

PREFACE

Welcome to our Nursery curriculum! This guide serves as a roadmap for educators, parents, and guardians to support the holistic development of our young learners. Our curriculum is designed to foster a love for learning, creativity, socio-emotional growth, and academic readiness in a nurturing and inclusive environment.

At the heart of our approach is the recognition that each child is unique, with individual strengths, interests, and learning styles. We celebrate diversity and aim to create experiences that honor and embrace the richness of every child's background and experiences.

Within the pages of this curriculum, you will find a comprehensive framework that integrates a diverse range of skills and concepts across various domains of learning. Aligned with our commitment to academic excellence and holistic development, our curriculum sets forth clear learning objectives for each domain.

To achieve these learning objectives and promote active engagement, our curriculum offers a variety of suggested activities tailored to each domain. These activities are designed to be developmentally appropriate, hands-on, and enjoyable, fostering a love for learning and promoting meaningful connections to real-world experiences.

The curriculum you have in your hands is prepared in strict accordance with DAV and NEP 2020 guidelines.

We invite you to explore this curriculum collaboratively to meet the evolving needs of our young learners.

“Learning gives creativity.
Creativity leads to thinking.
Thinking provides knowledge.
Knowledge makes you great.”
Dr. A.P.J. Abdul Kalam

NOTE TO PARENTS

- 1) Please make it a habit to ask your child daily about their activities at school and check their diary for any information from the school.
- 2) You can tell your child stories using mother tongue and few English words and encourage them to use simple sentences.
- 3) Guide your child, when necessary, but avoid spoon-feeding as we believe in 'Learning by doing'.
- 4) Label all your child's belongings with a permanent marker.
- 5) Encourage your child to engage in self-discovery.
- 6) Teach your child basic toilet habits.
- 7) Instead of sending sweets, gifts, or chocolates on your child's birthday, please consider sending storybooks to be added to the class book station. Also, dress your child in casual attire on his/her birthday to make him/her feel special.
- 8) Encourage your child to use polite phrases like "Sorry," "Please," "Thank you," and "Excuse me" appropriately, and to greet others with "Good morning," "Good afternoon," and "Good night."
- 9) Kindly pack two napkins and an extra pair of clothes in your child's bag every day.
- 10) Parent-Teacher meetings will be held on 2nd Saturdays. The date and time will be communicated to you in due course of time.



NURTURING SOCIAL AND EMOTIONAL DEVELOPMENT

SKILLS/CONCEPTS	LEARNING OBJECTIVES Learners will-	SUGGESTED ACTIVITIES
Feeling calm, interested and secure at school	<ul style="list-style-type: none"> ❖ separate from parents/ guardians without difficulty. ❖ feel happy, calm and interested at school. ❖ develop a trusting and secure attachment with mother teacher. ❖ comfortably sit in class without parents/familiar adult. ❖ separate from parents/ guardians without difficulty. 	<ul style="list-style-type: none"> ❖ Morning greetings and smiles ❖ Dramatic play ❖ Circle time
Shaping a positive self-concept	<ul style="list-style-type: none"> ❖ know self-name ❖ recognise self in photograph/mirror. 4 ❖ identify his or her needs, likes and dislikes. 	<ul style="list-style-type: none"> ❖ Child' s own name song and games. ❖ Circle time ❖ Birthday celebrations
Building self-confidence/independence/ self-esteem	<ul style="list-style-type: none"> ❖ express his / her emotions (happy/sad). ❖ display self-confidence and independence. 	<ul style="list-style-type: none"> ❖ What would you like to play today? ❖ Who would like to do it?
Inculcation of good personal habits/routine	<ul style="list-style-type: none"> ❖ develop good personal routine/habits. 	<ul style="list-style-type: none"> ❖ Free and structured conversation ❖ Rhymes ❖ Puppet play ❖ Dramatisation of the situation ❖ Role play ❖ Picture cards ❖ Following routine for drinking water and washing hands etc.
Bonding with peers	<ul style="list-style-type: none"> ❖ build friendly / cooperative bonds with peers. ❖ play with others and share toys and material. 	<ul style="list-style-type: none"> ❖ Circle time ❖ Pair, share, learn and grow ❖ Construction play using props, boxes and car
Understanding the roles of family and school	<ul style="list-style-type: none"> ❖ understand the roles of family and school 	<ul style="list-style-type: none"> ❖ Baal mela ❖ Family tree



	<ul style="list-style-type: none"> ❖ show enthusiasm and willingness to participate. 	<ul style="list-style-type: none"> ❖ Figurine play ❖ Celebration of Mother's Day, Father's Day, Grandparent's Day etc. ❖ Home-school connection activities.
Empathy, care, Nurturance and familiarity towards environment	<ul style="list-style-type: none"> ❖ display care for self-belongings. ❖ display care for class material, plants, flower etc. 	<ul style="list-style-type: none"> ❖ Figurine toys/puppets ❖ Role play ❖ Nature walk ❖ Watering plants ❖ Field trips ❖ Water play ❖ pouring station ❖ drip painting ❖ Colour/ shape day ❖ Stories ❖ Rhymes
Being aware about their culture and country	<ul style="list-style-type: none"> ❖ enjoy festival celebrations. ❖ understand and enjoy special days. ❖ recognise the Indian flag. ❖ imbibe basic moral values 	<ul style="list-style-type: none"> ❖ Celebration of National and cultural festivals and religious days ❖ Performing Hawans and mantra chanting ❖ Patriotic songs ❖ Creative play ❖ Collecting and pasting of pictures of festivals ❖ Colourful Diya painting ❖ Rangoli with chalk or crayons ❖ Indian flag art ❖ Food art related to culture/nation ❖ Collage making ❖ Folklore and cultural talk



LANGUAGE AND COMMUNICATION


SKILLS /CONCEPTS	LEARNING OBJECTIVES Learners will:	SUGGESTED ACTIVITIES
Listening to understand	❖ pay attention / respond to different sounds.	❖ Direction of sounds ❖ Sounds of the animals ❖ Identify sounds
	❖ distinguish between different sounds (far and near, loud and soft).	❖ Loud and soft sounds ❖ Far and near sounds ❖ Sound boxes ❖ Beat patterns
	❖ respond to their name being called.	❖ Musical chair ❖ Instructional games Rolly Polly
	❖ listen to and follow simple instructions.	❖ Simon says ❖ Follow me ❖ Listen and follow commands
	❖ listen and respond to simple rhymes, songs and stories.	❖ Rhyme bag ❖ Action Rhymes ❖ Number Songs ❖ Colours all around ❖ Story narration
	❖ grasp new vocabulary in mother tongue and English.	❖ Listen and Repeat ❖ Riddle Time ❖ Listen and Action challenge ❖ Talking about pictures ❖ Pre-spatial concepts
Learning to express orally	❖ speak clearly and is understood easily.	❖ Morning Greeting time ❖ Chit-Chat time
	❖ express needs and feelings in phrases/ short sentences (in mother tongue/ English).	❖ "How I am feeling?" ❖ Mimic me
	❖ use age-appropriate vocabulary to name / describe things in the immediate environment.	❖ Show and Tell ❖ Poem Recitation ❖ Action words ❖ Picture cards/books ❖ Number vocabulary
	❖ answer simple "Wh-" questions briefly (e.g. what, where, when, who).	❖ Age appropriate cartoons/media, etc ❖ Question Chain (ask the questions like what they saw, who was there in the house, etc.)










	❖ participate in small conversations meaningfully.	<ul style="list-style-type: none"> ❖ Mirror talk ❖ Verbal interaction ❖ Doll play ❖ Express sensory experiences
Building Pre-Reading ability	❖ handle a picture book and turn pages.	<ul style="list-style-type: none"> ❖ Story time (Read aloud short stories from books) ❖ Picture reading session using big 3D tactile books, picture books ❖ Creating a Reading Corner
	❖ understand picture-book/ story-cards.	<ul style="list-style-type: none"> ❖ What is missing (identify the missing part of an object) ❖ Counting of body parts
	❖ identify pictures of animals, fruits, shapes, colours, etc. as per the theme.	<ul style="list-style-type: none"> ❖ Virtual discrimination activities (matching pictures, objects, colours and shapes) ❖ Sorting of toys as per colours and choices ❖ What goes together ❖ Odd one out ❖ Mystery bag
	❖ associate meanings with symbols, logos, cues, labels, etc.	<ul style="list-style-type: none"> ❖ Display daily routines Self name cues ❖ Logographic reading ❖ Stick drawings ❖ Spy games
Pre-Writing Ability	❖ hold a crayon and colour/ doodle/ scribble circles, lines, etc.	<ul style="list-style-type: none"> ❖ Drawing/Doodling ❖ Understanding directionality ❖ Maze play
	❖ be able to trace shapes, lines or patterns on sand with fingers.	<ul style="list-style-type: none"> ❖ Sand play ❖ Join the dots ❖ Trailing
	❖ be able to handle toy-scissors, beads, laces, clay, etc.	<ul style="list-style-type: none"> ❖ Clay play Lacing ❖ Threading beads ❖ Crumpling/Tearing/Folding with paper ❖ Kneading





RHYMES

<p>❖ Tiki tiki hata(Odia rhyme) https://images.app.goo.g l/M4s6YcmWVg4M3Dsd7</p>  <p>❖ Lal Tamaatar(Hindi rhyme) https://youtube.com/ watch?v=VTIsH3Fidrc& feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ Yellow yellow sun action rhyme https://youtu.be/1RI41SYGVk?feature=shared</p>  <p>❖ Summer season song https://youtube.com/ watch?v=Jh1PioHdibo &feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ I hear thunder https://youtube.com /watch?v=G3NDOtihBgQ&feature=shared</p>  <p>❖ Blue colour song https://youtube.com /watch?v=QSuHJRTI ma8&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ Garden song https://youtube.com/watch?v=YtP0Z8xV6Z4&feature=shared</p>	<p>recite rhymes with action and</p>	<p>Chorus practice (with actions)</p>



 <p>❖ Green colour song https://youtube.com/watch?v=J5T2P3qAgc8&feature=shared</p> 	<p>coordinate movements.</p>	
<p>❖ Our helpers song https://youtube.com/watch?v=jRQaJdqxYdl&feature=shared</p>  <p>❖ Orange colour song https://youtube.com/watch?v=Nh-sulTp3s&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ Asa Asa re bani jodika https://youtube.com/watch?v=NaAe2W9HExo&feature=shared</p>  <p>❖ Incy wincy spider https://youtube.com/watch?v=Phck_iZFGU&feature=shared</p>  <p>❖ Zebra song https://youtube.com/watch?v=fOTL9X4gSbg&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>



<p>❖ Sardi song (Hindi) https://youtu.be/q2cBtKGTjY?feature=shared</p>  <p>❖ Pink colour song(Hindi) https://youtube.com/watch?v=bGS8x6k_pyk&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ Sabzi Khalo song https://youtube.com/watch?v=b0jv6p9h6o&feature=shared</p>  <p>❖ Brown colour song https://youtube.com/watch?v=tmHbhYBhf9o&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>
<p>❖ Chuk chuk rail gadi(Hindi) https://youtube.com/watch?v=BZudL4phl2l&feature=shared</p>  <p>❖ Transport song https://youtube.com/watch?v=OMyT91W9iV4&feature=shared</p>  <p>❖ Purple song https://youtube.com/watch?v=tFyHNc_vJEA&feature=shared</p> 	<p>recite rhymes with action and coordinate movements.</p>	<p>Chorus practice (with actions)</p>



COGNITIVE DEVELOPMENT

Pre-Numeracy and Thinking Skills

SKILLS/ CONCEPTS	LEARNING OBJECTIVES Learners will-	SUGGESTED ACTIVITIES
Shapes (Circle, Square and Triangle)	<ul style="list-style-type: none"> ❖ identify and name basic shapes in surroundings. 	<ul style="list-style-type: none"> ❖ Celebration of Shape Day ❖ Songs and stories ❖ Shape walk or jump ❖ Shape hunt ❖ Shape sorting/puzzles ❖ Finding shapes in the surroundings
Size and Comparisons <ul style="list-style-type: none"> ❖ Big and small ❖ Tall and short ❖ Hot and cold 	<ul style="list-style-type: none"> ❖ understand the difference between big and small. ❖ arrange nesting baskets/boxes/containers. ❖ arrange pegs on a peg board. ❖ compare and contrast two things in terms of size. ❖ participate in circle games and songs. ❖ feel and compare different temperature (hot and cold water). ❖ observe and compare different objects from the surroundings. 	<ul style="list-style-type: none"> ❖ Songs and stories ❖ Nesting baskets boxes/containers ❖ Peg board activity ❖ Circle time games ❖ Water sensory activity (hot and cold) ❖ Outings/excursions/ nature walks
Positions	<ul style="list-style-type: none"> ❖ make simple comparison related to positions like up-down, in/out, on-under etc. ❖ know the formation of space concepts and related vocabulary. 	<ul style="list-style-type: none"> ❖ Rhymes and storytelling ❖ Free conversation and dramatization ❖ Crawling ❖ Following simple instructions involving the use spatial concepts.
Number Vocabulary	<ul style="list-style-type: none"> ❖ memorise the order of numbers through songs and stories. ❖ familiar with numbers and the patterns between them. ❖ count objects up to numbers 3,4,5 correctly. ❖ speak numbers from 1 to 9 by rote. 	<ul style="list-style-type: none"> ❖ Numbers song and stories ❖ Number vocabulary



Memory and Observation skills	<ul style="list-style-type: none"> ❖ identify the missing part of a familiar object/picture. ❖ learn to sort two sets of objects. ❖ identify and name basic colours in surroundings. ❖ pair/ sort same and different objects. ❖ recognize and repeat patterns with 2 colours or shapes. ❖ find out which one is different. 	<ul style="list-style-type: none"> ❖ What is missing? ❖ Memory game ❖ Picture cards ❖ Nature walk ❖ Sequencing ❖ Making of pattern ❖ Sorting ❖ Matching and pairing ❖ Odd one out
Routine	<ul style="list-style-type: none"> ❖ discuss about their daily routine. ❖ dramatise their actions of daily chores. 	<ul style="list-style-type: none"> ❖ Conversation (daily routine) ❖ Dramatisation
Problem Solving and Critical Thinking	<ul style="list-style-type: none"> ❖ think and respond to a simple open-ended question. ❖ solve simple problems. ❖ complete two- piece puzzle. ❖ demonstrate symbolic thinking. ❖ involve in different dramatization and play. ❖ know to play imaginatively. 	<ul style="list-style-type: none"> ❖ Solving simple problems ❖ Building blocks/lego ❖ Fixing 2-3 pc of puzzles ❖ Symbolic thoughts (demonstration) ❖ Dramatisation and games ❖ Imaginative play



Environmental Themes and Colour Concepts

SKILLS/ CONCEPTS	LEARNING OBJECTIVES Learners will:	SUGGESTED ACTIVITIES
Myself & My Body ❖ Colour-Red	❖ know and tell his/her name. ❖ know whether he/she is a boy/girl. ❖ identify and name his/her belongings. ❖ identify and name his/her sense organs and body parts. ❖ identify red colour. ❖ name things that are red.	❖ My photo frame ❖ Puppet show ❖ Show and tell ❖ Blind fold game ❖ Red Day Celebration ❖ Scavenger hunt
Summers ❖ Colour-Yellow	❖ show understanding of hot weather/summer. ❖ know words related to summer such as sun, hot, shade etc. ❖ summers (identify and name summer clothes). ❖ identify and name summer food. ❖ identify and name things used in summers. ❖ Identify yellow colour. ❖ name things that are yellow.	❖ Digital story telling ❖ My laundry ❖ Food Fiesta ❖ Puppet show ❖ Yellow Day celebration ❖ Picture talk ❖ Colour walk
Rain & Water ❖ Colour-Blue	❖ know the difference between wet and dry. ❖ show understanding of rain/rainy season. ❖ know rain vocabulary words such as clouds, rainbow, drops, puddles etc. ❖ identify and name rainy season clothes. ❖ Identify and name rainy season food. ❖ Identify and name things used in rainy season. ❖ observe and explore water activities. ❖ Identify blue colour ❖ name things that are blue.	❖ Cotton play sensory bin ❖ Let's tweet ❖ My dollar store ❖ Rainy day picnic party ❖ Treasure hunt ❖ Water play ❖ Blue Day Celebration ❖ Colour walk ❖ Picture prompt
Garden, Plants & Trees ❖ Colour-Green	❖ observe and talk about plants/trees in the garden during nature walk. ❖ know plant vocabulary like leaf, flower, fruit etc.	❖ Nature walk ❖ Palm and finger printing ❖ Green Day Celebration



	<ul style="list-style-type: none"> ❖ identify and name things in the garden/park such as mud, swings, grass, bench, butterflies etc. ❖ identify green colour. ❖ name things that are green. 	<ul style="list-style-type: none"> ❖ Colour hunt ❖ Colour race
<p>Our Helpers</p> <ul style="list-style-type: none"> ❖ Colour Orange 	<ul style="list-style-type: none"> ❖ recognise the helper around him/her. ❖ identify and name helpers at school/home. ❖ know what different helpers do for us. ❖ acknowledge the importance of the helpers. ❖ recognise the things/ tools used by helpers. ❖ identify orange colour. ❖ name things that are orange. 	<ul style="list-style-type: none"> ❖ Rhymes and songs ❖ Helpers word wall ❖ What do you want to be when you grow up? (pretend play) ❖ Dramatic play ❖ Making of 'Thank you card' ❖ 'Tools of the trade' (demonstration by the helpers) ❖ Orange Day Celebration ❖ Magic mixing ❖ Orange juice party ❖ Collage work (orange colour objects)
<p>Birds, Animals and Insects</p> <ul style="list-style-type: none"> ❖ Colour - Black & White 	<ul style="list-style-type: none"> ❖ recognise and name common birds. ❖ recognise and name common animals. ❖ recognise and name common insects. ❖ make out animals and birds from their sounds. ❖ act (make sounds or move) like common animals and birds. ❖ talk about animals and birds living in jungles/around us. ❖ identify black colour. ❖ name things that are black. ❖ identify white colour. ❖ name things that are white. 	<ul style="list-style-type: none"> ❖ Stories, rhymes and songs (birds, animals and insects) ❖ Field trip ❖ Jungle safari ❖ Birds and insect show ❖ Making of mask and crown ❖ Bird mimicry ❖ Animals and birds dance ❖ Feather painting ❖ Circle time activity (free conversation) ❖ Celebration of Black and White Day



		<ul style="list-style-type: none"> ❖ Zebra mask making ❖ Milk party ❖ Collage work (black and white objects) ❖ Black and white scavenger hunt
Winters <ul style="list-style-type: none"> ❖ Colour - Pink 	<ul style="list-style-type: none"> ❖ show understanding of cold weather/winter. ❖ know words related to winter such as snow, cold, fog etc. ❖ identify and name winter clothes. ❖ identify and name winter food. ❖ identify and name things used in winters ❖ identify pink colour. ❖ name things that are pink. 	<ul style="list-style-type: none"> ❖ Rhymes and songs. ❖ Mini winter word wall ❖ Dress up busy bag ❖ Winter favourite food snacks time ❖ Sorting activity ❖ Pink Day Celebration
Food <ul style="list-style-type: none"> ❖ Colour Brown 	<ul style="list-style-type: none"> ❖ recognise and name common fruits and nuts. ❖ recognise and name common vegetables. ❖ recognise and name common milk products. ❖ recognise and name regional food items. ❖ recognise and name his/her favourite food/snack. ❖ recognise and name what he/she eats for breakfast, lunch and dinner. ❖ identify brown colour. ❖ name things that are brown. 	<ul style="list-style-type: none"> ❖ Fun learning of fruits and vegetables by cutting fruits/vegetables ❖ A visit to grocery store for milk products ❖ Field trips ❖ Kinder cooking ❖ Pretend play ❖ Brown Day Celebration ❖ Colour hunt ❖ Sorting
Places to Visit & Transport <ul style="list-style-type: none"> ❖ Colour-Purple 	<ul style="list-style-type: none"> ❖ recognise and name places he/she visits everyday (school, park etc). ❖ recognise and name places he/she visits sometimes (beach, temple etc). ❖ recognise and name vehicles he/she uses everyday (scooter, car etc). ❖ recognise and name vehicle he/she uses sometimes (train, aeroplane etc). ❖ identify purple colour. ❖ name things that are purple. 	<ul style="list-style-type: none"> ❖ I spy game ❖ Hand print shells (clay dough) ❖ Shape temple craft ❖ Scooter painting ❖ Card board role play activity ❖ Colour scavenger hunt



LEARNING TO EXPRESS THROUGH ART AND CREATIVITY

SKILLS /CONCEPTS	LEARNING OBJECTIVES Learners will:	SUGGESTED ACTIVITIES
ART AND CREATIVITY ❖ Painting And Printing	❖ enjoy using colours. ❖ explore different colours and materials. ❖ be creative with colours.	❖ Painting on sheets pasted on walls, wet paper ❖ Finger painting ❖ Sponges and roller toys ❖ Blow painting ❖ Mirror painting ❖ Flower, leaf, vegetables, hands, blocks, bubble wraps, corks, sponges and scrubbers printing
❖ Drawing and Doodling	❖ develop creativity. ❖ develop eye-hand coordination. ❖ work confidently with variety of materials. ❖ like to experiment with different colours. ❖ display creativity while using colours and craft material. ❖ work confidently with a variety of drawing tools.	❖ Free hand drawing (related to theme)
❖ Moulding and Modelling clay/slime/kinetic clay	❖ develop fine motor skills. ❖ develop creativity. ❖ create something new from the given material.	❖ Bump and lump (Feeling, rolling, pinching, stretching, making balls) ❖ Modelling with clay moulds Plastic or silicone moulds (animals, numbers, alphabets, shapes) using the rolling pins.
❖ Tearing, cutting and pasting	❖ develop eye-hand coordination. ❖ develop fine motor skills. ❖ develop social skill.	❖ Too Glue (Tearing using cotton-based paper and pasting using plain sheets)
❖ Collage making	❖ experiment with different resources. ❖ Express individually.	❖ TodFodJod (Group collage using paints or different materials related to themes)
❖ Paper folding	❖ experience the joy of transforming. ❖ develop eye-hand coordination.	❖ Twist and Turn (folding paper into different shapes to a new form)
❖ Texture and pattern art	❖ improve tactile sensitivity. ❖ develop their understanding of the world around them.	❖ Art Attack (texture and pattern art using bubble wraps, cotton swabs, cork, straws, sponges, scrub, bottle caps etc.)



PHYSICAL DEVELOPMENT AND SAFETY

SKILLS/CONCEPTS	LEARNING OBJECTIVES Learners will:	SUGGESTED ACTIVITIES
1. Gross motor skills	<ul style="list-style-type: none"> ❖ balance themselves on a baby chair. ❖ demonstrate strength and balance during movement and play. ❖ throw /kick a big ball. ❖ walk and run. ❖ jump and hop. ❖ move forward and backward. ❖ go up and down the stairs. ❖ play on the swings with balance. 	<ul style="list-style-type: none"> ❖ Balancing ❖ Crawling ❖ Climbing ❖ Hopping jumping kicking ❖ Pushing pulling ❖ Rolling ❖ Running ❖ skipping ❖ turning, twisting , bending ❖ Walking /stepping ❖ Free movements ❖ Rhythmic movements
2. Fine Motor skills	<ul style="list-style-type: none"> ❖ handle personal belongings with better control. ❖ demonstrate eye-hand coordination. ❖ string, bead and tear. ❖ zip and button. ❖ pour from one container to another without much spilling. ❖ eat with spoon/fork without spilling. ❖ drink with mug /glass without spilling. ❖ doodle circles and scribble lines with colours or in sand. ❖ mould play to create random shapes. ❖ use kid scissors for cutting paper. 	<ul style="list-style-type: none"> ❖ Helping in cooking (to stir shake chop cut +child safe knives) scoop and mix ❖ Getting dressed to button, lace, zip, snap,buckle ❖ Opening and closing containers with lids ❖ Cutting child safe scissors ❖ Finger paint, thumb printing ❖ Playing with Play dough and clay ❖ Drawings, scribbling ❖ Putting together puzzles ❖ Placing pegs on a board ❖ Building with small blocks ❖ Playing board games ❖ Folding button in their shirt ❖ Spaghetti cut ❖ Mud/atta/besan scribble ❖ Making sand houses ❖ Picking up objects with cloth pegs and tweezers ❖ Painting at an easel



		<ul style="list-style-type: none"> ❖ Tracing around stencils ❖ Bowling and hitting games ❖ Playing with finger puppets ❖ Sticking bindis on bottle caps ❖ Spraying water on plants by using a spray bottle ❖ Picking up objects using oversized tongs and tweezers ❖ Using cloth pegs to hang up clothes or pictures ❖ Popping bubble wrap with thumb and index finger
<p>3. Keeping healthy and safe</p>	<ul style="list-style-type: none"> ❖ practise hygienic and healthy habits like bathing, handwash, brushing of teeth, combing etc. ❖ dress neatly. ❖ eat healthy food and drink clean water. ❖ be aware of physical hazards and danger around them. ❖ know how to avoid getting hurt in park /swings/ class. ❖ inform the mother teacher if he/she is not feeling well. 	<ul style="list-style-type: none"> ❖ Class routine Song ❖ stories ❖ Yoga simple exercises transition breaks ❖ Dramatization ❖ Sorting healthy food items/ pictures ❖ Bringing real food items and discussing it's food value ❖ Making of healthy non fire cooking recipes ❖ Inviting mothers to prepare healthy recipes for children ❖ Fruit break ❖ Water break gu-lu-gu-lu time ❖ Puppet stories for talking about safe touch

