

**THE ORCHID SCHOOL**  
**MONTHLY BREAK-UP OF SYLLABUS 2010-11**

**Month:** June\July  
**Class:** Junior K.G

**No of Working Days:**  
**33**

Sr No	Subject	Content	Lessons / Events
1	Language Experience	<p><b>A) Receptive Skills - 1) Auditory discrimination -</b>            2) Recognize common sounds like rain, bird's chirping, bell, bus / car horn etc.            3) Repeat a sequence of orally given numbers / letters.            4) Be aware of difference in the environment.(different colours, shapes)            5) Develop a sense of rhythm through songs, rhymes.</p> <p><b>B) Memory / Speaking Activities -</b>            1).Follow simple instructions and directions given in a sequence at a time.            2).Name common objects like bag, bottle,uniform,floaters,identitycard,cupboard chair,table,mat,toys,etc.            3).Communicate and express his / her needs.            4).Identifying other children by name.            5) Begin to follow instructions given in English</p> <p><b>C) Speaking-</b>            1).Participate in general conversations.            2). Participate and contribute during picture reading / picture talk sessions.            3)Show and tell activity            Topic - Show family pictures and talk about it.</p> <p><b>D) Expressive skills -</b>            1) Participate in the left to right orientation            2) Pronounce their own first and last name            3)Participate in visual discrimination activities            4) Pick the odd objects</p> <p><b>E) Letter recognition of capital and small letters( Action Phonics) - A a, Mm,N n,S s, Tt .Oo.</b></p>	<p>1)Textbooks            a.Communicate in English Reader - Pg nos -6,7,10,18,23,24, 25,26, 37, 44, 51, 53            b. Communicate in English - Activity Book - June -4,5,6,7,9,11,12            2) Rhymes - Topic related from 'Rhyme Time'            3. Sight words -            a)Child's own name.            b)Class name.            c)Days of the week.            d)Colours - Red, blue, green, yellow.            4) Action words - play, Jump,Run, Walk.            a) I am /he / she.            b) Door, window table, chair.            5).Pre writing skills.            a) Clay/dough activity.            b) Paper tearing sticking activity.            c) Art/craft activities.            d) Blocks/puzzles/toys/stringing of beads.            e) Water/sand play.            f) Writing - patterns - standing, sleeping lines, slanting lines – using the mediumswater, air, sand.            g)Using scissors for paper cutting.            6). Writing readiness.            a) Patterns-standing,sleeping lines,slanting lines on the slate, paper, sand, air,water.            b). Express oneself through drawings / patterns.</p>
2	Maths	<p>1) Classify on the basis of colour (red, yellow ,blue)            Texture (rough/smooth)            Weight (heavy/light)            Length (tall/short, long/short, big/small)            Shape (circle/square/triangle/rectangle)            Quantity(more/less)</p> <p>2) Pick out the biggest and the smallest from a random selection of object.            3) Spot the odd one.            4) Draw the missing part            5) Recognize read and order numerals 1,2,3 .            6) Show conceptual value of numbers using concrete objects and pictures.            7) Count the objects in the set using various techniques as            - lift and count objects            - Touch and count objects            - count pictures</p>	<p>1. My First Book of Numbers - Pg nos - 2 to 22            2. My First Step to Nos - 36, 37, 38,39, 40,41            3. Notebook -            a)Trace over the numbers and stick pictures according to numbers ( 1 to 3)            b)Match the numbers to the correct number of objects.            c)Circle the correct number according to the objects.            d)Draw shapes like circle, triangle, rectangle, Square - in a creative way.            e) Drawing figures based on these shapes , Colour 2 to 3 objects.</p>

3	Evs	a) Myself ,My body, My senses b) My school c).My family, my friends d).Rain, e.)Clothes I Wear f.) At Home g). Food I Eat h) My Home / Building / Other Homes. i) Going Somewhere (Hospital, Beach, Garden, Railway Station, Airport, Market, Zoo, etc.)	<b>The World around Me -</b> 1,2,3, 4,5,6,7,8,12,14,15,16,17,18,19,20,21,22,23,24,25,26,27,73 Project related drawing activities.
4	Concept Attainment	1)Taste - sweet - sugar. banana, sweets, chocolates sour- lemon juice, tamarind, curd . 2)Touch - Soft - Sponge, wool Hard - block Rough - tissue 3) Sound - Discriminate between sound and noise e.g - Sound - shaker, clapping noise - horn 4) Smell - pleasant - perfume, talc Unpleasant - garlic 5). Directions-in / out, up / down 6). Follow simple directions - turn	
5	<b>Motor Skills</b> <b>a.Fine Motor Skills</b> <b>b. Gross Motor Skills</b>	<b>Gross Motor Skills –</b> 1 - Walk forward in a straight line, be able to start/stop at command 2 - Walk forward in a circle 3 - Jump from a height of two feet landing on both feet 4 - Throw a ball in a specific direction 5 - Do simple exercises 6 .Walk forward/backwards with varying speed 7. Walk forward in a circle 8 . Various ways of jumping (for height/distance) 9. Begin to develop carrying/striking skills 10. Create/develop games in pairs, take turns 11. Find the way to various areas of the school following directions (introduction-school tour) <b>Fine Motor Skills -</b> 1. Build with blocks. 2 .Complete simple puzzles. 3 .Sort objects according to their colours (buttons, shells, stones) 4. String medium sized beads. 5. Draw and colour freely using chalks and crayons. 6. Scribble on paper and slate. 7.Finger painting. 8. Play with soft balls to develop fine motor coordination. 9.Tear and roll paper. 10. Sort objects according to shapes (buttons, shells, stones).	

6	<b>Self Help Skills</b>	<ol style="list-style-type: none"> <li>1. Wash hands before and after eating</li> <li>2. Eat independently.</li> <li>3. Turn on and off the tap after use.</li> <li>4. Take care of his / her toilet needs.</li> <li>5. Eat and drink without spillings, clean up in case he or she does.</li> <li>6. Voluntarily clean up after an activity.</li> <li>7 .Keep his or her things in a specified space.</li> </ol>	To Show Visual cue cards
7	<b>Arts</b>	<ol style="list-style-type: none"> <li>1. Create figures and objects with free lines and forms.</li> <li>2. Create own patterns and designs.</li> <li>3. Draw from observation.</li> <li>4. Use colours to express feelings.</li> <li>5. Observe / talk about colours in the environment.</li> <li>6 Observe patterns and rhythm in the surroundings for e.g - puddle, cloud,marking on leaves.</li> </ol>	
8	<b>Music</b>	<ol style="list-style-type: none"> <li>1. Understand start and stop</li> <li>2. Play with and explore a variety of sound making materials</li> <li>3. Listen to Identify and imitate familiar sounds in the environment from varying sources (Rain falling, car horns blowing,dogs barking, babies crying, leaves rustling, silence).</li> <li>4. Recognise the difference between the speaking sounds and the singing voice and use these voices in different ways (whispering, talking, shouting, saying aaahh, singing aaahh)</li> <li>5. Recognise different voices(eg. Child and adult voice)</li> <li>6. Listen to and imitate patterns of long and short sounds</li> <li>7. Classify sounds by the way they are produced and identify source of the sounds</li> <li>8. Listen and respond to the music in different styles.</li> <li>9. Discover ways of making sounds using body percussions (tapping,clapping,snapping)</li> </ol>	
9	<b>Drama</b>	<ol style="list-style-type: none"> <li>1. Engage in imitative and imaginative play using a range of sources (personal experiences) through role play.</li> </ol>	
10	<b>Dance and Movements</b>	<ol style="list-style-type: none"> <li>1. Explore the movements of different parts of the body and the ways in which the body can move in space using simple body actions (walking, running, skipping, jumping, gesture and stillness)</li> <li>2 Explore different ways of movements (eg. Walking: small steps, wide steps, fast walks, tired walks, happy walks)</li> <li>3. Explore and create movements at different levels, using different pathways and forming different shapes in space.</li> <li>4. Explore the movements of different body parts using actions like running, jumping.</li> <li>5. Dance to various beats fast/slow.</li> <li>6. Perform simple dances with teacher's guidance.</li> <li>7. Respond imaginatively through movement to stimuli like music, rhymes.</li> </ol>	<p>Teach them dance movements in three songs from "Karadi tales"</p> <ol style="list-style-type: none"> <li>a.Chai,chai"</li> <li>b.monkey"s</li> <li>c.Rain ,rain.</li> </ol> <p>These song are enough to cover all the given aspects which are to be covered for the given month.</p>

11	<b>Values</b>	<ol style="list-style-type: none"> <li>1. To be clean.</li> <li>2. Take care of my personal and school things.</li> <li>3. Participate and join in all the class activities.</li> <li>4. Brush my teeth, have a bath and comb my hair everyday through role play.</li> <li>5. Keep nails short and clean.</li> <li>6. Wear clean clothes .</li> </ol>	
12	<b>Library Skills</b>	<p>Visit to the library  Read stories to the children  Teach children how to take care of books.</p>	
13	<b>Hindi</b>	Picture talk, rhymes, show and tell activity.	
14	<b>Music</b>	<ol style="list-style-type: none"> <li>1. Understand start and stop</li> <li>2. Play with and explore a variety of sound making materials</li> <li>3. Listen to Identify and imitate familiar sounds in the environment from varying sources (Rain falling, car horns blowing,dogs barking, babies crying, leaves rustling, silence).</li> <li>4. Recognise the difference between the speaking sounds and the singing voice and use these voices in different ways (whispering, talking, shouting, saying aaahh, singing aaahh)</li> <li>5. Recognise different voices(eg. Child and adult voice)</li> <li>6. Listen to and imitate patterns of long and short sounds</li> <li>7. Classify sounds by the way they are produced and identify source of the sounds</li> <li>8. Listen and respond to the music in different styles ( from June onwards )</li> <li>9. Discover ways of making sounds using body percussions (tapping,clapping,snapping)</li> </ol>	