

*ENVIRONMENTAL  
STUDIES*

## Theme 1: About Me

The theme "About Me" is aimed at providing information to and making children aware of themselves such as parts of the body and their functions, their belongings, hobbies, interests. It will also develop skills/ processes such as observation, creative expression, communication and verbal expression. The prime focus of this theme is on the child expressing her/his own ideas and learning social skills.

### Learning Outcomes:

Children will be able to:

- ✔ share and verbally communicate their personal details, i.e. own name, name of parents' / siblings, address, birthday date, phone number, etc.;
- ✔ identify and name the parts of the body;
- ✔ distinguish between functions of different parts of the body (both sense organs and large parts);
- ✔ draw various parts of the body (large parts);
- ✔ share their hobbies, likes and dislikes and learn to appreciate those of others;
- ✔ identify the differences in the peer group – hair, eye colour, height, weight;
- ✔ solve (6-8 pieces) body puzzle problems independently;
- ✔ make choices about their belongings;
- ✔ identify their own and others' feelings (sad, angry, happy, surprised, excited);
- ✔ learn to develop control over emotions;
- ✔ demonstrate use of extended vocabulary related to the theme;
- ✔ engage in and learn to cooperate in small and large group activities.

### About Me

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Personal details of self: name, parents' name, address, phone number, birthday date, etc.</li> <li>▷ Parts of the Body (External: head, chest, legs, hands, shoulders, elbow, wrists, fingers, face, cheeks, etc.).</li> <li>▷ Sense Organs and functions.</li> <li>▷ Likes &amp; dislikes of oneself.</li> <li>▷ Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>▷ Providing opportunities for sharing personal experiences.</li> <li>▷ Using various action songs, drawings for self-awareness.</li> <li>▷ Initiating discussion on body parts/ personal things.</li> <li>▷ Providing jigsaw puzzles on making parts of the body.</li> <li>▷ Developing models of the different body parts from clay.</li> <li>▷ Providing opportunities to observe picture cards (flash cards) and matching with their functions related cards.</li> <li>▷ Video watching on parts of the body.</li> <li>▷ Discussing differences among peer group and learn to appreciate the differences.</li> <li>▷ Designing activities for children to learn how to look after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Children's own learning experiences related with their personal things, body parts.</li> <li>▷ Picture cards on body parts and their functions</li> <li>▷ Jigsaw puzzles.</li> <li>▷ Poems/riddles, songs, jingles on this theme.</li> <li>▷ Flipbook on body parts and their functions.</li> <li>▷ Photo album of self with family.</li> <li>▷ Video on body parts/ puzzles.</li> <li>▷ Name games.</li> <li>▷ Colour and shape dominoes.</li> </ul>

## About Me

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> <li>➤ Involving children in origami activity to develop creative expression.</li> <li>➤ Making of clay model on body parts, personal objects.</li> <li>➤ Involving children in hobbies/ to develop various skills such as drawing, picture reading, creative expression, verbal communication skills.</li> <li>➤ Providing opportunities to attempt to write poems, songs, to develop verbal and creative expression.</li> <li>➤ Engaging children in the upkeep of the classroom after playing with activity material (to learn cooperation and working together.)</li> <li>➤ Giving simple projects (with the support of elders) such as flip book, photo album, etc.</li> </ul>	

**Integration:** Health & Physical Education, Arts Education and Languages

**Life Skills:** Self -awareness, Co-operation, Working in teams



## Theme 2: Others in my World

The theme is expected to develop an understanding about others in the child's world, which would include family members, neighbours, friends and also pets. The theme is also expected to focus on issues and concepts related to neighbourhood, indoor/outdoor games and significance of celebrating festivals.

### Learning Outcomes:

Children will be able to:

- ☑ name the family members verbally;
- ☑ identify and differentiate between a Joint and Nuclear Family;
- ☑ appreciate variation in family structure and discuss reasons for differences;
- ☑ identify and share information on festivals celebrated in the family;
- ☑ identify relationship with different family members, describe (name) the relationship;
- ☑ draw the family tree of close relatives (grandparents, parents, children);
- ☑ describe the family's role and responsibilities in his/ her own words;
- ☑ discuss and share personal experiences related to one's family;
- ☑ appreciate need for neighbours (society) and friends;
- ☑ appreciate how neighbours help one another in day-to-day life.

<b>Others in my World</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Name of the family members, their roles, habits and hobbies, relationships with family members, family tree.</li> <li>➤ Variation in family structure</li> <li>➤ My neighbours, My friends, any Pets.</li> <li>➤ Celebrations in the family and neighbourhood.</li> <li>➤ Festivals: fun &amp; sharing, time with family, friends and neighbours.</li> <li>➤ Games with peer and family members for recreation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to share the names and number of members in the family (through bar graph or family tree).</li> <li>➤ Listing and describing people children meet/see in their neighbourhood.</li> <li>➤ Opportunities for describing festivals and fun time with family and friends.</li> <li>➤ Providing opportunities to discuss and share role of family members and their habits/ hobbies.</li> <li>➤ Organising activities to draw pictures/ paste photographs of family members, friends.</li> <li>➤ Guiding/ assigning project to children to develop and draw family tree of family members</li> <li>➤ Developing creative expression – through drawings, origami, puppet making, making photo albums, songs and poems related to this theme.</li> <li>➤ Identifying and organizing indoor and outdoor games (in groups) and discussing the rules of the games.</li> <li>➤ Appreciating differences in family members and respecting their differences.</li> <li>➤ Creating a book on 'About me'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Thumb impression (creative expression).</li> <li>➤ Puppet show (story narration).</li> <li>➤ Flash card/PPT for quiz celebration.</li> <li>➤ Family album.</li> <li>➤ Flip booklet.</li> <li>➤ Experiences related to festival celebrations.</li> <li>➤ Games and recreational activities.</li> <li>➤ Activities/games related to the five senses.</li> <li>➤ Circle time activities.</li> </ul>

**Integration:** Mathematics, Arts Education, Languages

**Life Skills:** Self-awareness, communication skills

## Theme 3: My Needs - Food We Eat

The theme 'food' is introduced in the early grades with the expectation of focusing on the need and importance of food for living beings. The theme food discusses various issues and concerns related to food items. The theme is also expected to develop some core skills among children i.e. observation, discussion skills appreciating diversity in food. The various life skills i.e. self-awareness, respect, would also be inculcated from this theme.

### Learning Outcomes:

Children will be able to:

- ✓ name and discuss about food items eaten at home;
- ✓ identify food items eaten in raw/cooked form and give examples of each;
- ✓ cite examples of food items got from plants;
- ✓ cite examples of food items got from animals;
- ✓ enlist food items cooked during festivals;
- ✓ give reasons why food of the young ones is different from that of adults;
- ✓ develop sensitivity towards food not be wasted;
- ✓ distinguish between food items obtained from plants and animals;
- ✓ demonstrate healthy eating habits
- ✓ appreciate the diversity in food items in different families;

<b>My Needs - Food We Eat</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Food eaten (daily) in the family.</li> <li>▷ Food eaten in raw/cooked form.</li> <li>▷ Food cooked during festivals in the family/neighbours.</li> <li>▷ Food we get from plants and animals.</li> <li>▷ Need and respect for food.</li> <li>▷ Healthy eating habits.</li> <li>▷ Food of different people: young ones, old people, patients, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Discussing children's personal experiences related to food eaten at home.</li> <li>▷ Discussing and enlisting food items eaten by them and not eaten by them.</li> <li>▷ Showing and using various kind of actual food items &amp; discussing about them in the class.</li> <li>▷ Showing raw/cooked food.</li> <li>▷ Showing and discussing about plant/animal product as food.</li> <li>▷ Sharing narratives to inculcate values regarding respect for food.</li> <li>▷ Developing observing, classifying skills by using various food items as group activity.</li> <li>▷ Providing opportunities to collect/ make poems/songs /riddles on food to develop creative expression skill.</li> <li>▷ Providing opportunities to do project work on the theme food (Plants and animals as a source of food, animals as source of food).</li> <li>▷ Organising a discussion on food variation among family members (the old, the young and the infants).</li> <li>▷ Drawing pictures of food items, colour, name them, activities related to origami.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Actual food items (for identification).</li> <li>▷ Pictures of various food items received from plants and animals (Picture cards), picture dominoes.</li> <li>▷ Crossword puzzles and quizzes on food.</li> <li>▷ Lists of food items cooked during different festivals in the family with pictures.</li> <li>▷ Project Work (Plants and animals as a sources of food)</li> <li>▷ Papers.</li> </ul>

**Integration:** Languages, Health and Physical Education

## Theme 4: My Needs - Water

The theme aims at developing awareness on water as a basic necessity/need for all living beings and related aspects and issues. The theme would focus on sources of water in the family/neighbourhood, storage of water, simple properties of water and concern towards wastage of water. A number of core skills i.e. observation, discussion, experimentation need to be developed through this theme.

### Learning Outcomes:

Children will be able to:

- name and identify various sources of water available at home/in the surroundings;
- describe the various uses of water in the family;
- describe simple properties of water (observable only).
- distinguish activities done with water and without water;
- identify and name the vessels used to store water at home/school;
- give reasons for storage of water at home;
- appreciate the re-use of water related activities;
- discuss ways to avoid wastage of water.

<b>My Needs - Water</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Uses of water in the family.</li> <li>➤ Sources of water at home and in the surroundings.</li> <li>➤ Storage of water in the family.</li> <li>➤ Need for storage of water.</li> <li>➤ Simple properties of water (colour, taste, smell, shape).</li> <li>➤ Activities done with and without water in the family.</li> <li>➤ Need for judicious use of water, reuse of water in the family.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiating discussion on this theme related to children's personal experiences.</li> <li>➤ Providing opportunities to collect picture of various sources of water/observed used in the surroundings.</li> <li>➤ Discussing the activities done with/without water in day-to-day life (individually and or in groups).</li> <li>➤ Providing opportunities to draw/picture of water sources and name them.</li> <li>➤ Conducting simple activities/experiments to observe properties of water (observable only with elders).</li> <li>➤ Group assignment to do project work on judicious use of water (Writing slogans, ways to save water, creative expression).</li> <li>➤ Conducting activities to enlist ways to save water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's daily life experiences.</li> <li>➤ Children's local language related to water theme.</li> <li>➤ Pictures of various sources of water.</li> <li>➤ Worksheets on different key concepts prepared by the teacher.</li> <li>➤ Narratives/stories/life experiences on judicious use/reuse of water.</li> <li>➤ Audio/Videos on water usage and storage.</li> <li>➤ Project work by children – messages and slogans on judicious use of water.</li> </ul>

**Integration:** Arts Education, Languages, Health and Physical Education.

**Life Skills:** Self -awareness, Communication skill, Team work, Decision making.

## Theme 5: My Needs: Shelter

The theme 'Shelter' is expected to develop an understanding on need for shelter for living beings the different habitats and reasons for variation in the habitats. The theme would also lead to the development of some core skills such as creative expression, discussion, description.

### Learning Outcomes:

Children will be able to:

- ☑ describe (own words) their own house and name the different areas in the house;
- ☑ distinguish between various kind of houses seen in the surroundings;
- ☑ discuss and give reasons (own words) for the need for a house; cleanliness of house;
- ☑ develop creative expression i.e., decorating the house, writing songs, poem;
- ☑ involve in hands-on activities, i.e. making a house, dustbin, Rangoli and decorating material for houses.

<b>My Needs: Shelter</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ My House, Types of houses in the neighbourhood.</li> <li>➤ Description of a child's own house.</li> <li>➤ Areas/Places, rooms in the house and work done in these areas/places.</li> <li>➤ Need for a house.</li> <li>➤ Cleanliness of house.</li> <li>➤ Use of dustbins.</li> <li>➤ Ways of decorating houses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating situations for discussing/ to sharing personal experiences.</li> <li>➤ Providing opportunities to observe pictures of various kind of houses to discuss and appreciate the variations.</li> <li>➤ Assigning activities to draw pictures of children's own houses and writing a few lines on their houses.</li> <li>➤ Making a collage of pictures of houses made by children as a group activity.</li> <li>➤ Writing/Collecting poems/rhymes on houses and sharing them with peers.</li> <li>➤ Demonstrating some hands-on activity i.e. models of houses made from clay, hard-board, making a dustbin.</li> <li>➤ Asking children to make decorative articles for the house.</li> <li>➤ Organizing group discussions on keeping the house clean.</li> <li>➤ Making a model by using clay/other material available in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Videos.</li> <li>➤ Pictures/drawings of different types of houses.</li> <li>➤ Clay.</li> <li>➤ Worksheets developed by the teachers.</li> <li>➤ Models of houses</li> <li>➤ Decorative articles</li> </ul>

**Integration:** Languages, Arts Education



## Theme 6: My Needs - Clothing

The theme 'Clothing' aims at developing an understanding for its need for human beings. The theme would discuss the kind of textures of clothes worn by people. The emphasis would also be on cleanliness and care of clothes/dresses.

### Learning Outcomes:

Children will be able to:

- need and importance of clothing for human beings.
- share and name various kinds of clothes/dresses worn by them and their family members;
- identify the kinds of clothes/ dresses worn by them and their family members;
- differentiate the different kind of dresses worn in different seasons/ festivals / on other occasions;
- appreciate the importance of clothes in daily life.

<b>My Needs - Clothing</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Need for clothes for human beings.</li> <li>➤ Dresses worn by self and family members, school uniform, name of clothes worn by males and females at home.</li> <li>➤ Variety of clothes/dresses worn in different seasons, occasions (festivals), by self/family members.</li> <li>➤ Care of clothes/ dresses (cleanliness).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussing with children about their personal experiences.</li> <li>➤ Talking about clothes being worn on various occasions.</li> <li>➤ Providing opportunities to draw pictures of dresses worn by them, colouring and naming them.</li> <li>➤ Giving opportunities to make various kind of dresses by using used papers/newspapers.</li> <li>➤ Assigning project work on origami (paper folding).</li> <li>➤ Organising activities to discuss ways to take care of clothes/ festival clothes.</li> <li>➤ Discussion with teacher and peer group on cleanliness of dresses.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's learning experiences</li> <li>➤ Pictures/visuals of various kind of dresses.</li> <li>➤ Pictures of/Sample dresses worn on various occasions.</li> <li>➤ Newspapers to make dresses by paper folding (origami).</li> </ul>

**Integration:** Languages





## Theme 7: My Needs - Air

The theme 'Air' is aimed at discussing concepts and issues related to air in the daily lives of children. Simple observable properties of air would be discussed under the theme. Through simple activities skills like observation, discussion and experimentation would be developed. The theme would also focus on how to keep the surrounding air clean.

### Learning Outcomes:

Children will be able to:

- ✔ demonstrate awareness (by citing examples) about the presence of air in the surroundings;
- ✔ appreciate the use of air by living beings;
- ✔ give reasons how air gets unclean/polluted;
- ✔ identify and list out the harmful effects of unclean air for living beings;
- ✔ conduct simple experiment/activities related to properties of air (with the support of elders);
- ✔ appreciate the need for planting trees to get the clean air.

<b>My Needs - Air</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Some observable features of air (Air has no colour. We feel air when the wind blows).</li> <li>▷ Uses of air in daily life.</li> <li>▷ Need for clean air</li> <li>▷ Harmful effects of unclean air by giving examples.</li> <li>▷ Planting of trees to keep air clean and fresh.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Undertaking/Demonstrating to show children the properties of air (<i>air has no colour, one can feel it</i>).</li> <li>▷ Discussing reasons why air gets polluted (<i>effect of smoke, fuel burning of garbage may be discussed</i>).</li> <li>▷ Exploring sharing and discussing children's experiences about air in the morning, afternoon, evening time in an open place.</li> <li>▷ Demonstrating that under trees air is fresher. cleaner and also conduct deep breathing exercises.</li> <li>▷ Assigning projects to groups on ways to keep air clean.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Children's experiences related to their immediate surrounding in the morning evening time.</li> <li>▷ Films on the harmful effect of polluted air.</li> <li>▷ Balloons, kites to demonstrate presence of air.</li> <li>▷ Water, matchbox for activity.</li> <li>▷ Rhymes/stories book on air.</li> </ul>

**Integration:** Languages, Health & Physical Education

**Life Skills:** Self-awareness, Awareness for healthy living



## Theme 8: Keeping Oneself Clean, Safe and Healthy

The theme is expected to provide information on and develop an awareness on the issues and concerns related to cleanliness and health. The theme will focus on how to keep oneself healthy, recreational ways at home/neighbourhood, safety at home and in public places. It would help to develop skills related to self-awareness and self-protection.

### Learning Outcomes:

Children will be able to:

- demonstrate personal hygiene of body and clothes;
- demonstrate healthy habits and safety in school/home/playground;
- list out reasons for maintaining a healthy body;
- show awareness of self-protection;
- differentiate between good and bad touch by persons at home, relatives in the neighbourhood / public places, school;
- demonstrate awareness and need for clean surroundings;
- participate in recreational activities (games, play);
- discuss personal problems with family members;
- demonstrate simple exercises/ *asanas* for keeping the body healthy.

### Keeping Oneself Clean, Safe and Healthy

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Personal hygiene (hand wash, body, nail, teeth, hair, clothes).</li> <li>▷ Cleanliness in the house and surroundings.</li> <li>▷ Use of dustbin in House/school.</li> <li>▷ How to keep body healthy and fit: rest, exercise, yoga, deep breathing, play games (awareness level).</li> <li>▷ Indoor and outdoor games for recreation.</li> <li>▷ Safety at home and outside.</li> <li>▷ Good/bad touch.</li> <li>▷ Safety at public places</li> </ul>	<ul style="list-style-type: none"> <li>▷ Discussing about the need of cleanliness at home, school and surroundings.</li> <li>▷ Sharing / demonstrating yoga exercises and explaining their benefits.</li> <li>▷ Organising activities and Listing some indoor and outdoor games enjoyed by children.</li> <li>▷ Making children aware of good and bad touch by elders at home/school/ neighbourhood and at public places through sharing of experiences and narratives.</li> <li>▷ Organising group work to involve children in creative expression activities.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Charts/poster/collage/booklet- by pasting pictures related to with this theme.</li> <li>▷ Asking a yoga instructor to teach few basic <i>asanas</i>.</li> <li>▷ Show and tell activity.</li> <li>▷ Create a play corner with some indoor games displayed for children to use.</li> <li>▷ Narratives for self-protection.</li> <li>▷ Awareness related activities.</li> </ul>

**Integration:** Languages, Health and Physical education

**Life Skills:** Self-awareness and self-protection.

**Note:** Link this theme with the theme 'About Me'

## Theme 9: Places in the neighbourhood

The theme 'Places in the neighbourhood' is aimed at providing information related to various places in the neighbourhood. The theme would also throw some light on the up-keep of public places in the community. People involved with various professions and their needs would also be discussed. Children would learn to appreciate and respect the all kind of work / professions in our day to day life.

### Learning Outcomes:

Children will be able to:

- ✔ identify various places, i.e., school, hospital, park, water bodies in the neighbourhood;
- ✔ discuss the roles played by various people in these places;
- ✔ appreciate the role played by the people in keeping these places clean;
- ✔ discuss the role of each place in day-to-day life;
- ✔ demonstrate how to behave in public places.

Places in the neighbourhood		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Various places- Market, Hospitals, Parks, Banks, Fire station, Post office, Bus Stop, Railway Station.</li> <li>▷ People involved with various professions (Policeman, Doctor, Nurse, Teacher, Gardner, Milkman, Driver, Bus/Train conductor).</li> <li>▷ Role of community members in the up-keep of public places.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Discussing with children about their personal experiences, about different places /professions.</li> <li>▷ Providing opportunities to visit some important places.</li> <li>▷ Interacting with people who are involved in different professions related with the identified places.</li> <li>▷ Conducting survey/interview with children to get hands-on experiences.</li> <li>▷ Assigning simple group/individual projects to children to collect pictures of neighbourhood places and the role played by different people.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Picture cards of various places and people involved in various professions.</li> <li>▷ People from different professions.</li> <li>▷ Narratives/stories/children's own experiences.</li> <li>▷ Poem/songs on the above theme.</li> <li>▷ Project Work.</li> <li>▷ Discussion among peer group, teachers and elders.</li> <li>▷ Mock /drill exercise.</li> <li>▷ Role play.</li> </ul>

**Integration:** Languages

**Life Skills:** Respect, dignity of labour.

**Note:**

- Link this theme with transport and communication themes.
- Various professions may be added as per the context

## Theme 10: Plants

The theme 'Plants' aims at developing an understanding on simple concepts related to plants, variation in plants and uses of plants for human beings. Through this theme the skills expected to be developed are those of observation, discrimination, appreciation along with sensitivity towards care and concern for plants and the environment.

### Learning Outcomes:

Children will be able to:

- know about plants and the main parts of a plant;
- identify and name various plants seen in the surroundings;
- distinguish between plants that grow in water and on land;
- cite examples of some medicinal plants used at home;
- draw and label the main parts of plants;
- appreciate the uses of plant products;
- develop sensitivity towards care and protection of plants.

<b>Plants</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>▷ Plants/Trees in the surroundings/ in the school (their names only)</li> <li>▷ Plants on land, water, climbers (names with pictures)</li> <li>▷ Medicinal Herbs/plants that are used in daily life.</li> <li>▷ Kinds of fruits, vegetables we eat.</li> <li>▷ Edible parts of plants (fruits, seeds, leaves of some plants and their names).</li> </ul>	<ul style="list-style-type: none"> <li>▷ Providing opportunities to share/discuss children's experiences in the class.</li> <li>▷ Providing opportunities by organizing visits to observe and explore various kinds of plants available in the nearby surroundings.</li> <li>▷ Discussing plant variations seen based on observation, i.e. colour, shape, size, aroma of leaves, size of plants.</li> <li>▷ Group work to discuss uses of plants in our day-to-day life, particularly medicinal plants.</li> <li>▷ Providing opportunities to draw pictures, collect photos, songs.</li> <li>▷ Involving children in project work (collection of pictures, drawings of plants.).</li> <li>▷ Discussing / questioning on care and protection of plants.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Plants seen in the school and at home.</li> <li>▷ Pictures of some plants that grow in water and on land.</li> <li>▷ Picture cards of plants.</li> <li>▷ Nearby places, gardens, picnic spots.</li> <li>▷ Development of picture books, cards.</li> </ul>

**Integration:** Health and Physical Education, Languages.

**Life Skills:** Sensitivity towards care and protection of the environment.

## Theme 11: Animals

The theme 'Animals' is expected to develop awareness and an understanding of the concepts related to animals. It also aims at developing care and compassion for animals. The theme would also help to develop skills such as observation, classification, care and concern for animals and appreciation of beauty. The expectation of this theme is to acquaint children about different kinds of animals not to classify animals into sub categories/groups.

### Learning Outcomes:

Children will be able to:

- recognize and name the animals/birds seen in the surroundings;
- identify and name the main body parts of animals;
- identify and differentiate between pet, domestic and wild animals by citing examples;
- list common animals and birds that live in water, land and in air;
- recognize the sounds made by some common animals and birds and mimic them;
- draw pictures of pet and wild animals and label their main body parts;
- sing/recite songs/poems on animals and birds;
- show concern and compassion for animals and birds;
- appreciate the variation and beauty in animals and birds.

<b>Animals</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Animals seen in the children's surroundings.</li> <li>➤ Pet, wild and domestic animals.</li> <li>➤ Care and compassion for pet animals.</li> <li>➤ Name some common birds seen in the surroundings.</li> <li>➤ Some common animals/birds living in water, land, air (name only).</li> <li>➤ Sounds of some familiar animals and birds.</li> <li>➤ Draw pictures/ make masks of common animals and birds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to children to share and narrate their experiences related to animals seen by them in their surroundings.</li> <li>➤ Providing opportunities for observations through different ways i.e. nature walk, visit to nearby garden/zoo, with elders, parents and teachers.</li> <li>➤ Showing animal cards/pictures/films.</li> <li>➤ Facilitating play with puzzles and quizzes on animals.</li> <li>➤ Organizing group activities with children to recognize sounds of animals, birds, their movements and imitating them.</li> <li>➤ Asking children to draw pictures/paste pictures of some animals and write their names, some features such as, body parts, sounds, etc. below the pictures.</li> <li>➤ Grouping and sorting activities with animal cards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Nearby garden/zoo.</li> <li>➤ Picture cards of animals/birds.</li> <li>➤ Charts of animals of domestic, wild, pet, birds and display in the classroom.</li> <li>➤ Collection of some songs, poems on animals.</li> <li>➤ Documentary film on animals.</li> <li>➤ Develop bird bath.</li> <li>➤ Drawings of animals made by children.</li> <li>➤ Origami work, masks of animals.</li> </ul>

## Animals

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"><li>▶ Providing opportunities to develop masks, origami work for creative expression.</li><li>▶ Assigning Project Work, i.e. picture book, cards, drawings.</li><li>▶ Creating situations to sensitize children towards animals through discussion, sharing experiences, stories, narratives.</li></ul>	

**Integration:** Arts Education, Languages

**Life Skills:** Empathy, Care and tolerance for animals, Sensitivity towards environment and surroundings





## Theme 12: Transport

The theme 'Transport' is aimed to provide information and awareness about the various modes of transport, traffic rules, need for emergency vehicles. Skills such as exploration, explanation and clarification skills would also be developed.

### Learning Outcomes:

Children will be able to:

- ☑ identify the different modes of transport available in the surroundings;
- ☑ identify different professions related to transport;
- ☑ differentiate between the various kinds of transport used on land, in water and air;
- ☑ cite examples of each kind of transport (air, water, land);
- ☑ discuss and reason out the causes of noise in the surroundings;
- ☑ draw and collect pictures of various kind of transport;
- ☑ develop stories/ poems/ songs to express one's own ideas (creative expression);
- ☑ appreciate the role of traffic police, traffic lights;
- ☑ suggest ways to reduce smoke and noise.

<b>Transport</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Different kinds of transport in the surroundings.</li> <li>➤ Different Modes of transport (land, air, water).</li> <li>➤ Parts of vehicles.</li> <li>➤ Occupations related to transport.</li> <li>➤ Noise in the surrounding by vehicles.</li> <li>➤ Traffic police and Traffic signals</li> <li>➤ Emergency vehicles (Fire, Ambulance, Police, etc.)</li> <li>➤ Misuse of Transport.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to share children's experiences about transport.</li> <li>➤ Exploring children's ideas about modes of transport through brainstorming and discussion.</li> <li>➤ Providing opportunities to children to collect pictures of vehicles, draw pictures of different modes of transport.</li> <li>➤ Organising discussion on causes of noise and air (smoke) pollution, uses and misuse of transport</li> <li>➤ Conducting group activities to identify, classify and differentiate different types of vehicles.</li> <li>➤ Organising mock drill exercises/ role play of persons involved in this work</li> <li>➤ Discussing eco-friendly technology being adopted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's experiences.</li> <li>➤ Narratives created and compiled by children.</li> <li>➤ Poems/ songs compiled on transport.</li> <li>➤ Pictures/drawings of various kinds of vehicles.</li> <li>➤ Mock drill of traffic rules</li> <li>➤ Children's drawings on different kinds of vehicles.</li> <li>➤ Project Work (traffic light)</li> </ul>

**Integration:** Health and Physical Education, Languages

**Life Skills:** Concern for noise pollution in the surroundings



## Theme 13: Communication

The theme 'Communication' is expected to provide information on means of communication in the surroundings and uses and misuses of communication in daily life.

### Learning Outcomes:

Children will be able to:

- enlist different ways of communication used in the family;
- discuss (with elders) the more common ways of communication used by the family;
- identify and discuss other ways of communication available in the surroundings;
- discuss uses of various ways of communication;
- identify uses and misuses of ICT Communication.

<b>Communication</b>		
<b>Key Concepts</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Means of communication at home, in the neighbourhood, (Radio, TV, Newspaper).</li> <li>➤ Different ways of communication.</li> <li>➤ Uses, misuse of communication.</li> <li>➤ Use of ICT in Communication (email, SMS, internet at the awareness level only).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to share the various ways of communication in the family, surroundings and describe them.</li> <li>➤ Creating situations to develop poems/songs for developing divergent thinking/ creative expression on communication in children.</li> <li>➤ Giving children opportunities to draw pictures.</li> <li>➤ Organising group activities to discuss uses and misuses of communication.</li> <li>➤ Doing puzzles (jig-saw).</li> <li>➤ Providing opportunities to children to develop awareness on use of e-mails. Internet, telephone, letters, organising activities to use non-verbal ways of communication.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's experiences.</li> <li>➤ Narratives created by children.</li> <li>➤ Poems/ songs compiled on communication.</li> <li>➤ Pictures/drawings of various means of communication.</li> </ul>

**Integration:** Languages, Computer Studies



## Theme 14: The World around Me (Sun, Moon, Sky and Stars)

The theme 'World Around Me' is aimed to develop awareness about the sun, moon, stars and children's own ideas about these heavenly bodies. Simple information on these heavenly bodies would be provided in an interesting manner.

### Learning Outcomes:

Children will be able to:

- ☑ identify the heavenly bodies seen in the morning and at night in the sky;
- ☑ discuss about the heavenly bodies (sun, moon and stars) in their own words;
- ☑ draw pictures of the sun, moon and stars and colour them;
- ☑ discuss and differentiate between sunny, cloudy, winter, summer and rainy days' experiences in their own words;
- ☑ describe and differentiate between summer, winter and rainy days' experiences.

### The World around Me (Sun, Moon, Sky and Stars)

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Sky in the morning, afternoon and evening.</li> <li>▷ Cloudy and sunny days.</li> <li>▷ Sky in the night-stars, moon.</li> <li>▷ Sun in the summer, winter, and rainy days.</li> <li>▷ Weather in summer, winter and monsoons.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Asking children to share their experiences of day/night time about the sky.</li> <li>▷ Collecting poems/songs on heavenly bodies.</li> <li>▷ Organising some activities such as dramatization (using masks) on sun, star, moon.</li> <li>▷ Assigning projects to groups of children on the sky and heavenly bodies (collecting information and pictures with the support of elders).</li> <li>▷ Organising group activities – collage, puppet, mask making.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Stories and songs related to sun, moon, stars (collected or created).</li> <li>▷ Structured conversation on each heavenly body</li> <li>▷ Puppet play, masks (sun, moon and stars).</li> <li>▷ Children's personal experiences.</li> </ul>

**Integration:** Languages, Mathematics (Patterns)

