten</p>	<p>- Activities and worksheets : As suggested for the numbers before</p> <p>-Learn to spell and write the number names one to ten</p> <p>Worksheets :</p> <p>-Count and match to the number name</p> <p>-Count and write the number name</p>	charts, puzzles etc.
10	MARCH	1.Revision	Revision	

ATOMIC ENERGY EDUCATION SOCIETY
Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 2 (2024-25) GENERAL KNOWLEDGE

S.NO	Month	Subject/Topic Details	Suggested Activities	Suggested Teaching Aids
1	APRIL to JUN E	<p>1. My Body Parts</p> <ul style="list-style-type: none"> - Identifying the body parts - Sense organs 	<ul style="list-style-type: none"> - The teacher should give opportunities for free and guided conversation and encourage children to tell about himself/herself -Encouraging positive interaction among the children (peer interaction), interaction between children and teachers, children and material (toys, puppets) -Encourage the children to talk about their likes, dislikes and develop a respect for others' feelings -Encouraging the children to speak in complete sentences. -Stimulating social interactions among children Eg. I am a boy/girl. My name is ____. I am _____years old I like to ____. (More such age appropriate sentences) -To increase awareness about the various body parts and understand their importance and functions of sense organs -To make the children aware of the importance of maintaining distance from strangers and about good touch and bad touch -Activities like Tasting/ Smelling and guessing the name -Worksheets - Rhymes, Stories and Picture Talk 	<p>-Concrete objects like flowers, perfume, salt, sugar, bell, velvet paper, sand paper, puppets etc.</p> <p>Concrete objects, Sound boxes, touch boards, jal tarang activity, puppets etc.</p>

		<p>2. Colours (primary) Red, Yellow and Blue</p> <p>3. Season – Summer : Revision of concepts learnt in Balvatika 1 -Things we use in summer to feel better - Enlisting the food items that we enjoy eating in summer</p> <p>4. Concept – Hot and cold</p>	<p>-Revision of primary colours taught in Balvatika 1 -Worksheets with creative exercises</p> <p>-Develop an understanding about different seasons (comparison) -Enlisting different food items that we like to eat in summer -Helping students in observing and reporting the changes in weather in summer season -Story Telling, Picture Talk-asking open-ended questions to stimulate thinking and speaking during conversations -Rhymes and songs based on the topic -Free hand drawing -Understanding the difference between hot and cold (touch and feel ice cube and warm water)</p>	Concrete objects, picture cards, story cards etc.
2	JULY	<p>1. Season – Rainy season</p> <p>2. Concept – Wet and dry - Origami – Boat</p>	<p>-Conversation about the weather in the rainy season ,things we need in rainy season, seasonal fruits, different types of creatures that are seen in rainy season</p> <p>-Story Telling, Picture Talk -Rhymes and songs based on the topic -Creative activities like Origami (boat: four folds) etc. -Understanding the difference between wet and dry (touch and feel a wet cloth and a dry cloth) -Activity: Wet a piece of cloth, sponge etc. and see how the objects feel when they are wet. Later put them out (if it is a sunny day) or under a fan to dry them. This helps them to understand how wet objects become dry. -Similarly students can be encouraged to observe how their umbrellas and raincoats kept outside the classroom become dry.</p>	Concrete objects, picture cards, story cards etc. Transparent glasses, colours, beads, balls etc.

		<p>3. Secondary Colours - Orange</p> <p>4. Good habits and Good manners</p>	<p>-Demonstrating how the secondary colour- orange is formed by mixing two primary colours (red and yellow) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Colouring activities</p> <p>-Encourage the children to learn and adopt healthy habits like brushing teeth twice a day, bathing, wearing clean clothes, washing hands etc. -Make the children understand the importance of the four magic words (Please, Sorry, Thank You and Excuse me) -It should be communicated to students through stories and rhymes that they need to treat people well at all times -Apart from learning to say ‘ Please’, ‘Thank you’ and ‘Excuse me’, learning to say ‘Sorry’ when the child has done something wrong is an important etiquette. Being empathetic is a skill each child should imbibe.</p>	
3	AUGUST	<p>1. Days of the week Months in a year</p> <p>2. Secondary Colours - Purple</p>	<p>-Helping children in learning the names of the days of the week and months in a year through songs and rhymes. -Encouraging students to name the days of the week and months in a year</p> <p>-Demonstrating how the secondary colour- purple is formed by mixing two primary colours (red and blue) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done - -Sorting and grouping activities -Worksheets -Colouring activities</p>	<p>Calendar, black board, charts etc.</p> <p>Transparent glasses, colours, beads, balls, clay, etc.</p>

		<p>3. Festival -EID -Independence Day - Raksha Bandhan</p>	<ul style="list-style-type: none"> -Learning patriotic songs -Colouring pictures of the flag -Making flags using clay -EID and Raksha Badhan Festivals can be celebrated in the school. -Activity: Rakhi making (optional) -Colouring 	
4	SEPTEMBER	<p>1. Fruits Vegetables</p>	<p>Showing children different types of fruits and helping them identify and name them</p> <ul style="list-style-type: none"> -Fruits that can be eaten with skin and without skin (peeled/ unpeeled) -Seeds: Small /big, few / more seeds / seedless -Colouring -- Fruit Puzzles -Stories, rhymes and songs -Fruit salad or fruit chaat can be prepared involving the students <p>Show children different types of locally available vegetables and help them to identify and name them</p> <ul style="list-style-type: none"> -Differentiate between the vegetables that can be eaten raw and that can be eaten only when cooked. -Colouring -Vegetable salad or vegetable sandwich can be prepared - Vegetable Puzzles -Creative Activity: -Vegetable Printing -Stories, rhymes and songs -Worksheets <u>Creative Activity :-</u> - Cultivating a small kitchen garden with a variety of plants adjoining the indoor environment -Worksheets 	<p>Real fruits, models, Flash cards, Available real vegetables, clay etc.</p>

		<p>2. Good eating habits</p> <p>3. Secondary Colours - Green</p> <p>4. Festival - Ganesh Chathurthi</p>	<p>-Help the children understand the difference between junk and nutritious food -Encourage the children to bring healthy food to school -Guiding them to chew the food properly and drinking lots of water etc.</p> <p>-Demonstrating how the secondary colour- green is formed by mixing two primary colours (blue and yellow) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Colouring activities</p> <p>-Ganesh Chathurthi Festival can be celebrated in the school -Activity: Making Ganapati with clay(optional) -Worksheets -Colouring activities</p>	Transparent glasses, colours, beads, balls etc.
5	OCTOBER	<p>1. Animals - Domestic animals - Wild animals</p>	<p>-Show few common animals seen in the surroundings through flash cards/ picture cards to the children and talk about their name, features, homes, babies, food they eat etc. Discuss the usefulness of domestic animals like Sheep gives us wool, Hen gives us eggs etc. - A visit to the local zoo can be arranged -Activity Origami: Dog, Fox etc. -To identify and name the animals and differentiate between domestic and wild animals - Animal Puzzles -Stories, rhymes and songs -Worksheets</p>	Picture cards, Flash cards, Animal Puzzles etc.

		<p>2. Colours - Black</p> <p>3. Festival - Dusshera</p>	<p>To identify the colour black -Sorting and grouping activities -Worksheets -Colouring activities</p> <p>-Dussehra Festival can be celebrated in the school (Playing dandiya/ Bathukamma etc.) -Colouring</p>	<p>Black colour real objects, pictures etc.</p>
6	NOVEMBER	<p>1. Means of transport - Traffic signal</p> <p>2. Concept - fast and slow</p>	<p>Converse about the various means of transport based on :</p> <p>-Land Transport: bus, car, van, train etc. -Air Transport: aeroplane, helicopter etc. -Water Transport: boat, ship etc. -Discuss the significance of traffic rules, traffic lights and zebra crossing -Stories, rhymes, picture talk and songs - Puzzles -Activity Origami : boat,aeroplane etc.</p> <p>-Worksheets -Colouring activities</p> <p>-Along with the topic the teacher can explain about the term fast and slow with examples like car and bicycle etc. -Constructive sound games -Stories, rhymes, games and songs To identify the colour white -Sorting and grouping activities -Worksheets -Stories, rhymes and songs</p>	<p>Picture cards, flash cards, puzzles etc.</p>

		<p>3. Colours - White</p> <p>4. Festival - Childrens' Day - Diwali</p>	<p>-Colouring activities</p> <p>-Diwali Festival can be celebrated in the school -Painting of diyas (optional) -Colouring -Making greeting card</p>	<p>White colour real objects, pictures etc.</p>
7	DECEMBER	<p>1. Community Helpers</p> <p>2. Colours - Pink</p> <p>3. Festival - Christmas</p>	<p>-Help the children understand the work done by postman, policeman, tailor, cobbler, doctor, fireman etc. through a story or a picture talk. Discuss the importance of the work done by them. -Identifying the tools used by different helpers -Visit to the nearest Post Office, Police Station, Supermarket etc. can be arranged -Worksheets -Stories, rhymes and songs</p> <p>-Demonstrating how the colour - pink is formed by mixing two primary colours (red and white) -Water glass activity (mixing of both the colours in a transparent glass of water) can be done -Sorting and grouping activities -Worksheets -Stories, rhymes and songs -Colouring activities</p> <p>-Christmas Festival can be celebrated in the school -Colouring -Making greeting card</p>	<p>Picture cards, flash cards, concrete objects, tool box , stamps, etc.</p> <p>Transparent glasses, colours, beads, balls etc</p>

8	JANUARY	<p>1. Birds</p> <p>2. Colours - Brown</p> <p>3. Festival - Pongal - Republic Day</p>	<p>-Show few common birds seen in the surroundings through flash cards or picture cards to the children and talk about their name, features, colour, sound, food they eat, home etc.</p> <p>-Excursion for bird watching can be arranged</p> <p>-Discuss the difference between animals and birds like animals have four legs, birds have beaks, feathers etc.</p> <p>-To identify and name the birds</p> <p>-Activity Origami: Bird, Hen etc.</p> <p>- Encourage the children to watch birds during outdoor activities</p> <p>-Stories, rhymes and songs</p> <p>-Worksheets</p> <p>-Demonstrating how the colour- brown is formed by mixing two primary colours (red and black)</p> <p>-Water glass activity (mixing of both the colours in a transparent glass of water) can be done</p> <p>-Sorting and grouping activities</p> <p>-Worksheets</p> <p>-Colouring activities</p> <p>-Pongal :Festival can be celebrated in the school</p> <p>-Colouring: Kite, the Flag</p>	<p>Picture cards, Flash cards , real feathers etc.</p> <p>Transparent glasses, colours, beads, balls etc</p>
9	FEBRUARY	<p>1. Flowers:</p> <p>-To identify and tell the names of few common flowers</p>	<p>-Show few common flowers seen in the surroundings, flash cards or picture cards to the children and talk about their colour, size, fragrance, uses of flowers etc.</p> <p>-To identify and name the flowers</p> <p>- Encourage the children to see the flowers around them during outdoor</p>	<p>Real flowers, flash cards, picture cards , clay etc</p>

			<p>activities</p> <ul style="list-style-type: none"> -Stories, rhymes and songs -Colouring activity -Creative Activity: -Pasting of petals/ flowers -Worksheets 	
10	MARCH	<ol style="list-style-type: none"> 1. Revision 2. Festival <ul style="list-style-type: none"> - Holi -EID 	<p>Revision</p> <ul style="list-style-type: none"> -Eid, Holi Festivals can be celebrated in school - Activity with colours -Making greeting card 	

ATOMIC ENERGY EDUCATION SOCIETY
Anushakti Nagar, Mumbai 400094 SYLLABUS

FOR BALVATIKA – 3 (2024-25)

ENGLISH


S.NO	Month	Subject/Topic Details	Suggested Activities
1	APRI L to JUNE	1. Revision of Alphabet - Aa to Zz 2. Revision of two letter words. 3. Teaching: vowels and consonants - Articles 'a' and 'an' 4. Introduction of vowel - 'a' family words - ab, ad, ag, am, an, ap, ar, at, ax, ay words	-Revise the Alphabet - Aa to Zz and two letter words done in Balvatika 2 (orals and written) -To help students identify and understand the key difference between vowels and consonants -Introducing Articles 'a' and 'an' through activities and worksheets having a variety of interesting exercises -'a' family words – To be written in Red and Blue line with gap book -ab words-cab -ad words-pad, sad -ag words- bag, tag -am words- jam, dam, yam -an words- can, fan, man, pan, van -ap words- cap, tap -ar words- car, jar -at words-bat, cat, fat, hat, mat, rat -Sight Words: Making a list of related words (vowel 'a' family) and putting them at a prominent place in the classroom

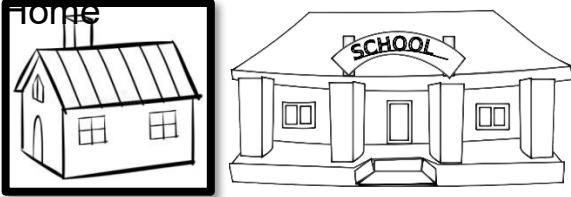

	<p>APRI L to JUNE</p>	<p>5. Introduction of This & That (June)</p> <p>6. Reading sight words</p>	<p>Worksheets</p> <ul style="list-style-type: none"> -Match picture with correct word -Write the name of the picture -Circle the correct word for the given picture -Fill in the missing letters -Rhyming Words -Jumbled words -Word puzzles and games -Draw/ Colour the correct picture for the words -Dictation of the above words ('a' family words) <p>-Introduce the concept of 'This' and 'That' and with the help of activities</p> <p>-Writing sentences using the words 'this and that'</p> <p>-Reading the sight words aloud</p> <p>-Providing opportunities for conversation and expression using the sight words</p> <p>-Sight words can be taken from the concepts of the next month</p>
<p>2</p>	<p>JULY</p>	<p>1. Introduction of vowel 'e' & 'i' family words</p> <ul style="list-style-type: none"> - eb, ed, eg, en, et, ey words - ib, id, ig, in, ip, it words 	<p>eb words- web</p> <p>ed words- bed, red</p> <p>eg words- leg, peg, keg</p> <p>en words- den, hen, men, pen ,</p> <p>ten et words- wet</p> <p>ey words- key</p> <p>ibwords- bib, nib, rib</p>


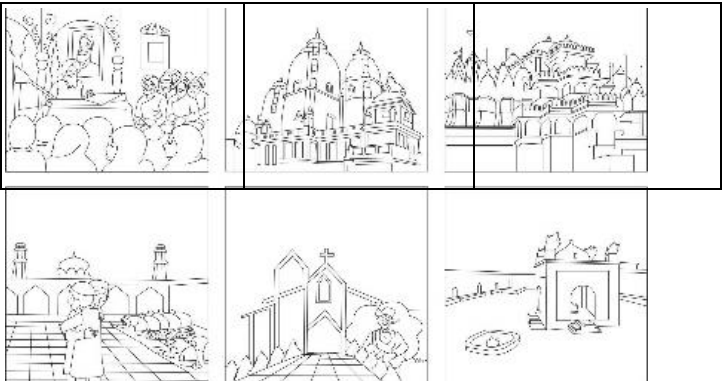
		<p>2. Introduction of: - 'These' & 'Those' -'in' & 'on'</p> <p>3. Reading sight words</p>	<p>idwords- lid, kid igwords- big, fig, dig ,wig in words- bin, fin, pin, tin ipwords-dip, lip, hip, sip,zip itwords- bit, hit, kit, pit, sit Sight Words: Making a list of related words (vowel 'e' and 'i' family) and putting them at a prominent place in the classroom -Worksheets to be continued as done for previous words</p> <p>-Introduce the concept of 'These' & 'Those' and 'in' & 'on' with the help of activities -Writing sentences using the words 'these and those' and 'in' & 'on'</p> <p>-Reading the sight words aloud -Providing opportunities for conversation and expression using the sight words -Sight words can be taken from the concepts of the next month</p>
3	AUGUST	<p>1. Introduction of vowel 'o' & 'u' family words - ob, od, og, op, ot words - ub, ug, us words</p>	<p>obwords-cob odwords-cod, rod og words-dog, fog, log, jog opwords- cop, hop, mop, top otwords-cot, dot, hot ubwords-cub,rub,tub ugwords-bug,rug,jug,mug uswords-bus -Worksheets to be continued as done for previous words</p>

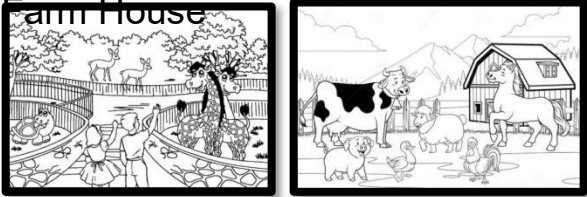

			Sight Words: Making a list of related words (vowel 'o' and 'u' family) and putting them at a prominent place in the classroom
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		<p>2. Introduction of:</p> <ul style="list-style-type: none"> -Blends (ch,sh,th) - Consonant Blends : initial consonant clusters (bl, br, cl, cr, st, str etc) -I, He, She & It -Use of : and, is, am, are <p>3-Action Words</p> <p>4. Reading sight words</p>	<ul style="list-style-type: none"> -Build a common understanding of blends are. Define blends as two or more consonants that each make their own sound, the sounds blend together -Teaching the children how to use the blends at the beginning and at the end of a particular word -Teaching the use of am, are, is I am, You are, He/She/It is We are, You are, They are Drilling the concept with different action words (sing, eat, dance etc) -Writing sentences based on (I am, You are, He/She/It is We are, You are, They are) -Introduction of action words -Writing a few basic action words -Reading the sight words aloud -Providing opportunities for conversation and expression using the sight words -Sight words can be taken from the concepts of the next month
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4	SEPTEMBER	<p>1.Introduction of: -above and below -singular, plural -opposites</p>	<p>-Explaining the appropriate use of 'above' and 'below' through pictures and activities -Teaching the students the concept of one and many, singular and plural through activities and examples -Writing few simple opposites -Worksheets consisting of child centered activities and exercises to drill the concepts</p>
		<p>2. Picture Composition (Oral and Written) Topic- Myself and My Family</p>  <p>3. Reading sight words</p>	<p>-Framing a few sentences based on the picture shown -Encourage students to write some key words based on the picture shown -Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p>

5	OCTOBER	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- My School and My Home</p>  <p>3. Reading sight words</p>	<p>-Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>
6	NOVEMBER	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- In the Park/ Garden and Birthday Party</p>	<p>-Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p>
		 <p>3. Reading sight words</p>	<p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>

7	DECEMBER	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- Festivals of India and Places of Worship</p>   <p>3. Reading sight words</p>	<p>-Framing a few sentences based on the picture shown -Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook Sight Words can be developed based on the words used during conversation Words based on the topics of the next month</p>
8	JANUARY	1. Picture Talk	<p>-Framing a few sentences based on the picture shown -Encourage students to write some key words based on the picture</p>

		<p>2. Picture Composition (Oral and Written) Topic- A Visit to a Zoo and Farm House</p>  <p>3. Reading sight words</p>	<p>shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p>			
<p>9</p>	<p>FEBRUARY</p>	<p>1. Picture Talk</p> <p>2. Picture Composition (Oral and Written) Topic- At the Beach and A Visit to the Market</p>  <p>3. Reading sight words</p> <p>4. Reading small passages/poems</p>	<p>Framing a few sentences based on the picture shown</p> <p>-Encourage students to write some key words based on the picture shown</p> <p>-Reading aloud and writing a few sentences about the picture in the worksheet/ notebook</p> <p>Sight Words can be developed based on the words used during conversation</p> <p>Words based on the topics of the next month</p> <p>-Reading small passages /poems and answering the questions</p> <p>-Worksheets may be given for short passages/poems</p> <p>Example of a passage is given below:</p> <table border="1" data-bbox="1284 1360 1838 1498"> <tr> <td>The park has a mango tree.</td> </tr> <tr> <td>The tree is big and tall.</td> </tr> <tr> <td>There are ten mangoes on the</td> </tr> </table>	The park has a mango tree.	The tree is big and tall.	There are ten mangoes on the
The park has a mango tree.						
The tree is big and tall.						
There are ten mangoes on the						

			<table border="1"> <tr> <td>tree.</td> <td colspan="2"></td> </tr> <tr> <td>The mangoes are yellow in colour.</td> <td colspan="2"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Fill in the gaps:</td> <td>Put ✓ or X</td> <td>Draw a mango and colour it</td> </tr> <tr> <td>1. The park has a ___ tree.</td> <td>1. There is an apple tree in the park. ()</td> <td rowspan="2"></td> </tr> <tr> <td>2. There are ___ mangoes on the tree.</td> <td>2. The tree is big. ()</td> </tr> </table>	tree.			The mangoes are yellow in colour.						1	2	3	Fill in the gaps:	Put ✓ or X	Draw a mango and colour it	1. The park has a ___ tree.	1. There is an apple tree in the park. ()		2. There are ___ mangoes on the tree.	2. The tree is big. ()
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10	MARCH	Revision	Revision																				

ATOMIC ENERGY EDUCATION SOCIETY

Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 3 (2024-25)

HINDI

S.N O.	Month	Subject/Topic Details
1	APRIL to JUNE	<ol style="list-style-type: none">1. पुनरावृत्ति: वर्णमाला2. पुनरावृत्ति: बिना मात्रा वाले दो और तीन अक्षर वाले शब्द3. पुनरावृत्ति: बिना मात्रा वाले दो और तीन अक्षर के समूह से बने वाक्य4. मात्राएँ: अ से अं का परिचय5. बारहखड़ी का परिचय

2	JULY	<ol style="list-style-type: none">1. बारहखड़ी का परिचय (जारी)2. आ, इ और ई मात्रा वाले शब्दों का परिचय3. चित्रवाचन
3	AUGUST	<ol style="list-style-type: none">1. बारहखड़ी का परिचय (जारी)2. , उ, ऊ, ए और ऐ मात्रा वाले शब्दों का परिचय3. चित्रवाचन

4	SEPTEMBER	<ol style="list-style-type: none">1. ओ, औ और अं मात्रा वाले शब्दों का परिचय2. चित्रवाचन
5	OCTOBER	<ol style="list-style-type: none">1. चित्रवाचन2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: फल और सब्ज़ी

6	NOVEMBER	<ol style="list-style-type: none">1. चित्रवाचन2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: पालतू जानवर और जंगली जानवर3. अंकों के नाम: 1 से 10
7	DECEMBER	<ol style="list-style-type: none">1. चित्रवाचन2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: पाठशाला में दिखने वाली आम वस्तुएँ घर में पाई जाने वाली आम वस्तुएँ3. विलोम शब्द4. तुक वाले शब्द
8	JANUARY	<ol style="list-style-type: none">1. चित्रवाचन2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: शरीर के विभिन्न अंग पेड़ के विभिन्न अंग4. मात्रा वाले अक्षरों के समूह से बने सरल वाक्यों का परिचय

9	FEBRUARY	<ol style="list-style-type: none">1. चित्रवाचन2. लिखित शब्द (नीचे दिए गए विषयों के ऊपर) विषय: वाहन के नाम रंगों के नाम3. मात्रा वाले अक्षरों के समूह से बने कुछ अन्य सरल वाक्य4. पाठ-बोधन
10	MARCH	पुनरावृत्ति

ATOMIC ENERGY EDUCATION SOCIETY

Anushakti Nagar, Mumbai 400094

SUGGESTED REVISED SYLLABUS FOR BALVATIKA – 3 (2024-25)

MATHS

S.NO.	Month	Subject/Topic Details
1	APRIL to JUNE	Revision of Pre math Concepts 1. Introduction of Pre-Math Concepts - 'Left' and 'Right' 2. Oral Recap of Numbers (1-100) 3. Introduction of numbers -Written - 51 – 60
2	JULY	1.Introduction of Pre-Math Concepts -'Front' and 'Behind' 2. Oral- Counting Backwards 10 to 1 3. Oral- Numbers (101-120) 4. Introduction of numbers- Written 61 – 80
3	AUGUST	1. Introduction of Pre-Math Concepts -'Top' and 'Bottom' 2. Written- Counting Backwards 10 to 1 3.Introduction of 'before' number (using number line) from 1 to 10

- 4. Oral- Numbers(121-140)
- 5. Introduction of numbers - written 81 –100



		<ul style="list-style-type: none"> 4. Oral- Numbers(121-140) 5. Introduction of numbers - written 81 –100
4	SEPTEMBER	<ul style="list-style-type: none"> 1. Pre- Math Concept (3 Levels) <ul style="list-style-type: none"> -big, bigger, biggest -small, smaller, smallest 2. Oral – Numbers (141-160) 3. Written: Numbers 1– 100 4. Number names -1 to 5
5	OCTOBER	<ul style="list-style-type: none"> 1. Pre- Math Concept (3 Levels) <ul style="list-style-type: none"> -tall, taller, tallest -short, shorter, shortest 2. Oral – Numbers (161-180) 3. Continuation of numbers 1– 100 4. Number names -6 to 10
6	NOVEMBER	<ul style="list-style-type: none"> 1. Pre- Math Concept (3 Levels) <ul style="list-style-type: none"> -thin, thinner, thinnest -thick, thicker, thickest 2. Oral – Numbers (181-200) 3. Currency notes and coins Number names: 11, 12, 13 & 14 4.

7	DECEMBER	<ol style="list-style-type: none">1. Greater than, lesser than (1 to 10 through activities)2. Fractions full and half (through activities)3. Revision of all shapes Shapes (diamond)4. Number names: 15, 16, 17 & 18
8	JANUARY	<ol style="list-style-type: none">1. Ascending and Descending order of numbers (1 to 10)2. Number names :19 & 20
9	FEBRUARY	<ol style="list-style-type: none">1. Basic Addition (through activities)2. Basic Subtraction (through activities)2. Number names:1 to 20
10	MARCH	Revision

ATOMIC ENERGY EDUCATION

SOCIETY

Anushakti Nagar, Mumbai 400094

SYLLABUS FOR BALVATIKA – 3

(2024-25)

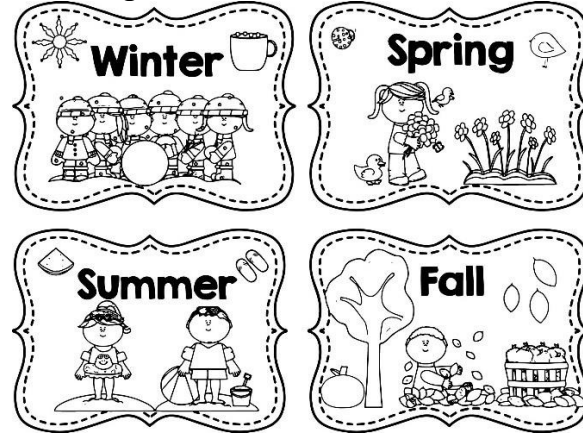
GK-Awareness about Immediate Environment, Health and Well Being and Sensitization about Environmental Concerns

S.NO.	Month	Subject/ Topic Details	Suggested Activities
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1

**APRIL
to
JUN
E**

1. Seasons
Other Concepts –Water, Air ,Sun Moon, Day
and Night



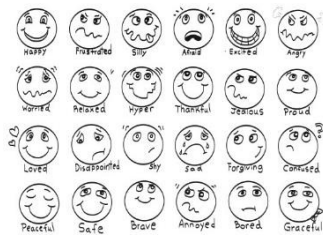
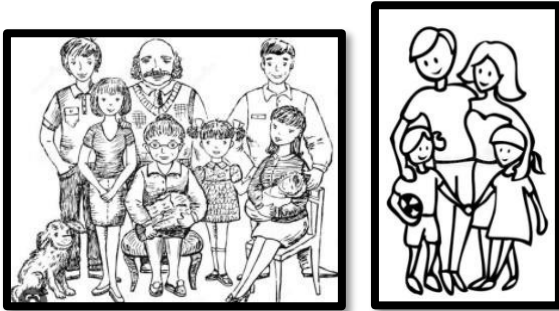
2. Colours :- Primary Colours
–Introduction of dark and light shades

- Comparing different season
- Talk about the time of the season in the year, weather, food, things we use, type of clothes we wear in a particular season
- Picture talk
- Talk about the sun, the moon, water and air. Discuss the uses of air and water
- Develop the ability to differentiate the features of the night and daytime sky
- Encourage children to learn and use the new vocabulary acquired in everyday language
- Creative worksheets for practicing and reinforcing the concepts
- Freehand drawing

Revision : Primary colours

- Introduce the different shades(dark and light) of the colours by showing concrete objects(computer may be used to show different shades of a colour)
- Colouring activities
- Creative worksheets for practice and reinforcing the concepts

3. Myself, Emotions, My Family (June)



- Encourage the children to express themselves: tell a few sentences about themselves, their likes and dislikes, their favourite toy/ food etc.
- Encourage children to talk about their family members, the work they do etc.
- Helping students in understanding and appreciating the work done by every member of the family and designing their own role in the housework
- To make the children understand the concept of small family/ large family
- To recognize that every family is unique
- To develop a pro-social behavior like caring, sharing, collaboration, respecting and greeting elders, helping the family members etc.
- To know the different emotions like feeling happy, sad, angry, sleepy etc.
- Encouraging the children to express their emotions without the fear of rejection
- Explaining the children about the good/ acceptable and unacceptable behavior (beating peers, teasing stray animals, throwing tantrums etc.)
- Picture Talk
- Colouring activities
- Creative worksheets for practicing and reinforcing the concepts
- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)

2

JULY

My Home, Rooms in a House



Days of the week,
Months of the year

- Encourage each child to talk about his/her home: rooms in the house, different things used in the different rooms of the house and the purpose of the rooms. Eg: food is cooked in the kitchen, we sleep in the bedroom etc.
- To make the students aware of common issues and sensitize them towards environmental concerns. Eg: Why should we not waste water? Why should we switch off lights when not in use? etc.
- Importance of swachhta
- Revision: Days of the week and the Months of the year
- Make the children write and learn the spellings

			<p>-Calender activity (telling the day, month, date, yearetc)</p>
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			<ul style="list-style-type: none">-Picture Talk-Colouring activities-- Creative worksheets for practicing and reinforcing the concepts- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
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3

AUGUST

Parts of the body, Sense Organs
Good Habits, Good Manners

Secondary Colours (light and dark shades)

Revision the Parts of the body and making the children write and learn the spellings of some body parts

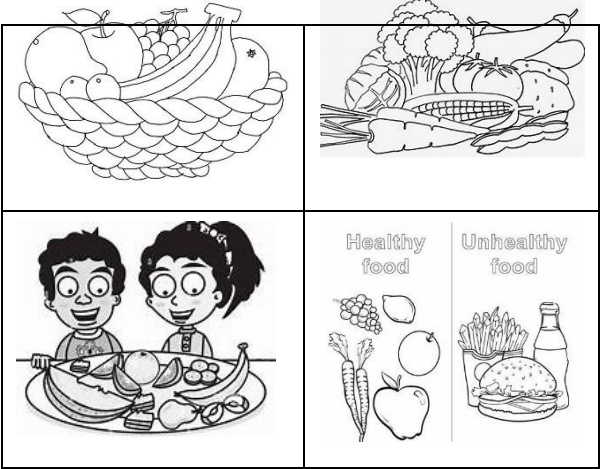
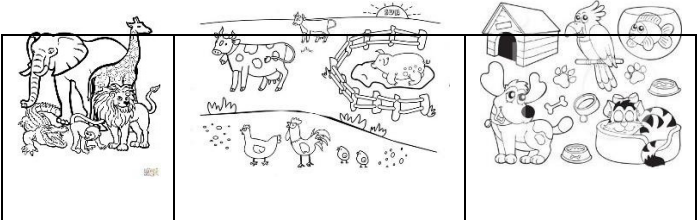
- Naming the sense organs and their uses in complete sentences (Written)
- Development of healthy habits, hygiene, sanitation and awareness for self protection
- Encouraging children to practice simple yoga exercises to keep themselves fit and healthy
- Creating awareness about the magic words ' sorry', 'please', 'thank you' and 'excuse me' and their usage at the appropriate occasion
- Sensitizing the children about good touch and bad touch; encouraging them to share their feelings with any close adult (parents, grandparents, teachers etc.)


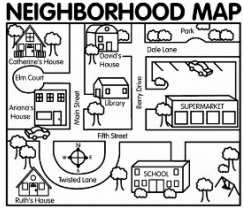
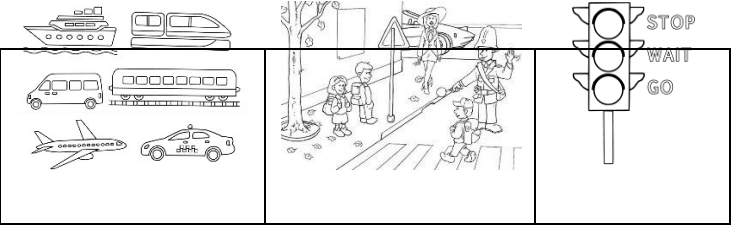
It should be ensured that students maintain and display basic health and hygiene, sanitation practices and healthy eating practices with increased independence

- Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
- Creative worksheets for practicing and reinforcing the concepts

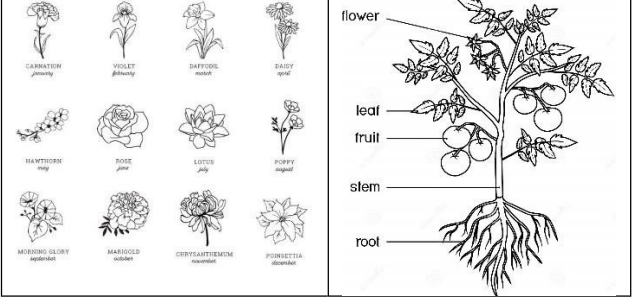
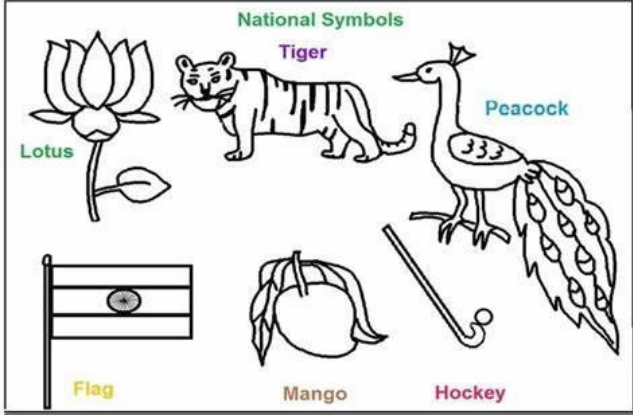
Revision : Secondary colours

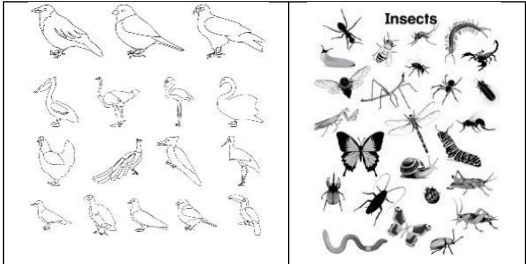

- Introduce the different shades(dark and light) of the colours by showing concrete objects(Computer may be used to help them explore different shades and colours)
- Colouring activities
- Creative worksheets for practicing and reinforcing the concepts

<p>4</p>	<p>SEPTEMBER</p>	<p>Fruits and Vegetables Good Eating Habits Nutritious and junk food</p> 	<p>Revision: Fruits and Vegetables</p> <ul style="list-style-type: none"> -To write and learn the spellings of a few locally available common Fruits and Vegetables <p>The children should know :</p> <ul style="list-style-type: none"> -fruits that can be eaten peeled/ unpeeled -fruits that have more seeds/a few seeds/seedless - vegetables that can be eaten raw/ cooked -difference between leafy and other vegetables - vegetables that grow on plants / underground -Developing good eating habits: chewing food properly, not to talk while eating, drinking lots of water etc -Encouraging the children to enjoy eating nutritious food and to differentiate between the healthy and junk food <p>Activity: Preparation of vegetable sandwich, mixed salad, fruit salad etc</p> <ul style="list-style-type: none"> - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible) -Creative worksheets for practicing and reinforcing the concepts
<p>5</p>	<p>OCTOBER</p>	<p>Animals: -Pet -Domestic -Wild -Water</p> 	<ul style="list-style-type: none"> -Revision: pet, wild, domestic animals -Introduction of water animals -Identifying the unique features of animals -Children should be able to classify the animals(Pet, wild and domestic) -To write and learn the spellings of few animals, their babies, their homes, food they eat and animal products -Developing skills of noticing and describing finer details of animals in the immediate environment - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible) -Creative worksheets for practicing and reinforcing the concepts <p>Activity: A visit to the zoo/ farm can be arranged</p>

<p>6</p>	<p>NOVEMBER</p>	<p>Community Helpers</p>  <p>My Neighbours and Neighbourhood</p> 	<ul style="list-style-type: none"> -Revision : Community Helpers -Talk about the various community helpers and the work done by them - Identification of the tools used by the helpers -To Write and learn the spellings of few community helpers - Developing skills of noticing and describing finer details of different professionals -Sensitizing students about dignity of labour and respecting all types of jobs equally -Encouraging the children to talk about their neighbours and about their neighbourhood (market, stores, park, police station, hospital, saloon, bank, post office etc.) -Picture Talk -Colouring activities -- Creative worksheets for practicing and reinforcing the concepts - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
<p>7</p>	<p>DECEMBER</p>	<p>Modes Of Transport Traffic Signal Road Safety</p> 	<ul style="list-style-type: none"> -Let the child tell how they commute to school -Talk about the modes of transport and the different vehicles through flash cards, picture cards, models etc. -To write and learn the spellings of few vehicles of the different means of transport -Talk about the time taken to travel a distance by different means of transport, talk about the concept of fast and slow -Encouraging children to notice and describe finer details of the vehicles they see -Talking about the traffic lights, traffic rules, road safety and other general rules to be followed by the people (eg: crossing the road at the zebra crossing only , switching off the engine of vehicle while waiting at the signal etc.)

			<ul style="list-style-type: none"> - Activities to ensure that the child follows basic rules of safety at home, in school, in playground etc. -Picture Talk -Colouring activities -- Creative worksheets for practicing and reinforcing the concepts - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
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8	<p>JANUARY</p> <p>Flowers & Parts of a Plant</p>  <p>National Symbols</p> 	<ul style="list-style-type: none"> -Introducing the various flowers seen in the immediate environment, talking about their vibrant colours, fragrance, their uses etc. -Showing the children a plant and telling them about the different parts like roots, stem, leaves etc. -Writing and learning the spellings of few flowers and the parts of a plant Identifying the missing parts of a picture (plant) <ul style="list-style-type: none"> -Making the children aware of the importance of the national festival- Republic Day -The children should be made aware of the National Flag, National emblem, the different national symbols like National fruit, animal, bird, tree, flower etc. -The children should know the National Anthem and the National Song -Activity : National Anthem to be sung during the morning circle time -Fancy Dress can also be conducted based on a theme -Picture Talk - Creative worksheets for practicing and reinforcing the concepts - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
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<p>9</p>	<p>FEBRUARY</p>	<p>Birds Insect S</p>  <p>Festivals & Places of worship</p> 	<p>Revision: Birds</p> <ul style="list-style-type: none"> -Introduction of Insects -To identify the features of birds/ insects -Writing and learn the spellings of few birds and insects -Noticing and describing finer details of birds in the immediate environment - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible) -Creative worksheets for practicing and reinforcing the concepts <p>Activity: A visit to the zoo/ farm can be arranged for bird watching</p> <ul style="list-style-type: none"> -Discussing about the various festivals celebrated in different parts of our country -Talking about the tradition and culture <p>Activity: Festivals can be celebrated in the school</p> <ul style="list-style-type: none"> -Picture Talk - Creative worksheets for practicing and reinforcing the concepts - Rhymes, Songs, Stories and Picture Talk (using ICT where ever possible)
<p>10</p>	<p>MARCH</p>	<p>Revision</p>	<p>Revision</p>