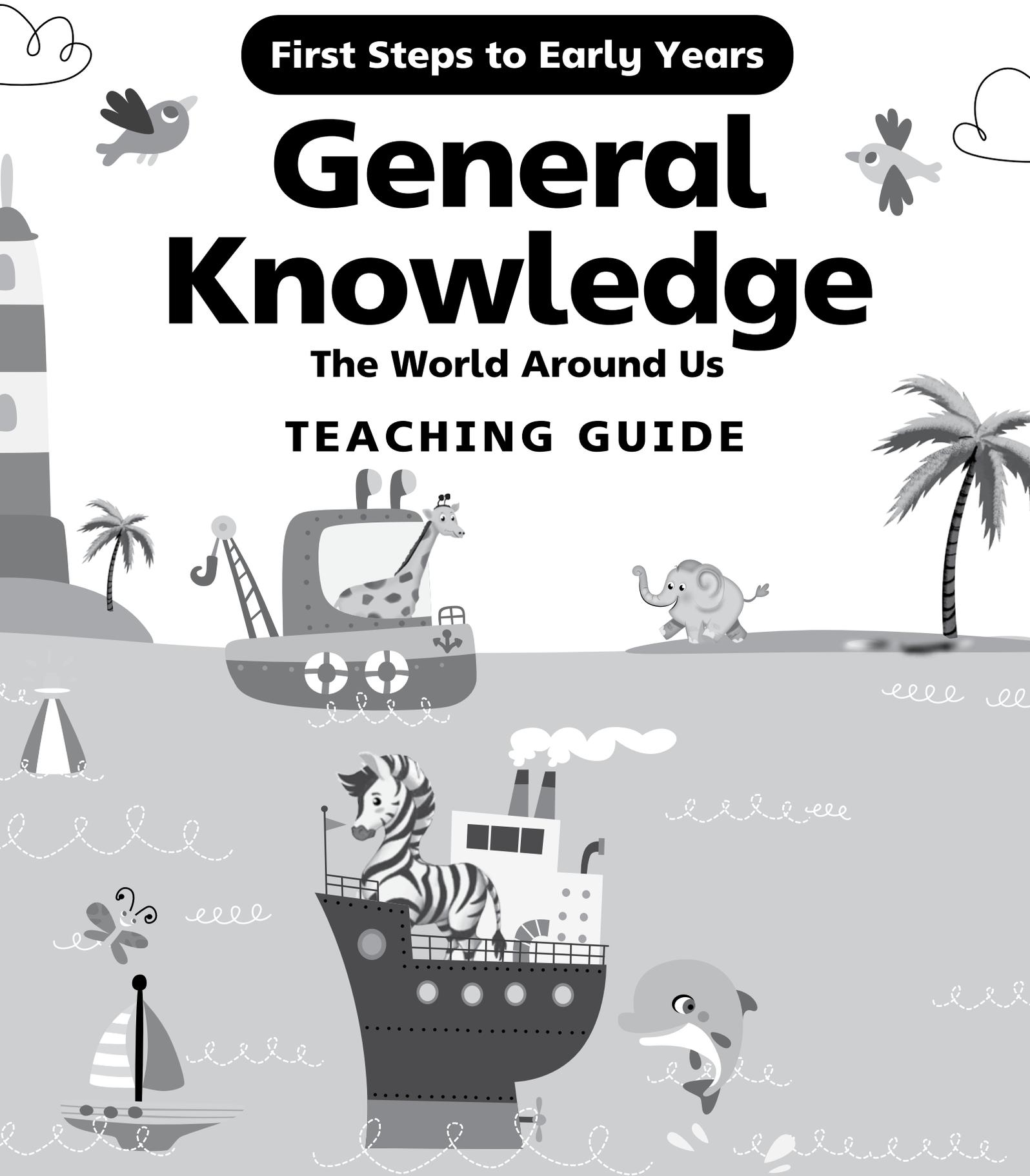


First Steps to Early Years

General Knowledge

The World Around Us

TEACHING GUIDE



TV

Introduction

Introduction to the Series

First Steps to Early Years series covers the fundamental aspects of early years learning driven progressively by a range of learning outcomes for young children according to their diverse interest and learning styles. The books in this series follow a holistic learning approach focusing on key learning areas such as language development, key mathematical concepts, personal, social and emotional development, creative arts, physical development, health, hygiene and safety, and the world around us. They emphasise on the development of the children's knowledge and understanding of the environment, along with their imagination, helping them effectively engage and communicate by using language in creative ways. The books aim to help make the transition to the primary levels easy for the young learners.

Introduction to the Book

First Steps to Early Years General Knowledge contains a wide variety of activities blending creative arts, concepts of the world around us, and personal and social development. The engaging activities encompass and work on developing an understanding of our environment, people and features of the natural and man-made world, and developing an understanding of personal care, environmental safety and security in children. These include establishing a positive attitude towards healthy and active ways of life.

Structure of the Teacher's Guide

First Steps to Early Years' Teaching Guide serves as a holistic guide by providing wide-ranging planning of each unit. The aim of the teaching guide is to make the job of teachers easier. The Teaching Guide also helps the teachers in setting up their classrooms, maintaining vocabulary walls/soft boards, creating and maintaining resources (such as flashcards). Teaching guides also contain stories for wordless stories, so the teachers will not have to spend time coming up with different story ideas. This Guide contains exercises which can be used for the introduction and reinforcement of concepts.

Contents

| | Page |
|---|------|
| Health, Nutrition, and Safety Checklist | 1 |
| Setting Up the Classroom | 4 |
| Lesson Plans | 6 |
| Unit 1 More About Me | 7 |
| Unit 2 My Family | 14 |
| Unit 3 My Safety | 18 |
| Unit 4 My World | 23 |
| Unit 5 Good Habits | 26 |
| Let's Revise Omar's World | 31 |
| Unit 6 Months and Days | 35 |
| Unit 7 Seasons | 39 |
| Unit 8 Colours | 43 |
| Unit 9 Things in Nature | 47 |
| Unit 10 Fruits and Vegetables | 51 |
| Unit 11 Animals | 55 |
| Let's Revise Zoha's World | 59 |
| Science Station | 62 |
| IQ Boosters | 66 |
| Activity Bank | 69 |
| Assessment Guide | 72 |
| Worksheets | 73 |
| Mid-of-Year Teacher's Observation Checklist | 87 |
| End-of-Year Teacher's Observation Checklist | 88 |
| Single National Curriculum Alignment | 89 |

Health, Nutrition, and Safety Checklist

This checklist provides a guidance for teachers and school administrators to set up an ideal environment for young learners. Following the checklist at the beginning of the year can make one well prepared for the entire academic session as well as keep the educators well-informed about their children. The checklist can be adapted as per the need and requirements of the school/individual.

Health

- Ask ahead about any specific allergy that any child may have.
- Check children' record files for any medical issues or history mentioned.
- Develop a children' profile for all children to observe their needs and requirements.
- Classroom is well-lit, however, there should be some source of natural light coming in.
- Classroom is properly ventilated or has adequate sources of air.
- Classroom's temperature is suited for toddlers – not too warm or too cold.
- Classroom is cleaned every day; and ensure that it is dust and germ-free.
- Classroom is not located in or around a noisy area.
- Classroom is situated at the ground floor, to avoid any hazards.
- Fixed dispensers of hand sanitizers should be accessible to the children.
- No hot beverages to be allowed in class.
- Waste paper baskets are covered, and garbage bags changed every day.
- Children wash their hands after eating, playing outside, and after using the washroom, etc.
- Teachers and staff who spend time with the children must maintain a healthy and clean attire.
- Ensure toilets and washrooms are always clean and equipped with all cleaning materials, for example, hand wash and disposable wipes.
- Liquid soaps to be used instead of soap bars.
- Paper towels are present in the washrooms at all times.

- Classes are insect-free – ensure that pest control is carried out before the session begins.
- A sick room with a trained nurse and nanny is present on the premises.
- The sick room is clean and equipped with a bed, spare sets of clothes, separate washroom, medical first aid equipment, etc.
- Immunization records are taken from the parents.
- Sand pits (if present) are regularly cleaned.
- Adequate physical activities are part of the school routine.
- Create awareness of good touch and bad touch regularly.
- Nails are trimmed and clean, hair is lice free, clothes and undergarments are clean.
- Children are getting proper amount of sleep.
- Children have healthy relationships with their parents.
- Grab bars in washrooms.

Nutrition

- Weekly meal plan is shared with parents – the food should be easily available.
- Children’s preferences and cultural backgrounds are also included in the meal plans.
- Weekly meal plan has a balanced diet – fruit, vegetable, milk, protein, and carbs are present.
- Junk/fried and processed food are not allowed.
- Portion size of food is according to the child’s needs.
- Food is cut up into pieces to avoid choking.
- Lunch/snack time is scheduled at a suitable time.
- Appropriate snacks and water are available in case any child gets hungry or if they do not prefer the lunch they have.
- Water breaks during class to ensure proper water intake.
- Drinking water is at an adequate temperature, so the children are not drinking cold water.
- Awareness sessions for parents on healthy nutrition for children.
- Discourage excess sugar/salt intake and sugary drinks.
- Children do not bring betel nuts (*chalia*), etc.

- Emphasise on the importance of having breakfast regularly.
- The food that the children have is in edible condition (not expired).

Safety

- First aid kit is present in class and the smoke/fire alarm is in working condition.
- Low-rise furniture with rounded corners is present in class.
- No nails are protruding out of the furniture.
- Classroom's floor is carpeted.
- Power sockets are out of reach of the children.
- Electricity cables are secured properly and are covered.
- Windows have childproof locks and are out of reach of the children.
- Lunch area is separate from class area and is covered with plastic spread.
- Children have aprons on while eating and during art activities.
- Children use round-tip safety scissors with adult supervision.
- Adults (support/cleaning staff) are present in the bathrooms for cleaning, assistance, and monitoring the children.
- Parents' contact information is up to date in case of emergencies.
- Exit plans are pasted on the classroom door.
- Safe practices are displayed as a poster and discussed in class.
- Dispersal time is well organised and teachers are on duty.
- Fire drills and evacuation drills are carried out on a regular basis.
- Playground is child-friendly, safe, and garbage free.
- The child feels safe to approach you, talk about incidents, and share their feelings.

Setting Up the Classroom

Vocabulary Wall

The vocabulary words should be chosen from within the book. The teacher may write high frequency words for each topic on pieces of construction paper and pin them on a soft board. The teacher is requested to update the vocabulary wall for each unit. The piece of paper should be big enough to contain words in big letters. Teachers are requested to ensure that the height of the vocabulary pasted should be as per the average height of the children in class. The words must be visible and readable to every student.

Note: Teachers may use masking tape/paper tape for pasting purposes.

- **Soft Board**

If teachers do not want to paste vocabulary words on the wall, then they may use a soft board and pin up the words and pictorial references on it. They may update the soft board weekly or as per the current topic.

- **Daily weather/days of the week/months of the year**

Pictorial chart wheels for various topics like the daily weather, days of the week, and months of the year can be made. The teacher can discuss them daily once the topics are introduced. At the beginning of the day, ask the children about how the weather is, what day of the week, and month of the year it is. Update the charts accordingly.

- **Seating Plan**

If you have circular tables for children to sit, then make sure that each table has four to five children seated. If you have squared tables, then place four tables together, forming a square. This will encourage the children to bond together and work in groups.

- **Creating Learning Corners (Goshay)**

As per the Single National Curriculum, children need opportunities to explore their surroundings. Designated areas or learning corners can be used for specific activities and storage of classroom equipment for an effective learning

environment. This also inculcates the habit of organisation and establishes discipline in the child from a young age. Learning corners encourage children to work independently and in a natural manner.

Learning corners need to be separated from each other. It is also advised to place low shelves or big cartons (so a toddler may reach its contents). The corners may store: books, toys, flashcards, etc.

- **Language Corner:** This corner should be equipped with material related to increasing vocabulary and learning reading skills.
- **Library Corner:** This corner should be set up to promote the reading habit and to learn how to care for and value books.
- **Art Corner:** This corner provides children with opportunities for creative expression.
- **Math Corner:** Appropriate materials for the Math Corner include objects that will help children grasp the basic Math concepts of size, shape, width, classification and number, through direct experimentation.
- **General Knowledge (Science) Corner:** This corner should provide children with opportunities for observation and experimentation to understand the world around them.
- **Home Corner:** The Home Corner should reflect the cultural background of the children with items such as various kitchen utensils, clothes, small furniture, and dolls. It can also later be transformed from a kitchen into a shop, clinic, or an office.

The Learning Corners should be organised with Key Learning Areas and Expected Learning Outcomes, so that the children can experiment with concepts and skills that have been introduced by the teacher.

Daily Routine

Young children need the comfort and security of a daily routine. A daily routine provides a consistent, predictable sequence of events that gives the children a sense of control over what they will be doing during the day. To make the best use of the time, create and maintain a schedule. Daily routine helps the children learn about sequence, discipline, organisation, and time limit.

Lesson Plans

There is no rigidity in terms of time limit to note the following instructions. Teachers should observe and work with the flow and speed of the children. Children must be able to work independently with ease and confidence, only then is the teacher advised to move forward with the lesson. The following notes are provided as a resource material for each page.

Making Teaching Resources

- How to maintain flash cards

Suggestions for teachers as to how they can preserve and save their flash cards (resources) for any future use. For example:

- Hard laminations: Alphabets and their pictures (for example: A a with an apple or an ant) can be laminated at the start of term and may be used throughout the academic year. If kept properly, they can be used in the next academic year as well.
- Soft laminations: Teacher may cover seating arrangement charts or vocabulary words so that they may be used for a longer period of time, with a plain plastic sheet. They can tape it with paper tape or pin it with a stapler at the back of the classroom.
- How to make a mini whiteboard (DIY): If you do not have mini whiteboards available, you may cut white card sheets and get them hard laminated at the beginning of the school year. They will serve as mini whiteboards. One card sheet may result in at least six mini whiteboards. In this manner, you may have as many mini whiteboards as the number of children in your class.

Unit 1: More About Me

By the end of this unit, children will be able to:

- Make patterns using their finger and handprints
- Identify different parts of their bodies
- Measure their heights
- Recognise their feelings and express them

Lesson 1 (page 2)

My Thumbprint

Materials required

- student's book
- stamp pads or red water colour (one for each pair of children)
- plastic sheets or old newspapers
- old t-shirts or aprons for paint activity

Pre-activity preparation

Send a note prior to parents to send in old t-shirts for a paint activity. You can also ask for these in the beginning of the year, label them and keep them at school for future art activities.

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the paints and water ready for the activity. Gather the children around and demonstrate what they will be doing. Have a student's book turned to page two of the student's book beside you as well.

Introduction

Press your thumb in the red paint firmly so that it is coated thoroughly with the paint. Press on the apple outline and demonstrate how the thumb painting has to be done within the outline. Draw the attention of the children to the thumbprints they have painted.

Student's book activity

Pair up the children and give them the paints. Facilitate them in completing page 2. Once they are finished, leave the pages out to dry out.

Lesson 2 (pages 3–5)

My Fingerprint and Handprint

Materials required

- student's book
- paper strips; 3 cm long and 1 cm wide
- glue
- water colour pans of red, blue, pink colours (a pair for each child)
- old t-shirts or aprons
- plastic sheets or old newspaper

Pre-activity preparation

Make finger puppets for the characters on the song on page 5 of the student's book. Take five strips of paper, each 1 cm wide and 3 cm long (or long enough to wrap around your finger). On a separate paper, make miniature drawings (you can also just draw the faces of characters) of a grandpa, granny, teacher, friend (a boy or a girl), toy, to be pasted in the centre of the paper strip. Colour using colour pencils or markers to make them look attractive. Cut out the miniature drawings and paste them on the strips. Staple the strips around your fingers so that they form finger puppets.

Send a note prior to the paint activity to the parents to send in old t-shirts. You can also ask for these in the beginning of the year, label them and keep them at school for future art activities.

Cover the paint areas with plastic sheets/newspapers and help children wear their aprons or old t-shirts. Have the paints and water ready for the activity.

Introduction

Rhyme time: Sing the song 'Fingers' on page 5 of the student's book using the finger puppets.

Circle time: Gather the children around you to demonstrate what they will be doing in the area designated for the paint activity. Have a student's book turned

to pages 3 and 4 beside you as well. To demonstrate, press your finger in the red paint firmly so that it is coated thoroughly with the paint. Press your finger within or inside the outline of a flower and show how the children have to use their fingers for painting the flowers.

Student's book activity

Distribute the student's books opened to page 3. Tell the children that they will be using their fingers only to complete painting the flowers on page 3. After they have finished colouring a flower in one colour, help them use another finger to paint with another colour, e.g. purple. Help the children complete page 3 of the student's book and leave it open to dry.

Similarly, the next day, open to page 4 of the student's book and complete the handprint activity. You can paint the children's hands with a brush or take out the paint in a flat pan/dish and help children press their hands in the paint. Help the children complete the pictures on page 4 of the student's books and leave the pages open to dry out.

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| Lesson 3 (page 6) | My Height |
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Materials required

- student's book
- measuring tape
- chart papers (4 – 6 or as needed)
- marker
- toys (preferably stuffed toys of various heights, e.g. a tall giraffe, a short cat, a tall crane, an elephant, etc.) or use pictures of tall and short animals. identical objects of the same height can also be used
- whiteboard and whiteboard markers/blackboard and chalk

Pre-activity preparation

- Making a height chart: stick at least two chart papers together vertically so that they form a horizontal chart on the wall. With the help of a measuring tape mark inches on the length of the height chart using a marker. You may also label the chart as 'Height Chart'.

- On the board, make a table of all the children's names and their heights to record during the height measuring activity.

Introduction

Rhyme time: Sing the song with the children. Keep the toys/pictures in a basket in front of you:

This is tall, tall, tall
(hold hand above your head)
This is short, short, short,
(bend down and hold your hand a little above the floor)
This is big, big, big
(hold your hands wide apart)
This is small, small, small
(hold your fingers a little apart, as if to show small)

Repeat the song with the children so that they have an idea of different measurements.

Circle time: Hold up a toy giraffe or its picture or any tall object, and draw the attention of the children towards its height. Tell them to observe its height and how tall it is. Next, hold up a toy cat/picture/short object and draw the attention of the children towards its height. Hold up both the toys/pictures/objects and reinforce the concept of tall and short. Call out the tallest child in the class to the centre of the circle and draw the attention of the children towards the child's height; subsequently call out the shortest child and make him/her stand next to the tall child. Draw the attention of the children towards their different heights, and use phrases like, 'taller than...' and 'shorter than...' to compare their heights and talk about them. Tell the children they will now also be able to find out their own heights.

Student's book activity

Take the children towards the height chart in the class. Call a child and help him/her stand against the inches scale you made on the chart. Using a pencil, mark the child's height on the scale. Write the child's name where you marked his/her height.

On the board write the height of the child in front of the his/her name. In order to keep it simple, make sure you round off the numbers and not write in decimals.

Similarly measure the heights of all the children and fill out the table on the board. Once all the children are measured for heights, tell the children to have a look at the table on the board and ask them if they can notice who is the tallest in the class and who is the shortest. Point out who is the tallest and who is the shortest. You can circle the names and their heights on the board and write tallest and shortest in front of them.

Distribute the student's books opened to page 6 of the student's book and help children complete the table by looking at the table on the board.

Tell the children that after a few months, their heights will be measured again to see if there is any change.

Materials required

- pictures of various activities children do, such as a broken toy, children playing in the park or any game, children sitting in a class, children eating food, children fighting, an amusement park, a sad pet cat/dog, a rainy day, a sunny day, etc. (pictures can be taken from the Internet of any old newspapers or magazines)
- coloured A4 sheets (yellow, red, blue)
- ice cream sticks or any small stick/pencil for pasting paper faces
- glue/sticky tape
- markers
- student's book
- pencils/crayons

Pre-activity preparation

Cut out circles from the coloured A4 sheets and make happy, sad, angry faces on them. Blue for sad face, red for angry face, and yellow for happy face. These will be called emoji sticks. Each child will have three expressions (angry, sad, happy). Paste the faces on the ice cream sticks for children to hold up during the activity.

Introduction

Circle time: Keep the pictures of the various scenes in front of you. Distribute the emoji sticks (3 emojis of happy, sad, and angry) to each child. Explain to the children what each emoji stick means. Instruct the children that they will hold up the emoji which shows their feelings when you hold a scene. Hold up the picture of children playing together. Ask the children how do they feel when they see children playing; do they want to play? How does playing make them feel? Do they like playing? What sort of games do they like? etc. Elicit as many responses as you can from the children and encourage participation. Ask the children to hold up the emoji stick which shows how they feel when they see the picture.

Similarly, ask questions about all the pictures, elicit responses about their likes and dislikes and how they feel when they see the pictures. Try to show the children a variety of appropriate activity and scenes.

Student's book activity

Open to page 7 of the student's book and distribute it to the children. Help the children trace over the happy, sad, and angry faces using pencils/crayons. In the next question, ask the children to show them they are happy by making a happy face, then a sad face and in the end an angry face. Facilitate the children to make the faces in question 2 of the page on their own.

Lesson 5 (pages 8 and 9)

My Body Parts

Materials required

- student's book
- pencils

Introduction

Rhyme time: Sing the song 'My Body' on page 9 of the student's book. Recap the parts of the body children must have learnt in the previous book.

Circle time: Play the game Simon Says with the children with just body parts. For example, ask the children 'Simon says touch your nose' and everyone has to touch their noses, etc. Go on to do this for the body parts mentioned on page 8 of the student's book.

How to walk, talk, and sit?

Teach the children how to walk, talk, and sit properly. Demonstrate to the children that when walking they should have their eyes on the ground in case there is any bump in the road or a pothole. Similarly, while talking, they should not be so loud that it becomes a nuisance nor so soft that others have difficulty in hearing them. Also, they should never talk if they have food in their mouth. Lastly, while sitting, their back should be straight, feet placed flat and firm on the ground, and hands resting on their lap. If they are at the dining table, then their elbows should never be on the table, and if they are at a study table then their hands should be straight in a manner so it does not bother the child sitting next to them.

Student's book activity

Open page 8 of the student's book and distribute it to the children. Ask the children to look at the child carefully on the page. Ask the children to point to the head of the child. Distribute pencils to the children and facilitate the children to complete the page.

Recapitulation

All about me: write the following questions on the board:

- What is your name?
- What do you like about yourself?
- What makes you sad?
- Which friend of yours is taller than you?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit the understanding in the children that everyone has their own opinion based on their experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 2: My Family

By the end of this unit, the children will be able to:

- recognise and talk about their family
- understand that there are different kinds of families (big and small)
- understand that it is not necessary that every child has a sibling

Lesson 1 (pages 10–14)

My Family and I

Materials required

- A4 sheets
- crayons/colour pencils
- markers
- family picture (optional)
- student's book
- pencil
- local toys
- magazine cut-outs of different old cultural buildings and mosques

Pre-activity preparation

Ask the children to bring a full family picture from home a day prior to the activity (optional) or you may keep few A4 sheets ready for the children to draw their family in class.

Introduction

Ask the children about their family. Some children may live with their grandparents, uncles and aunts, and their parents as well. Some children on the other hand may just live with their parents. Talk about different kinds of families and discuss how it is completely acceptable to live in either a big or a small family and that it is not necessary that every child has a sibling. Some children are the only child in their family. Talk about all the people who live with the children and their role as an individual. What do their parents do, what do their grandparents do, how many siblings do they have and what do they do and how old are they? Introduce the basic characters in each family, such as: father, mother, siblings, and grandparents.

Provide the children with A4 sheets and colours/crayons and markers, and ask the children to draw their family.

Culture day: Prepare for culture day, ask the children to dress up in their cultural clothes and bring one food item that is unique in their culture. On the day of the activity, talk about the cultural aspects of their lives, such as, language, clothing, lifestyle, food, traditions and customs. Talk about the key cultural practices to resolve conflicts and issues, such as, jirga, kacheri, etc.

Show the children magazine cut-outs of different cultural buildings and mosques. Ask them to note the intricate patterns and design of the buildings. Inform them that each pattern style is unique to its geographical location. Tell them the names of the historical and cultural places and see if any child can recognise the place either from the picture or the name.

Next, inform the children that just like Pakistan has several cultures mixed together, similarly, there are few things which are common and a must to know for every Pakistani. Tell them about the national flag and talk about its colours. Also, have a short discussion about the folk dances and its cultural significance.

Tell the children the following:

Pakistan's national game is hockey.

Pakistan's national flower is jasmine.

Pakistan's national fruit is mango.

Pakistan's national language is Urdu.

Pakistan's national bird is Shaheen.

Pakistan's national animal is Markhor, etc.

For the last culture day activity, the children may share any local games which are special to their culture and share the experience with their peers. Encourage the children to teach their peers how to play their specific games and inform them about the rules as well. The games can be simple and easy to play, such as, hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, clay modelling, cat's cradle, etc.

Show and Tell: One by one ask the children to come to the front and show their family picture/drawing to the class and talk about their family. Start by introducing themselves, how they feel, and how old they are. They can tell the names of their family members, what do they do, and how old they are. If they want, the children can narrate any stories which they have heard from their grandparents or elders and share it with the class.

Before starting the activity, however, inform them about being kind to others when they are having trouble with something, for example, if any of their peers stand up and cannot speak or is nervous/shy, the rest of the class should motivate and encourage the child so they may feel comfortable enough to speak up. Teach the children that it is okay to make mistakes as long as you are learning from them. We should learn from our mistakes. They are not a bad thing and nothing to be ashamed of. We should not make fun of others when they have made a mistake as well. Teach the children to always be kind to others and help others in times of need.

Student's book activity

Open page 10 of the student's book and distribute it to the children. Ask the children to look at the child carefully on the page and talk about themselves in the similar manner. Keep on turning the pages till 14 and encourage the children to talk about their family in the similar manner. On pages 12 and 13, provide the children with colour pencils/crayons and ask them to colour the pictures as is suggested in the picture next to them. Turn to page 14 and ask the children if they are able to name the family members on their own. Facilitate when required.

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| Lesson 2 (page 16) | Grandparents |
|--------------------|--------------|

Materials required

- student's book
- glue/stapler

Introduction

Rhyme time: Turn to page 15 and sing the song with the children. Read the song slowly and carefully the first few times so the children are able to understand the words and their pronunciation. If possible sing the song with actions and encourage the children to hug each other as if the other child is their family.

Student's book activity

Open page 16 of the student's book and distribute it to the children. Ask the children to look at the grandparents carefully on the page. Ask the children to talk about their own grandparents.

At the end of the class, take all the drawn pictures from the children and staple them together to make a family album.

Family day: Organise a family day and invite the parents, siblings, and grandparents so that they can be a part of some class activities. For preparation, help the children think of a few questions they could ask their family members, in order to learn more about them, such as, their likes and dislikes, hobbies, favourite food, etc. The children can talk to their family members at home, family members away from home by telephone or e-mail, and then share the collected information with their peers in front of their respective families.

Help the children think of different ways in which they may show their love and respect to their family members. For example, helping their mother with small chores, getting their grandparents things, which they might need, spending time with them, or giving their father a glass of water when he comes home from work, etc.

Recapitulation

All about my family: write the following questions on the board:

- What is your name?
- Who is in your family?
- What makes you sad?
- What do you call your parents?
- What do you call your grandparents?
- What are your siblings names?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has their opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 3: My Safety

By the end of this unit, the children will be able to:

- identify common dangers in homes, schools, and outside
- understand ways to remain safe at home, school, or outside
- follow emergency escape routes at home and school
- get out of a dangerous situation
- know the meanings of the colours of the traffic lights

| | |
|------------------------|----------------|
| Lesson 1 (pages 17–18) | Safety at Home |
|------------------------|----------------|

Materials required

- student's book
- white/blackboard
- chalk/dry erase marker

Pre-activity preparation

Ask the children to discuss security measures at home with their parents a day before and come to the class at the day of the lesson prepared.

Introduction

Circle time: Ask the children to talk about the security measures which their parents ask them to follow at home, the answers will differ. Make a list of security measures on the white/blackboard, and do not repeat any points.

Apart from the student's book, some extra points could be:

- stay away from the medicine cabinet
- do not open doors except for parents or siblings
- do not play with water
- be aware of any allergies which you or your sibling may have
- avoid climbing and jumping on the furniture
- stay away from any expensive or sharp objects/furniture/decoration at home
- know how to make any emergency calls or reach out to an adult in case of any emergency

- know how to get out of the house and find the nearest adult in case a stranger has come in, etc.

Student's book activity

Distribute the student's books opened to pages 17–18. Ask the children to look at all the scenes in the book carefully. Encourage the children to recognise what the children in the scenes are doing wrong, and instead what should they have done? Also, ask the children, if they are in any trouble at home and there is no adult present, what should they do?

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| Lesson 2 pages (19–20) | Safety in School |
|------------------------|------------------|

Materials required

- student's book
- white/blackboard
- chalk/dry erase marker
- school fire escape or emergency escape chart

Introduction

Circle time: Talk with the children about different security measures which they have to follow while they are in school, such as:

- no bullying or teasing
- do not play any games which can result in any harm
- know your parents contact number
- know about any allergy which you may have
- (if the child lives close by) know the route from school to home
- (if the child lives at a distance) know maximum number of landmarks in between the school and home
- know their way around school
- know about the emergency and fire exits

Make a list of all the security measures mentioned in the student's book and on the white/blackboard.

School walk: Help the children make a queue and ask them to quietly follow you and try and memorise the way around the school. You may divide the children into groups if you think that taking the entire class at once will be difficult. Follow the path which is assigned as the emergency route or fire escape route. During the course of the first week, take the children through this path daily so they can memorise the route, then as the academic year passes by, take the children once a week.

Student's book activity

Help the children turn to pages 19 and 20. Ask the children to look at the scenes carefully and talk about what the children in these pictures are doing wrong and what they should have done instead. Talk about being a good citizen: a good citizen is always respectful of others, always helps others when they can and when needed. Encourage the children to be good citizens in the classroom and help their classmates.

Lesson 3 (pages 21–23)

Safety Outside Home

Materials required

- student's book
- white/blackboard
- chalk/dry erase marker

Introduction

Circle Time: Talk with the children about different security measures which they have to follow while they are outside their homes, such as:

- hold hands of an adult or your friend when walking outside
- always walk on the pavement
- do not run on the road
- do not push anyone when outside
- try not to cross the road alone and always have an adult present
- always cross the road when the signal is red
- use the pedestrian bridge/overhead bridge to cross the road (if available)
- know the meaning of the colours of traffic lights

- always wear a helmet
- wear bright or reflective clothes/helmet/anything which makes you stand out and easy to spot
- use your voice, do not be afraid to scream and shout if you feel you are in trouble

Student's book activity

Circle time: Open the books to pages 21 and 22 and distribute them among the children. Discuss about the safety measures which the children should know when they are outside with a friend/sibling/adult. Encourage the children to use their voice and be loud, if they find themselves in any trouble. For example, a stranger is trying to get close to them or is talking to them or trying to take them somewhere. Tell the children that in any such scenario, they can scream, yell, cry, or make some noise so they can attract attention of the public. Talk to the children about their private body parts and how good touch is different from bad touch. Explain to them that apart from their parents and the doctor, no one else can touch certain body parts. Through role-plays emphasise the importance of being wary of strangers.

Rhyme time (Rhyme 1 – Left and Right): Sing the rhyme present on page 21 and ask the children to repeat after you. Repeat the rhyme a few times to ensure that the children have understood the pronunciation of the words. If possible try to sing the rhyme with actions, however, be careful so that no child slips or hurts themselves. Tell them that when it says 'slip' all they have to do is crouch down and stand back up.

Rhyme time (Rhyme 2 – Traffic Lights): Sing the rhyme present on page 23 and ask the children to sing the rhyme with you. Ensure that you say the words clearly so the children can understand the pronunciation and meaning behind the words. Try and do actions with the rhyme. You can even draw a traffic light on the white/blackboard with colourful chalks/dry erase markers.

Ask the children if they can name different modes of transportation, such as, cars, vans, trains, bus, etc.

Recapitulation

Role-play: Conduct a role-play with your class by presenting them with multiple scenarios. Assign them roles and provide them with basic dialogues (which are easier for them to memorise). The scenarios can be:

- how to deal with surprising and dangerous situations with ease
- not to take medication without adult supervision
- scream 'No' or shout and yell to draw attention towards yourself and immediately inform an adult (teacher or parent)

Through role-plays, teach the children other mannerisms as well, such as, expressing needs and feelings of hunger, thirst, and wanting to go to the washroom, etc.

Conduct fire, earthquake, evacuation, and lockdown drills and seminars to inform children about the natural and man-made disasters. Inform them that such disasters are extremely dangerous and can be fatal. Teach them proper steps so that they are prepared in case such a disaster strikes.

Unit 4: My World

By the end of this unit, the children will be able to:

- identify the difference between night and day
- understand the presence and basic importance of the Sun
- understand the presence and basic importance of the Moon
- understand what other things are in the sky

Lesson 1 page 24

The Sun's Family

Materials required

- student's book
- colour pencils/crayons
- picture of the sky during day time
- picture of the sky during night time

Pre-activity preparation

Ask the children to see what their area and the sky looks like at night a day before.

Introduction

Circle time: Show a picture of the day time to the children and ask the children what happens during the day. What is the sky like? What does the Sun look like? Talk about the job/function of the Sun, tell the children that everything in this world has a specific job that they have to do. For example, the Sun gives light and makes everything bright. It helps us to see during the day. It provides nutrition to the plants and helps our food grow in the farm.

Next, show a picture of the night sky and talk about the job of the Moon and the stars. Before the invention of electricity, the Moon used to be the only source of light during the night. Talk about the stars and how they help the Moon in creating more light; however, the stars are not as bright as the Moon.

Student's book activity

Open the book to page 24 and distribute it among the children. Ask the children to look carefully at the picture and point towards the Sun, stars and the Moon. Provide the children with relevant colours and ask them to colour the page.

Materials required

- student's book
- pencil
- colour pencils/crayons
- old newspapers
- old t-shirts (to be used as aprons)
- flour
- a round balloon
- water

Pre-activity preparation

Cover the tables with old newspaper so you do not get paint anywhere. Mix flour with little bit of water to make a flour paste (to be used instead of glue).

Introduction

Circle time: Open the book to page 25 and distribute it among the children. Ask them to look at the page carefully and discuss what you can see. Talk about the significance of green and blue shapes on the page. Tell the children that this is the Earth where we live. The Earth is divided into land and water, the blue part is the water and the green part is the land. Tell the children that we will be creating our own little globe for the class.

Paper-maché activity: (This activity will take approximately a week to finish.) Provide the children with newspapers and ask them to rip it to pieces. Inflate the balloon and help the children stick newspaper pieces on the balloon, using the flour paste with their fingers. Once the entire balloon is covered with a layer of newspaper, leave it at a undisturbed place to dry. The balloon needs to be covered with at least 4 to 5 layers of the newspaper, so you should repeat this step over the next 4 days. After the balloon has been covered with enough newspaper layers and has dried up completely, the children can use green and blue paints to represent the ground and the sea. You can help by showing them a globe.

Student's book activity

Open page 26 and distribute the book among the children. Ask them to look carefully at the page and talk about the different animals and things that they can see on the page. Discuss if there are any pictures which any of the children cannot understand or do not recognise. Next, ask the children to turn their attention to page 27 and start doing the activity as a class. Ask the children which animals/objects will go in the sky, the land, and the sea. Help the children number the correct circles. Facilitate where required.

Recapitulation

All about the world: write the following questions on the board:

- What is a Sun?
- What does the Moon do?
- What are stars?
- What is the function of the Sun?
- What is a globe?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has their opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 5: Good Habits

By the end of this unit, the children will be able to:

- identify the good habits of children in general
- identify the good habits of children at home
- identify the good habits of children at school

Lesson 1 page 28

Good Habits at Home

Materials required

- student's book
- colour pencils/crayons/pencils
- white/blackboard
- chalk/dry erase maker

Introduction

Circle time: Talk to the children about good habits in general. Which habits are appreciated and applauded by their elders, which habits have been taught to them and they have been encouraged to practise, and which habits are looked down upon? Explain to the children what is meant by good habits and why we should follow them. Make a list of all the good habits the children have or are encouraged to follow. Some of the good habits which the children should practise at home are:

- stay clean
- do not waste water
- be courteous
- do not harm any other person or animal
- be honest
- table manners

Rhyme time: Sing the following rhyme with the children in a slow manner so they may understand the pronunciation of the words. Perform actions to make the rhyme more interesting and engaging.

HABITS

One, two,
Lace up my shoe.
Three, four,
Say thank you for sure.
Five, six,
If you break things
Have them fixed.
Seven, eight,
Always lock your gate.
Nine, ten,
Do not talk to strange men.

Student's activity book

Open the book to page 28 and distribute them among the children. Ask them to look carefully at the page and talk about which habits are good and which are not. As a class discuss and circle the good habits using a pencil/colour pencil/crayon.

Self-reflection: Try and inculcate in them the habit of thinking about their actions. Children should be aware if what they are doing is right or wrong. Develop the ability to think about their actions and then take responsibility for something that they have done wrong. They should learn to own their mistakes and learn from them. Teach the children to reflect upon their actions and then honestly admit when they are wrong. Children from this age should know the importance of speaking the truth and be honest and fair with their lives.

Lesson 2 (pages 29–31)

Good Habits at School

Materials required

- student's book
- colour pencils/crayons/
- white/blackboard
- chalk/dry erase maker

Introduction

Open the book to pages 29 and 30 and distribute the books among the children. Ask them to look carefully at the scenes on these pages and have a class discussion on which pictures show good habits and which show bad habits.

Next, turn the attention of the children to the classroom rules (if you have them pasted on a wall) or go through the rules verbally. Talk about how every place has a set of rules that one must follow to be courteous and not offend anyone. Similarly, children must follow certain rules in class and in school to be disciplined and a good citizen. Apart from the general rules, a few others include:

- be respectful of the school's furniture
- always sit while eating
- take care of yours and other's books
- do not litter
- read a little on your own every day
- always be honest
- no backbiting
- stand in a queue patiently
- everyone is unique in their way
- no teasing or bullying

Make a list of all the rules on the white/blackboard and ask the children to follow them as much as they can.

What is a good habit?

Apart from following the rules of the classroom, ask the children what are some other good habits? Then inform them that while doing any activity they should not waste resources, for example, paper or paint, or while washing hands or taking a bath, they should not waste soap or water. Similarly, while eating food they should not play with their food nor waste anything. Everything that they have is a luxury and there are several people out there who do not have these things available to them. Try and teach them values of careful use of resources and minimum wastage.

Being responsible: Assign children different duties and responsibilities in the class, such as, collection of notebooks, tidying up their desks after each activity, taking care of their belongings, keeping their bags and water bottles at the

assigned place. Teach them to be responsible and cooperative with their peers, teachers, family and neighbours. They should be helpful and respectful towards everyone.

Teach the children to be responsible in their homes as well, such as, doing their homework, taking care of their toys, sleeping early at night so they can be fresh for school the next day. Encourage them to be more self-reliant and independent.

Student's book activity

Help the children to turn to page 31 and ask them to look carefully at the given illustrations on the page. Provide them with red and green colour pencils/ crayons and go over the good and bad habits of the children on the page. Ask the children to place a green tick next to the scenes showing good habits and a red cross next to the scenes showing bad habits.

Recapitulation

Inform the children and encourage them to be acceptable and respectable towards all of their friends and classmates. Encourage them to be respectful of everyone's different cultural and religious background and special or unique characteristics, such as: their names, gender, height, eye colour, way of speaking, colour of their skin, etc. Most importantly, ask the children to report any bullying or violent incident which they may have witnessed. It is important for the children to know that they must raise their voice and inform someone in charge if they see anything wrong or immoral is taking place. They should learn that it is also their responsibility to take care of their peers whether they are in school, at the playground, or outside.

Also inform the children, that creating useless noise is called noise pollution. As others, who may be studying or resting, may get disturbed with the unnecessary and loud noises. Teach them the importance of silence and being understanding towards each other.

All about safety rules: write the following questions on the board:

- What are good habits?
- Is creating noise a good habit?
- What is noise pollution?
- Is wasting resources a good or a bad habit?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Let's Revise – Omar's World

By the end of the unit, children will be able to:

- revise topics taught in units 1 to 5
- identify family members
- identify things around the home
- identify things around the school

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| Lesson 1 page 32 | Omar's Family |
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Materials required

- student's book

Introduction

Provide the children with their family tree which they have prepared in Unit 2, lesson 1 and ask them to revise information about their family members, their names, and the relationship they share.

Student's book activity

Open the book to page 32 and distribute it among the children. Ask the children to look carefully at the picture present and point to the boy and say, 'This is Omar'. Then point to the father and say, 'This is Omar's father', and point to the mother and say, 'This is Omar's mother'. Point to the young girl and say, 'This is Omar's sister, Sara', and point to the young boy while saying, 'This is Omar's younger brother, Ali'.

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| Lesson 2 page 33 | Omar's Home |
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Materials required

- student's book
- pencil
- pictures of things around the house (bed, sofa, tv, table, etc. You can use pictures from previous lessons as well.)

- rough map of a general house (with all the essential rooms present such as bedroom, bathroom, kitchen, lounge, terrace, etc.)

Introduction

As this is a revision unit, you may elicit responses from the children and draw onto their prior knowledge. Tell them that you will be showing them a few pictures; they will have to guess whether the things are found around the house or not. Mix the pictures of things around the house and things found in the classroom. Hold up the pictures one by one and show it to the children. Ask them to say 'yes' to the pictures of things around the house and 'no' to the pictures that are not seen around the house.

Student's book activity

Open the book to page 33 and distribute it to the children. Facilitate them in identifying and placing which object will go in which room. Inform the children that it is not necessary that everyone has the same kind of things around their house, and that everyone's house is different, and it is generally up to the owner's needs and taste.

Help the children to connect the item with a specific room with the help of a pencil.

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| Lesson 3 page 34 | Omar's School |
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Materials required

- student's book
- magazine cut-outs of different electrical devices, such as, television, computer, mobile phone, iPad, iron, blender, washing machine, etc.

Introduction

Ask the children if they remember the route and way to the school. Ask them to look carefully around their class and describe what is happening and what is present. Take responses one by one from the children. Inculcate the habit of raising their hands before answering, listening when others are speaking, and to wait patiently for their turn.

What is it called? Show the children the magazine cut-outs of different electrical and technological items and ask them if they know the names. Expose the children to a variety of technology devices. Let them explore these devices under adult supervision. Ensure the learning of different concepts using technology. Use technology to motivate the children and allow them to learn and share their understanding in fun and unique ways. Ensure to highlight the advantages and disadvantages of using technological devices.

Inform the children that certain technological devices may be used to communicate long distances as well, such as, mobile phones, iPads, computers, etc.

Be respectful (class discussion): Inform the children that there are several religions in the world and in Pakistan. Although the majority of the people living in Pakistan, practise the religion of Islam, there are a number of other minorities as well. People living in Pakistan follow different cultures, norms, and religions. Pakistan is a free country and the people living under this banner are free to practise their religious and cultural values. Ask the children if they are aware of their own religion and if they can name their own and any other religion.

Inform the children that although the religion may differ, every religion teaches its disciples about peace, love, care, friendship, tolerance, kindness, and respect for others. These are some of the common values found at the core of every religion and culture.

Discuss the basic rules of Islam, such as the five pillars of Islam, the first Kalimah, and certain small dua'as such as going to the washroom, before starting a meal, etc. The Muslim children must be aware of such dua'as and why they are recited.

If you have any non-Muslim children in the class, teach them about their respective religion and do not make them feel isolated. Talk about their particular culture and traditions and ask everyone to be tolerant and respectful towards others.

At the end of the day, encourage the children to accept others for their uniqueness. Teach them that everyone is different in their own way and that is what makes everyone special. We should mingle and play with everyone regardless of their cultural and religious background, or their diverse ability (people with special need).

Student's book activity

Open the book to page 34 and distribute it among the children. Ask them to look carefully at page 34 and name the things they can see also, what are the people doing in the picture? You can also introduce different types of technology such as computers, etc. at this stage. Teach children about the basic uses of different types of technological devices such as television, mobile phone, tablet, which some children can use as educational tools. Help them understand the advantages and disadvantages of using technology.

Recapitulation

Help the children identify and learn more about community places such as, school, library, clinic/hospitals/dispensary, shopping malls/markets, post office, cinema, banks, parks, museum, zoo, mosque, airport, railway station, bus stop, etc. Explore more places which are significant in their local community.

Unit 6: Months and Days

By the end of this unit, the children will be able to:

- answer that there are 12 months in a year
- read the calendar to some extent
- identify a few specific months such as, vacations, birthdays, etc.

Lesson 1 page 35

Days of the Week

Materials required

- student's book
- pencils
- calendar
- recycled chart papers
- marker
- paper tape
- round-tipped safety scissor
- white/blackboard
- chalk/dry erase maker

Pre-activity preparation

Cut rectangular pieces of chart paper and write the names of all seven days of the week. Paste these 7 small rectangular pieces on the different walls (make sure that the pieces are pasted on the wall by keeping the average height of the children in class; they should be able to reach up and touch the paper.)

Introduction

Circle time: Talk to the children about the days of the week, how many days there are and what are their names. Have a small (weekly, if possible) calendar present with you and show the children how the entire week is distributed into seven days. Talk about the division of week into two parts: Weekdays and Weekends. Children go to school and adults go to work on the weekdays, whereas everyone relaxes and enjoys during the weekend.

Touch the wall: Divide the children into groups of four and with one group at a time play the game of touch the wall. Before starting the game explain to the children that they must find and touch the name of the day which you will say. For example, the four selected children will stand in the middle of the classroom and you will say the name: Tuesday. Then the children will have to look through the rectangular pieces you have pasted and find the one with Tuesday written on it. They will have to walk to the wall and touch it. Then they will receive one point. Each group will have 3 turns and the one with the most points wins the game. Facilitate when required during the game.

Student's book activity

Open the book to page 35 and distribute it among the children. Ask the children to look at the page carefully and help them read the days of the week in the green box. However, after the game it should be easy to read. Revise the order of the days of the week with the children and then as a class, fill in the blanks. Ask the children to copy the correct spelling from the box. Facilitate as required.

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| Lesson 2 (pages 36–38) | Months of the Year |
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Materials required

- student's book
- pencils
- recycled chart paper
- round-tipped safety scissor
- marker
- white/blackboard
- chalk/dry erase maker

Pre-activity preparation

Cut rectangular pieces of chart paper and write the names of all twelve months in the year. Divide the 12 chart paper cut-outs containing the names of the year among a selected group of children. Next, cut smaller rectangular chart paper pieces and write the ages of the children in your class.

Introduction

Circle time: The birthday game is to help teach children the concept of 12 months/1 year. In this game, 12 children will sit in a circle, each one holding a card with a month written on it. From the remaining children in the class, the teacher will pick a volunteer who will state his/her age and birthday month. The child will be given a flashcard with his/her age written on it (4 or 5) and will go stand behind the child who is holding the card with his/her birthday month written on it (e.g. if the child's birthday in January, he/she will go stand behind the child who is holding the January card). The teacher will then, along with the children, say out loud the names of each month, as the child walks around the circle. Once s/he reaches the birthday month again (after going around a full circle), the whole class will clap and say, 'One whole year has passed since your birthday, and you've become one year older!'

Student's book activity

Open the book to pages 36 and 37 and distribute it among the children. Ask them to look carefully at the pages and read through the names of the months in a year. Spell out each name and ask the children to repeat after you. Try and memorise the spellings as much as possible.

Next, help the children turn to page 38 and encourage them to trace the names of the months as neatly as possible.

Lesson 3 (pages 39–42)

Story Time: Birthday Party

Materials required

- student's book
- pencils
- coloured chart papers
- colour pencils/crayons
- coloured markers
- round-tipped safety scissor
- one packet of balloons
- coloured ribbons

Pre-activity preparation

Blow up coloured balloons and hang them in the class. Decorate the walls and white/blackboard with ribbons. Cut card sheets in birthday cards shape and have them ready (as per the number of children in your class).

Optional: Ask the children to wear casual (party) clothes from home.

Introduction

Mock birthday party: Select any famous cartoon or story character with the advice of the children and celebrate its birthday. Place children's lunch in the centre table and encourage the children to share with their friends. Children are free to play games, sit with their friends and chat.

After a while, provide the children with plain cards and colour pencils, crayons, and coloured markers. Ask the children to design a birthday card for their favourite cartoon character/friend/sibling/parent or anyone they want.

Student's book activity

Open the book to page 39 and distribute them among the children. Introduce the character and tell them about the background of the story: Teddy is celebrating his birthday. Read the story with the children and keep asking questions to ensure that the children are paying attention and understand the story.

Recapitulation

All about months and days: write the following questions on the board:

- How many days are there in a week?
- How many months are there in a year?
- When is your birthday?
- When are your summer vacations?
- When is the Independence Day of your country?
- When are the winter vacations?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit the understanding in the children that everyone has their own opinion based on their experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 7: Seasons

By the end of this unit, the children will be able to:

- answer that there are four seasons in a year
- talk about each season
- differentiate between the four seasons
- know which type of clothes should be worn when

Lesson 1 (page 43–45)

The Four Seasons of the Year

Materials required

- student's book
- old t-shirts
- newspaper/old bedsheet
- cotton
- coloured tissue papers
- colour pencils/crayons
- orange, red, yellow, and brown paints
- big chart paper

Pre-activity preparation

Cover the tables with old newspaper/bedsheet before starting to use paint or glue.

Introduction

Open the book to pages 43 and 44 and show the pictures to the children. Talk about the current season: is it cold, warm, cool, or does their skin feel a little rough? Introduce the specific name of each season: Spring, Summer, Autumn, and Winter. Talk about each season in detail, how each season feels like, how many seasons do you have in your part of the country, etc. Talk about the different activities which are specific to the respective seasons, for example, in spring, people generally go to gardens, or plant flowers, and the weather is very pleasant. Similarly go through all four seasons explained on pages 43 and 44 and talk about anything different which the children do with their families during any of these seasons.

What is the weather?

This is a weeklong activity and will require the children to give 30 to 40 minutes of each day to complete the exercise. Create a table on the chart paper. Add columns for each day's weather and assign simple indicators for weather conditions such as, sunny, cloudy, warm, cold, rainy, windy, dry, or humid.

At the start of every day, spend a few minutes to talk about the weather conditions of that day. Then draw the specified indicator in each column for each day to record their observation. Paste the chart paper in the classroom at the end of the week. The table can be as follows:

| Days | Weather of the day |
|-----------|--------------------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

Student's book activity

Open the books to page 45 and distribute it among the children. Divide them into groups of four and start the activity on the page with one season at a time. Be careful while using glue, paint, and tissue papers. Facilitate the children with each step and take as much time as is required to complete the activity.

Lesson 2 (page 46)

Clothes We Wear

Materials required

- student's book
- pencil
- marker
- A4 sheets
- 4 cardboard boxes/shoeboxes
- seasonal clothes and accessories
- round-tipped safety scissors

Pre-activity preparation

Cut small square pieces of the A4 sheets (as per the number of children in your class). Write the name of each season on each cardboard box/shoebox, respectively. Move the desks to a side and clear off a big space in the middle of the classroom.

Introduction

Revise the seasons and what each season entails. Talk about the type of clothes which people wear and some specific things they eat during a specific weather. Assign each child a particular weather, for example, 4 children will draw something relating to summer, the next 4 will draw something relating to autumn, the next 4 will draw something about summer, and the last 4 will draw something about winter (divide the number of children as per the total strength of your class). Provide each child with one small square and ask them to draw one item which they think is related to the season assigned to them.

Be vigilant and look through the drawings of the children to keep a check that they are staying close to their season. Some examples are given below:

- Summer: ice cubes, ice cream, tank tops, shorts, sun glasses, water, beach, water, lemonade, blazing sun, etc.
- Autumn: tree without leaves, brown leaves, lotion, windy, scarves, fallen leaves, etc.
- Spring: flowers, green trees, bees, cool, drinks, colours, rainbows, windy, etc.
- Winter: coats, sweaters, gloves, boots, caps, shawl, tea, coffee, warm, etc.

Scatter the pieces on which the children have drawn specific items on the floor with the picture facing upwards. Place the 4 cardboard boxes/shoeboxes on the four corners of the cleared area. Divide the class into groups of four, allow one group at a time to enter the cleared area and pick one chit with the picture and place it in its respective seasonal box. Make sure that the children do not pick one of their own drawings. Facilitate the children as required and ask the children to tell the rest of the class about the picture which they have selected and in which box will they put it.

When you are done with all of the chits, ask the children a few random questions to ensure that each and every one is clear about the concept.

Student's activity book

Dress the children in seasonal clothes (over their uniforms) and ask them which season the outfit should be worn in. Keep on asking the children which part of the dress should be worn where, for example, jackets go on top of the shirts and scarves are worn on heads, etc.

Open the book to page 46 and distribute it among the children. Ask them to look carefully at the page and try and read the labels on their own by taking help from the picture. Go over the vocabulary and discuss the clothes for each season and when they are worn (as per the season).

Recapitulation

Although the children are young and may not understand climate change and the effects it has on our daily life, try and introduce the concept of global warming and pollution.

All about seasons: write the following questions on the board:

- How many seasons are there in a year?
- Can you name them?
- What kind of clothes do you wear in the summer?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 8: Colours

By the end of this unit, the children will be able to:

- name three secondary colours
- identify the colours orange, green, and purple
- recognise different objects with the colours orange, green, and purple

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| Lesson 1 (pages 47–48) | Primary and Secondary Colours |
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Materials required

- student's book
- colour pencils/crayons
- orange, green, purple balloons and ribbons (optional)

Pre-activity preparation

Divide your class into three groups and assign one secondary colour to each group. For example:

- Group A: Orange
- Group B: Green
- Group C: Purple

Ask the children to wear clothes of the colour assigned to their group and they may bring any one thing (fruit, toy, decoration piece, eatables) of the same colour.

Introduction

Colour day activity: If the resources are available then you may decorate the class with the three mentioned colours. Ask the children to name the things they have seen that are of the colour of their group, then the next colour, then the last one.

Revise the primary colours (red, blue, and yellow) and the rhyme which the children will have learned in the previous year (in the rhythm of Traffic Lights):

Colour blue, colour blue
Where are you?
The sky is blue and that is very true
Colour yellow, colour yellow
What do you follow?

I follow the Sun which has a yellow glow
Colour red, colour red
When do you go to bed?
I go to bed when I'm well fed
Colour green, colour green
What have we seen?

We have seen all leaves and grass that is green

Revise the rhyme and talk about the thing which the children will have seen in the primary colours.

Student's book activity

Open the book to pages 47 and 48 and distribute it among the children. Provide the children with the three colours (orange, green, purple) and ask them to look at the pictures on page 47. Ask the children if they recognise any of the pictures. Have they seen them anywhere? Ask them what is the colour of these pictures in real life? If possible show the children a few plants or trees through the windows or take them in the ground. Once they have recognised all the pictures on page 47, ask them to colour all four pictures with the appropriate colours. Follow the same instructions for the colours present on page 48.

Lesson 2 (page 49–51)

Mixing Colours

Materials required

- student's book
- pencil
- primary and secondary paints
- colour pencils
- a plastic plate
- 2 paint brushes
- old t-shirts (to be used as aprons for the children)
- old newspapers
- pictures of rainbows

Pre-activity preparation

Place old newspapers on the centre table.

Introduction

Take a small amount of yellow paint on the plate and then add small amount of blue paint to it. Mix it well with a paint brush (add just a drop or two of water). The paint should turn green. Divide the children into groups of four and provide the same amount of paint to each group. Encourage the children to use their finger to mix the colours. Go through the combination of red and yellow, and red and blue to create orange and purple, respectively. Inform the children that red, blue, and yellow are known as primary colours. Primary colours are the ones which cannot be created by mixing any two colours together. Also tell them that secondary colours are those that are created by mixing primary colours together.

Draw a tree, an orange, or a brinjal on recycled sheets and provide them to the children so they can paint them using the colours they have created.

Colour table (optional): Make a colour table in the class by displaying items brought by the children from home for the colour that has been introduced, e.g. when the green colour is introduced, all the green things can be placed on the table. These items can remain on display until all the colour activities are done. Items which the children can bring from home can be: clothing items, crayons, fruits, vegetables, toys, etc.

Student's book activity

Open the book to page 50 and distribute them among the children. Go through the contents of the page with the children and ask them to first trace the name of the secondary colours and then write them independently. Ask them to form the letters very carefully.

For the next exercise, you may use paints or colour pencils/crayons to create colours on the page.

Rainbow: Explain to the children that the rainbow is made up of 7 different colours. Tell them it usually appears in the sky after rainfall. Show the children pictures of rainbows so that they have an idea of what a real-life rainbow looks like.

During the activity, ensure that you explain exactly which colour goes on which band, so that the pattern of violet-indigo-blue-green-yellow-orange-red is followed. Provide the children with the required colours and ask them to colour in the rainbow.

Recapitulation

All about colours: write the following questions on the board:

- How many colours are there in a rainbow?
- How many primary colours are there?
- How many secondary colours are there?
- Which colours can be created by mixing primary and secondary colours?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 9: Things in Nature

By the end of this unit, the children will be able to:

- describe what they see, touch, smell, and hear
- talk about the things they have explored
- understand which things are part of the nature

Lesson 1 (page 52–53)

Plants, Flowers, and Birds

Materials required

- student's book
- colour pencils/crayons

Introduction

Ask the children if they have ever noticed things such as trees, bushes, flowers, birds, animals, etc. when they are going to school or travelling anywhere. The children who have been to villages, must have seen farms and greenery on a much larger scale. Talk to the children about how these things make up the natural world. From the sun, stars, and the moon to everything found on the land.

Open the book to page 52 and distribute it among the children. Sing the song present on the page and try to perform actions as well. If possible talk about the rhyme a bit before starting and explain the words which are new for the children. Tell the meanings and try to connect the words to real life objects.

Repeat the poem again and again till the children have memorised a good chunk of it. Explain the central idea; how it celebrates nature and everything in it.

Clean drive: Encourage the children to pick up trash from their classroom and clean their surroundings. Ask the children to throw litter in the trash bins and keep their desks, walls, and doors clean. Encourage the children to plant at least one plant in their homes and take care of it. You may place a few planters inside or outside of your classroom and take the children to that point every few days to show its progress and how it is blooming. Inform the children that there are different types of plants, some are indoor while some are outdoor plants. Some can grow in pots while the others require large spaces as they can grow up to

big and tall trees. This will sow the seeds of being responsible for another living thing and also will make them more emotionally responsible, strong, and responsive. As the plant will grow, show their different parts to the children and talk about how beneficial plants are for the human beings.

Field trip: Organise a trip to a local park so the children may observe different types and sizes of plants and trees, also a few insects. Show the children different parts of the plant and encourage them to touch the bark of the tree or leaves of certain plants or trees to understand the difference. Make sure that the children sanitise their hands properly.

Student's book activity

Open the book to page 53 and distribute them among the children. Talk about the picture on the page and ask the children where one can find these in the world, for example, hills and valleys can be seen in villages and rural areas as opposed to cities and urban areas.

During the discussion with the children, identify the practices that are harmful to the environment and suggest ways which can be used to avoid harmful practices. Then provide the children with colour pencils/crayons to colour the page.

Lesson 2 (page 54–55)

Tracing Things in Nature

Materials required

- student's book
- pencil
- colour pencils/crayons

Pre-activity preparation

Prepare a worksheet beforehand and distribute them among the groups. You will need one worksheet per group. You can list the 'Things found in nature' with whatever can be easily found in your surroundings. For example, trees or small plants or if the children can see any birds in the sky.

| I see | I touch | I smell | I hear |
|--------------|-----------------|----------------|---------------|
| plants | plants | leaves | birds |
| trees | trees | flowers | wind |
| bushes | bushes | fresh dirt | spider |
| cats | cats | | cats |
| dogs | rough tree bark | | dogs |
| ants | | | |
| spiders | | | |

Introduction

Open the book to pages 54–55 and ask the children to look at pictures thoroughly. Explain to the children that things such as animals, insects, flowers, trees, birds, water, etc. can be found in nature. If possible, take the children to a park or to the school ground and ask them to carefully note the things which they can see, touch, smell, and hear and think are not made by man.

Divide the children into groups of four and provide each group with one worksheet. Before leaving for the park or the school ground explain the worksheet to the children and read out each object which they have to look for. Explain the meanings of the words and try to provide them with real life examples so the words are clear to them.

Student's book activity

Open the book to pages 54 and 55 and distribute it among the children. Ask the children to trace and colour to complete the pictures. Talk about the animals, insects and trees present on these pages.

Recapitulation

Encourage the children to keep small plants or pets in their homes, so they can learn to be responsible. Teach them that they have to be respectful and take

good care of their plants and pets (be it small animals or birds). Inform the children of the importance of animals and plants for human beings and our survival.

All about things found in nature: write the following questions on the board:

- Name any 2 things which can be found in nature.
- Which 2 animals are your favourite?
- Do you like flowers?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit the understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 10: Fruits and Vegetables

By the end of this unit, the children will be able to:

- identify fruits and vegetables
- differentiate between fruits and vegetables
- understand which fruits and vegetables are seasonal
- understand that fruits and vegetables are healthy for humans

Lesson 1 (page 56)

Different Fruits

Materials required

- student's book
- paints
- sponges
- fruits
- paper/plastic plates
- plastic forks
- knife
- old bedsheet/newspaper
- old t-shirts (to be used as aprons)

Pre-activity preparation

Ask the children to bring any one fruit from home for an activity. Arrange for paper or plastic plates and plastic forks for the children.

Introduction

Talk about different kinds of fruits for the children. Inform the children that fruits grow on trees. Talk about how each fruit is different, how we have seasonal fruits and some fruits remain throughout the year. Ask the children which fruits they like to eat.

Fruit salad activity: Place an old bedsheet or newspaper on the table. Cut different kinds of fruits from the middle and show the seeds and how they look from the inside to the children. Talk about the shape of the seeds and the fruits, and how colourful each fruit is. Discuss with the children how each fruit is beneficial and healthy for humans to consume. Also inform the children that

fruits are the only source of foods for several animals in the jungle.

Distribute the fruit salad among the children and encourage them to share fruits with their friends, after the children have had their meal. Help them clean up and move on to the next activity.

Student's book activity

Open the book to page 56 and distribute them among the children. Pour out the required colours on sponges and allow the children to press their thumbs on the sponges before pressing them on the paper. Help the children paint the fruits with the appropriate colour.

Lesson 2 (page 57)

(Let's Talk) Story Time: Eating at Home

Materials required

- student's book
- paints
- cut-outs of fruits and vegetables from newspapers or magazines
- paper tape

Pre-activity preparation

Arrange cut-outs of different fruits and vegetables from old magazines or newspapers. In case you cannot find any pictures, you may draw the required item on a neatly cut piece of paper. Paste the cut-outs with paper tape on the white/blackboard.

Introduction

Talk about different kinds of fruits for the children. Inform them how fruits and vegetables differ from each other. Ask the children to identify and name different colours. For example, ask the children to point to the yellow coloured fruits only. Then you may ask how many red coloured fruits are present on the board, or how many tomatoes are present in the picture. This exercise can also be used to reinforce the idea of colours, by asking the children to correctly identify the colour of the fruits and vegetables that you have shown to them.

Distribute the pictures of the fruits and vegetables among the children. Ask them to separate these on the basis of the colours that they can recognise.

Student's book activity

Open the book to page 57 and distribute it among the children. Ask the children to follow as you read by placing their first finger on the words. Name all the fruits and vegetables shown in the story and ask the children to repeat the names as well. Ensure that the children can identify all the fruits and vegetables present in the story.

Once the story is read to the children and they have correctly identified all the fruits and vegetables, discuss with them the importance of eating fruits and vegetables in their daily life. You can also show them pictures of these fruits and vegetables or ask the children which one is their favourite.

Lesson 3 (pages 58–59)

Different Vegetables

Materials required

- student's book
- cut-outs of vegetables from newspapers or magazines
- paper tape
- several baskets or cartons
- shopping list from page 58

Pre-activity preparation

Ask the children to bring a shopping list (containing vegetables and their quantities) from their homes.

Introduction

Collect the shopping lists (containing vegetables and their quantities) from the children and conduct a class discussion with the rest of the class. Talk about the quantities to revise numbers and also ask the children which vegetable is of which colour. Show the pictures to the children to help them identify the colours.

Going Shopping: Place the pictures of the different types of vegetables in different baskets. For example, 5 or 6 pictures of potatoes in one basket, then 7 to 8 pictures of peas in another basket, and so on. Place the baskets as if they are stalls of different vegetables.

Divide the children into groups of four or six and provide each group with a shopping list from page 58 of the student's book. Ask the children to go for shopping for vegetables as they must have seen their parents do. Facilitate the children if they are unable to do so or if they have not been shopping before.

Student's book activity

Open the book to page 59 and distribute them among the children. Ask the children to look closely at the vegetable stall and point to the vegetable you call out from the shopping list. Talk about the different colours and types and also ask them which vegetable is generally used in their homes.

Recapitulation

Talk about the advantages of having fruits and vegetables in the daily diet. Talk about fruits and vegetables.

Write the following questions on the board:

- Name any fruits which you know.
- What did you have for breakfast?
- What are your favourite fruits?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit the understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Unit 11: Animals

By the end of this unit, the children will be able to:

- identify different kinds of animals
- differentiate between wild animals and pets
- understand which animals live in jungle and which can live in the city
- understand that some animals can be consumed by humans

Lesson 1 (page 60)

Different Animals

Materials required

- student's book
- pencil

Introduction

Ask the children about any animals which they are aware of, if they have any pets or know anyone who has them. Talk about different kinds of local animals which they may have seen before, how they differ in shape, size, and usage. Talk about Eid-ul-Adha; the children must be aware of the different kind of sacrificial animals they must have seen such as cow, goat, sheep, and camel. Ask the children to observe carefully different local animals or pets and their basic features, such as, body parts, sounds, habits, foods and homes.

Circle time: Gather the children and sing the song, 'Old Macdonald had a farm'

Old MacDonald had a farm
Ee i ee i o
And on his farm he had some cows
Ee i ee i oh
With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old MacDonald had a farm
Ee i ee i o
Old MacDonald had a farm
Ee i ee i o

And on his farm he had some chicks
Ee i ee i o
With a cluck-cluck here
And a cluck-cluck there

Add more animals and their sounds to the song, to extend and cover the animals on page 60.

Student's book activity

Open the book to page 60 and distribute them among the children. Ask the children to look at the pictures present on the page and say the names of all the animals, also talk about if the children have seen them in real life before. You can also focus on the physical structure of the animals and their sounds.

Lesson 2 (page 61)

Animals and Their Babies

Materials required

- student's book
- pencil
- pictures/ stickers of animals and their babies

Introduction

Circle time: Ask the children about any animal babies. Inform them that animals also have babies like humans do. Ask the children if they have seen any animal babies such as puppies or kittens, etc. Ask them to identify the names of a baby cow, baby cat, and baby dog. Inform them that cows have calves, cats have kittens, and dogs have puppies. Explain to the children that animals have babies that they take care of. Tell the children that today they are going to learn about animals and their babies.

Tell the children that animals take care of their babies just like parents take care of their children. Show them images of a duck and duckling, a chicken and a chick, a cow and a calf, and a whale and its calf. Pair the images together and show the children how the babies look similar to the parents.

Student's book activity

Open the book to page 61 and distribute it among the children. Ask the children to look at the animals and their babies on the page and say their names out loud. Help the children with the pronunciations and read the sentences again and again, till they have perfected their understanding.

Lesson 3 (page 62)

Wild Animals in the Jungle

Materials required

- student's book
- pencil
- stickers of animals (optional)
- black marker
- stapler
- A4 sheets

Pre-activity preparation

Make a table on the A4 sheet like the one given below:

| Animals | Habitat | | | |
|----------------|----------------|-------|--------|------|
| zebra | Jungle | Ocean | Desert | Farm |
| fish | Jungle | Ocean | Desert | Farm |
| hen | Jungle | Ocean | Desert | Farm |
| crocodile | Jungle | Ocean | Desert | Farm |
| bear | Jungle | Ocean | Desert | Farm |
| cat | Jungle | Ocean | Desert | Farm |
| goat | Jungle | Ocean | Desert | Farm |

You may place the stickers in the first column under the heading of 'Animals'. If they are not available, you may just write the names of the animals with a marker. You may add the names of as many or as less number of animals as you wish.

Introduction

Circle Time: Divide the children into groups of 4 and provide each group with 1 worksheet. Explain to the children that they have to identify where each animal lives. Talk with the children and solve the worksheet together as a class. Help the children as much as is required.

Field trip: Organise a field trip to the local zoo. This will provide a chance for the children to see animals which cannot be locally observable. While in the zoo, ask the children to carefully observe and monitor the movements, physical features, and the surrounding of the animals. Repeat the information learned with pictures of the specific animals in class throughout the week or month.

Recapitulation

All about animals: write the following questions on the board:

- What are your favourite animals?
- How many animals can you name?
- Do you know the names of animals and their babies?
- Do you know where animals live?
- Are animals like human beings?

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Let's Revise – Zoha's World

By the end of the unit, children will be able to:

- revise topics taught in units 6 to 11
- identify the names of months and days previously taught
- identify various animals previously taught
- identify things around us in nature
- identify colours and colour a picture
- identify shapes

Lesson 1 (page 63)

Colouring

Materials required

- student's book
- colour pencils/ crayons

Introduction

As this is a revision unit, elicit responses from the students and draw onto their prior knowledge.

Student's book activity

Open the book to page 63 and distribute it among the children. Introduce the girl in the centre to the children by saying: 'This is Zoha. She is a happy 3-year-old girl. She loves to colour. Can you help her colour the shapes given above?'

Ask the children if they can name the shapes present on the page. Turn the attention of the children towards the right of the page where the same coloured shapes are present in a smaller size. Ask them if they can recognise the colours and the shapes. Ask children at random and repeat certain shapes to ensure that the maximum number of children have participated. Using the colours given on the right as reference facilitate the children with colouring the shapes with the specified colour.

Materials required

- student's book
- paint
- paint brush
- old newspaper
- old t-shirts (to be used as aprons)

Introduction

Ask the children to look at their hands and fingers carefully. Can they see the little almost invisible lines? Inform them that each person has different set of lines and these lines can be used to differentiate people.

Student's book activity

Pair activity: Divide the children in pairs, open the book to page 64, and distribute it among the children. Tell the children that Zoha has drawn these outlines, and they are now going to make handprints. Paint the palms of the children with a paint brush and help them place their palms within the outline present on the page. Try to be as less messy as possible.

Materials required

- student's book
- colour pencils/ crayons
- pencil

Introduction

As this is a revision unit, elicit responses from the students and draw onto their prior knowledge.

Student's book activity

Open the book to page 65 and distribute it among the children. Help the children guess which food Zoha likes to eat. Then, ask them to pick the fruit or vegetable that they like to eat the most. Show them pictures to help them decide and then give them colouring pencils/crayons in order to draw their favourite fruit or vegetable in the space given above.

Recapitulation

Ask the children questions in random about things which are found in nature, seasons and their appropriate clothes, and months and days, etc.

Teach the children to wait for their turn patiently and answer in a polite manner. Ask the children to think about these questions for 5 minutes. Encourage them to come up in front of the class and share their answers. Exhibit an understanding in the children that everyone has an opinion based on their own experiences, and it is extremely important to listen to other's ideas and be respectful of them.

Science Station

By the end of the unit, the children will be able to:

- understand that some things are heavy and some are light due to their weight
- understand and see that oil is different from water and that these two liquids do not mix
- understand that there are three states of water

Lesson 1 (page 66)

Sink or Float

Materials required

- 2 transparent beakers/ containers
- water
- few pebbles (any other objects such as spoon, small box, wooden duster, etc.)
- a feather (any other objects such as matchsticks, lightweight pencil, plastic ball, etc.)

Pre-activity preparation

Set up a table in class to conduct the activity. You can label it 'Science Station'.

Introduction

Open the book to page 66 and distribute it among the children. Inform the children that different objects have different weights and depending on that weight they float or sink in water. Take a pencil in one hand and a pencil box in the other hand and ask the children which one they think will be heavier.

Place the objects in the children's hands in random and ask them which one is heavier than the other.

Practical activity

Follow the steps mentioned below carefully:

1. Carefully fill a big beaker (made of transparent material so that the children can see objects sink to the bottom) with water. Try not to spill and waste any water.

2. Put a pebble (make sure that the pebble is round and does not have any pointed edges) in the water and see if it floats or sinks.
3. Try the same step again with a feather (or any other light weight object).
4. Let the children try placing a few heavy (such as spoons) or light (such as matchsticks) objects in the water. Ask them to note if those objects float or sink.

Materials required

- 1 transparent beaker/ container
- water
- oil
- dropper (if unavailable use an edge of a spoon)

Pre-activity preparation

Set up a table in class to conduct the activity. You can label it 'Science Station'.

Introduction

Open the book to page 67 and distribute it among the children. Ask the children to look at the page carefully. Introduce the items on the page to the children. Tell them that certain things mix well in water and certain things do not. For example, ask the children if they have seen juices such as Tang, Glucose, or Rooh Afza being made at home. As soon as we start stirring the added item, it starts to mix with water and soon the water changes colour and the two items are mixed well. This is not the case with all items, such as oil.

Practical activity

Follow the steps mentioned below carefully:

1. Carefully fill a big beaker with water. Do not spill and waste water.
2. Using a dropper/spoon, drop small droplets of oil and show the children how two separate layers are formed with the two liquids.

Materials required

- jug
- 1 transparent beaker/ container
- water
- ice cube holder
- pan
- freezer
- stove

Pre-activity preparation

Set up a table in class to conduct the activity. You can label it 'Science Station'.

Introduction

Open the book to page 68 and distribute it among the children. Ask the children to look carefully at the page and explain what the three states of water are:

- Solid
- Liquid
- Gas

Solid is the state when the water assumes the shape of the container it is placed in due to a drop in the temperature. Liquid is the state when water is placed in room temperature and is constantly changing shape as per the container it is being transferred to. Gas is the extreme loose state of water, the particles roam around the container and can become a part of the environment and air.

- Solid's example: ice cube
- Liquid's example: plain water
- Gas's example: steam

Practical activity

Follow the steps mentioned below carefully:

1. Using a jug, carefully pour water into a beaker. This is the liquid state of water.

2. Next, carefully pour some water into an ice cube holder and place it in the freezer for a few hours or a day. When the water freezes and takes the shape of the ice cube container, then it has turned solid.
3. Lastly, pour some water into a pan very carefully. Try not to spill or waste.
4. Place the pan on a flame (taking all relevant safety precautions) and show the children the rising steam.
5. Explain to the children the three different states of water caused by different temperatures.

Recapitulation

Ask the children few random questions regarding the scientific experiments which they have done and see if they can answer them correctly or how much information they have been able to retain. Keep on revising the concepts and asking questions to check for comprehension.

IQ Boosters

By the end of the unit, the children will be able to:

- remember the names of the months of the year
- remember the names of the days of the week
- recognise patterns and fill in the missing piece
- memorise and recreate while using mathematical skills to fit the pieces

| | |
|--------------------|--------|
| Lesson 1 (page 69) | Months |
|--------------------|--------|

Materials required

- student's book
- pencil

Introduction

As this is a revision topic, elicit responses from the students and draw onto their prior knowledge.

Student's book activity

Open the book to page 69 and distribute it among the children. Ask them if they remember the names of the months of the year. Then ask them what the name of the month of their birthday is, or the name of the current month, or the name of the months starting from the letter 'J' (if there are any).

Next, help the children fill in the names of the missing months. Help them out with spellings and ensure that the children are forming the letters correctly.

| | |
|--------------------|------|
| Lesson 2 (page 70) | Days |
|--------------------|------|

Materials required

- student's book
- pencil

Introduction

As this is a revision topic, elicit responses from the students and draw onto their prior knowledge.

Student's book activity

Open the book to page 70 and distribute it among the children. Ask them if they remember the names of the days of the week. Then ask them if they know what the name of the current day is, what are names of the weekend days, which days start from the letter 'T' or 'S', etc.

Next help the children fill in the names of the missing days of the week. Help them out with spellings and ensure that the children are forming the letters correctly.

| | |
|--------------------|----------|
| Lesson 3 (page 71) | Patterns |
|--------------------|----------|

Materials required

- student's book
- pencil
- colour pencils/ crayons

Introduction

As this is a revision topic, elicit responses from the students and draw onto their prior knowledge.

Student's book activity

Open the book to page 70 and distribute it among the children. Help the children understand the concept of recognition of shapes and sizes, and the ability to recreate the same shape and size where it is missing in a line. Help them to identify the missing pieces in the rows given above from the three options given at the bottom.

Materials required

- student's book
- round-tipped scissors
- A4 sheets or their notebooks
- glue sticks (one for each child)

Student's book activity

As the children of this age will find it difficult to cut the pieces accurately themselves, cut the pieces of the puzzle on page 73 of the student's book for each child. Place the pieces of the puzzle separately in a pouch or paper envelope for each child. Open to page 72 of the student's book and distribute it to the children along with puzzle pieces but ask them not to open the envelopes yet. Ask the children to look at the picture on page 72 carefully. Distribute the A4 sheets/notebooks to the children. Now, ask them to open the envelopes and spread the pieces on the table. Tell the children they have to arrange the pieces together and make the picture on page 72 of the book. Once they have arranged the pieces correctly, they can glue the pieces correctly on the A4 sheet/ notebooks.

Facilitate the children in completing the activity.

Recapitulation

By solving IQ Boosters, children are basically learning problem solving skills. With each question, teach the children to identify the problem first and then try to find best solution or the most suitable solution by applying different techniques or through different activities.

Activity Bank

Activity 1: Interview

Hold a class interview where you will be interviewing the children. Place two chairs in the front of the class facing each other. One will be occupied by you and the other will be occupied by the child who is being interviewed. The rest of the class can act like audience.

You may ask the following open-ended questions (why & how questions so that children can think about their responses):

1. What do you like about yourself?
2. Which attributes do you like best in yourself and in others (their friends, etc.)?
3. What do you want to be when you grow up? (If they say that I want to be a doctor, ask them why do they want to be a doctor? Do they have any favourite doctors?)
4. What are your favourite subjects? Which activity do you like best?
5. In which activity or subject do you score the highest? In which subject do they need to improve?

Be patient with the children so that they have adequate thinking time and then respond. They should never be rushed into answering.

Skills learnt: Engaged learning, vocabulary development.

Activity 2: Health, hygiene, and safety

Have a class discussion about how germs spread if cleanliness is not maintained. Engage the children in a discussion on types of food and how food should be prepared. Encourage the children to not buy food from vendors who do not take proper precautions (wear hair nets, gloves, and masks while preparing food) and allow flies and other germs to sit on food which increases the disease process.

Handwashing activity: Conduct a handwashing activity. Help the children in making a queue and teach them how to wash their hands properly. Have a pack of disposable tissues and an anti-bacterial soap or handwash present. Be vigilant and teach the children to wash their hands properly but do not waste water. Ask

them to close the tap while cleaning their hands for 20 seconds. They should wash their hands before and after every meal, after using the toilet, or whenever necessary.

As per the health experts, the time allotted for washing one's hand in a manner that it rids the hands of all germs is 20 seconds. And the process involves 7 steps. The steps are to be followed carefully and should not be rushed:

Step 1: wet your hands and pour anti-bacterial handwash/soap

Step 2: rub palms together

Step 3: rub the back of your hands

Step 4: interlink your fingers and wash the area thoroughly

Step 5: cup your fingers, right hand over your left and rub them against each other, and then swap

Step 6: clean the thumbs

Step 7: rub the palms with your fingers in a circular motion

Encourage the children to brush their teeth every morning and after every meal. They should trim their nails every week, keep their hair clean, take baths regularly, know how to use the toilet properly, and always wear clean clothes and look presentable. Encourage the children to always have handkerchief or tissue with them so they can clean their runny nose. Over a period of time, talk about the benefits of healthy foods and hazards of junk food.

Skills learnt: Health, hygiene, and safety.

Activity 3: Engaged Learning

Divide the children in groups and ask the children different kinds of questions to gauge how much they have actually understood from their lessons. Ask them questions related to their academic lessons but in a playful manner, so they do not feel as if this is a test. Do not mark these questions and let the children answer without any pressure for grades.

The questions can be imaginary and open-ended and can be as follows:

1. If you could choose, would you rather be a flower or a bird? Why?
2. What would happen if all the toys disappeared from the world?
3. What would you do if you saw two of your friends fighting in the playground?

4. What would you do if your teacher was not in the class and your friend got hurt?
5. What would you do if your mother or an adult got hurt and there is no one else in your home?

Skills learnt: Engaged learning, vocabulary development, social development and awareness.

Assessment Guide

Research indicates that formal tests and examinations are not all accurate when measuring a toddler's abilities. Many young children do not perform well in situations where they have to answer specific questions or complete tasks because they may not be familiar with the testing language, they may be shy or just frightened. When a young child does not perform well, he/she is labelled as a below average student.

The comparison between two young children is fruitless as children of such age grow and progress at their own pace. Young children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own development and not to that of other children.

- Student Assessment and Record Keeping

The teachers are requested to observe each student as they participate in different activities. Though at times they may step back and observe, however, more so than usual they may have to be involved with the children.

Teachers will have to develop this skill, to be actively involved, picking up cues from the children. What is the teacher supposed to look for? The teacher observes and assesses the different areas of learning and development.

The following methods of assessment and record keeping are strongly recommended:

- Checklist of student's progress
- Maintain a portfolio of student's work
- Progress reports for Parents

The Assessment Guide contains:

- Worksheets (Informal assessment)
- Observation checklists (the teacher will observe the points mentioned in the observation checklists and then fill it at the mid and end of the year).

Worksheets

Worksheet – 1a: My Body Parts

1. Draw a line from the correct body part to the matching label.



face

neck

shoulder

knee

feet

head

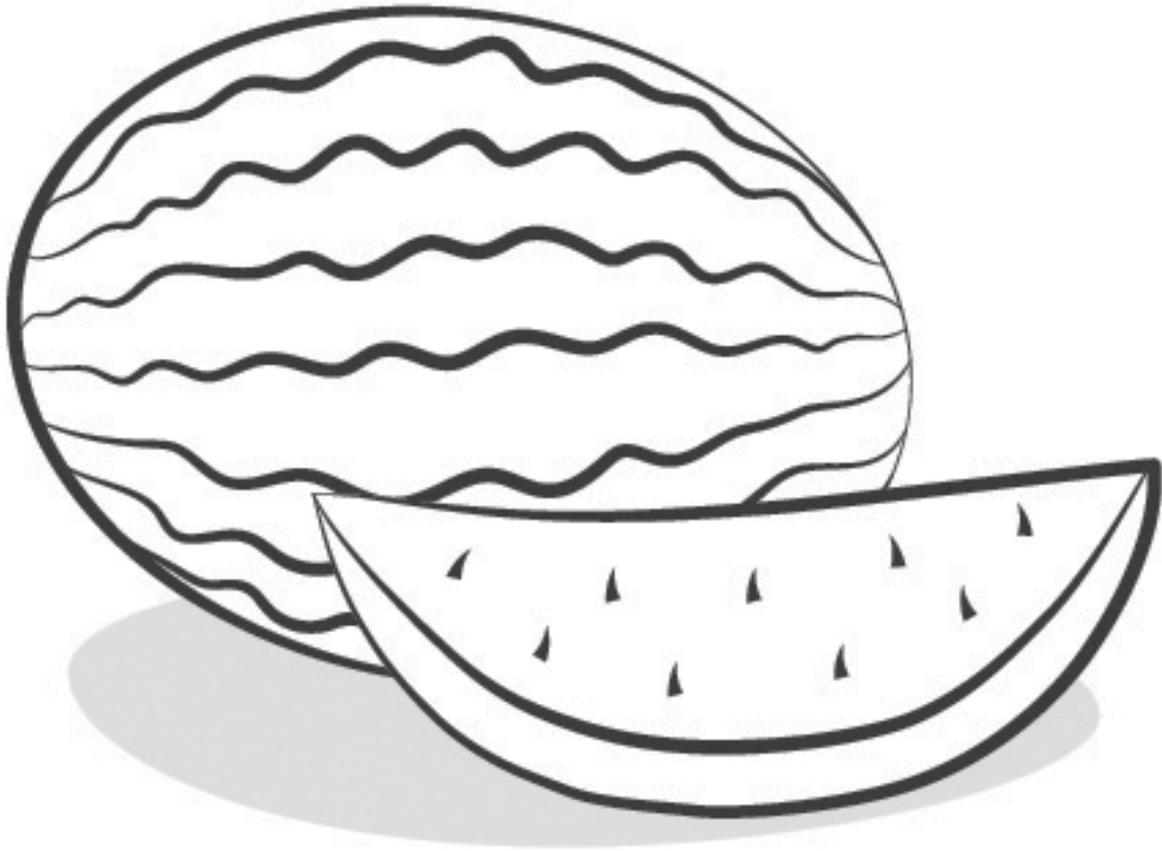
arm

stomach

leg

Worksheet – 1b: My Thumbprint

Colour the watermelon using your thumbprints.



Teacher's note: Use stamp pads or watercolour paints (green and red) to help children make thumbprints on the picture. Moisten the paint pans and press the child's thumb onto it so that the thumb is coated with paint. Press down onto the diagram to print-paint. You may use colour pencils or crayons, if paints are not available.

Worksheet – 2a: My Family

1. Match the names of the characters with the picture.



mother



brother



father

sister

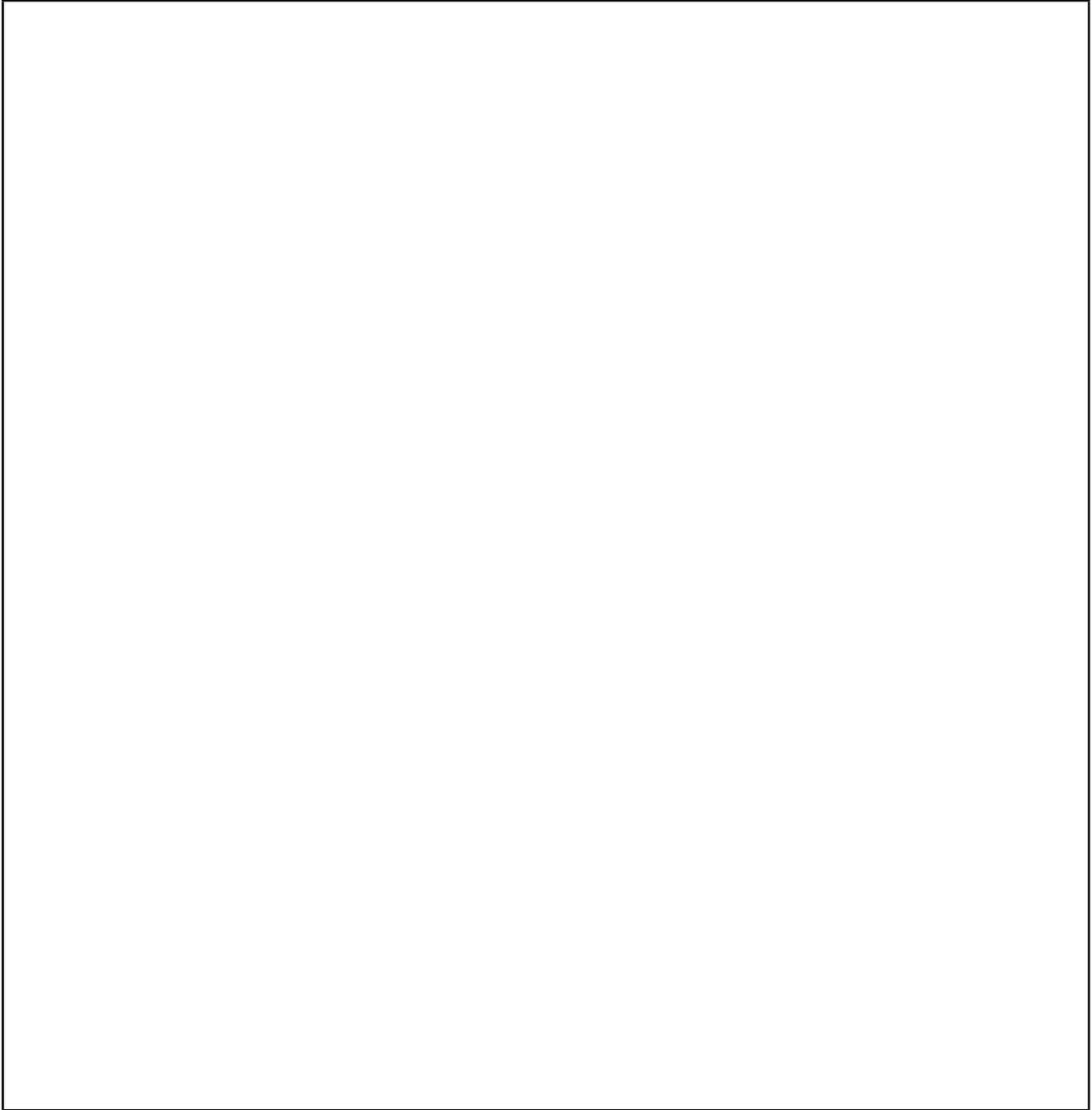


baby



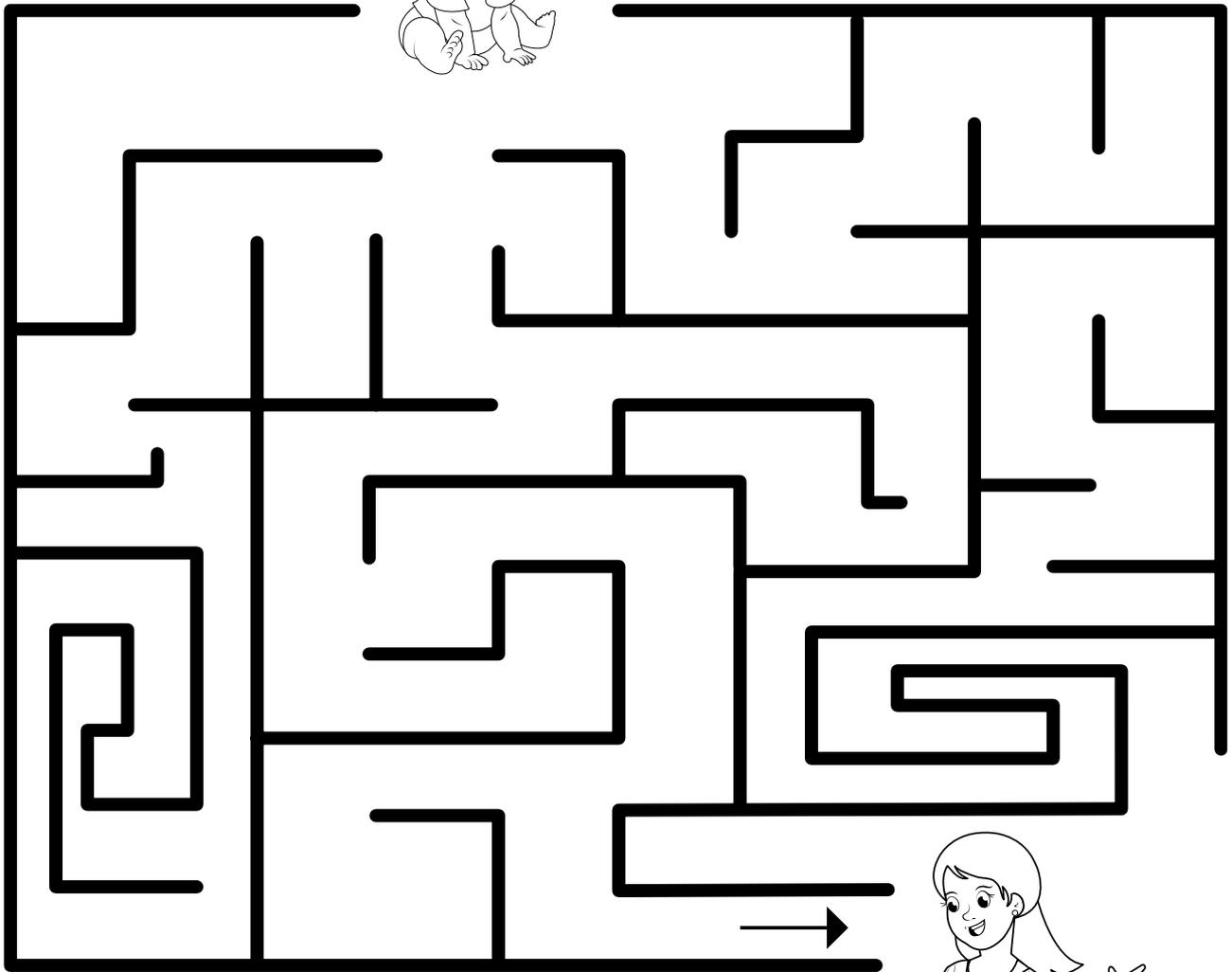
Worksheet – 2b: My Family

2. Draw your parents, siblings, and grandparents and colour to finish it. Tell about your family in a few sentences.
 - How many members are there in your family?
 - What do you like doing with your family?



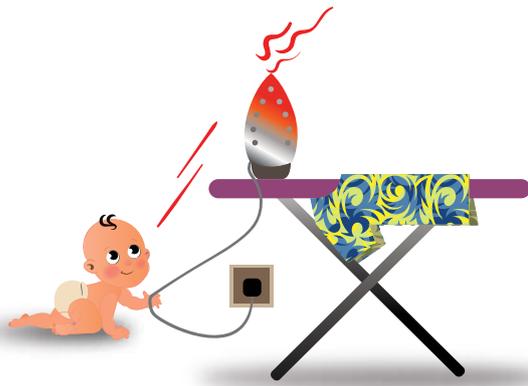
Worksheet – 2c: Family Maze

Help Ali reach Ammi.



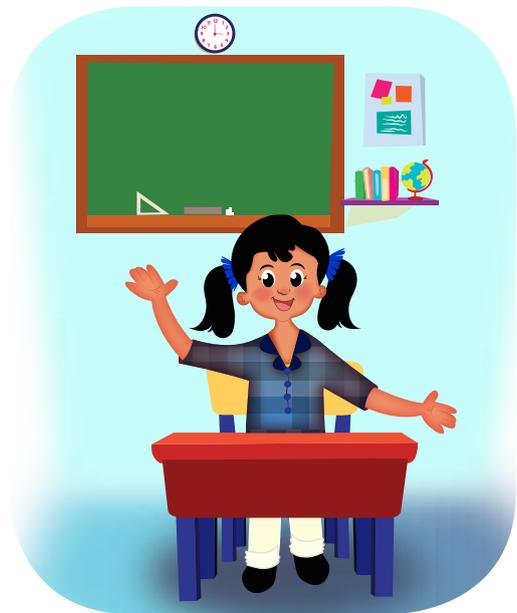
Worksheet – 3: My Friends

1. Using a green crayon/colour pencil, tick the pictures which show safety at home, school, and outside home. Use a red crayon/colour pencil to cross the pictures which show unsafe practices.



Worksheet – 4: Good Habits

Circle all the good habits.



Worksheet – 5a: Days in a Week

Place the days of the week in a proper sequence.

Sunday

Friday

Tuesday

Thursday

Saturday

Wednesday

Monday

1.

2.

3.

4.

5.

6.

7.

Worksheet – 5b: Months of the Year

Fill in the blanks to complete the calendar.

January

February

____ar____h

A____r____l

____ay

June

J____ly

____ug____st

September

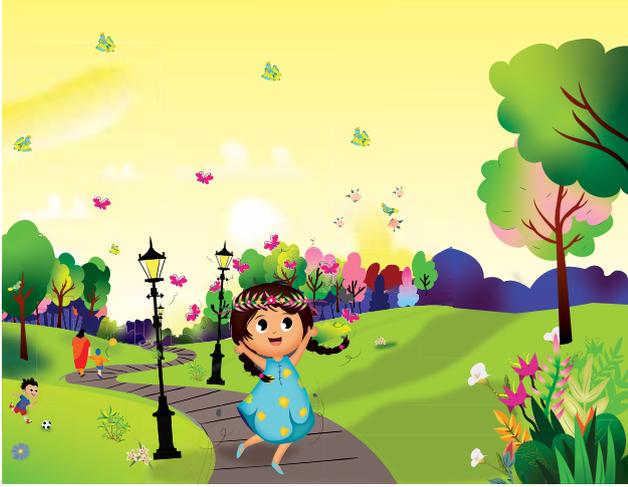
____cto____er

N____ve____be____

December

Worksheet – 6: Seasons

Identify the season and write the name below.



1. _____



2. _____



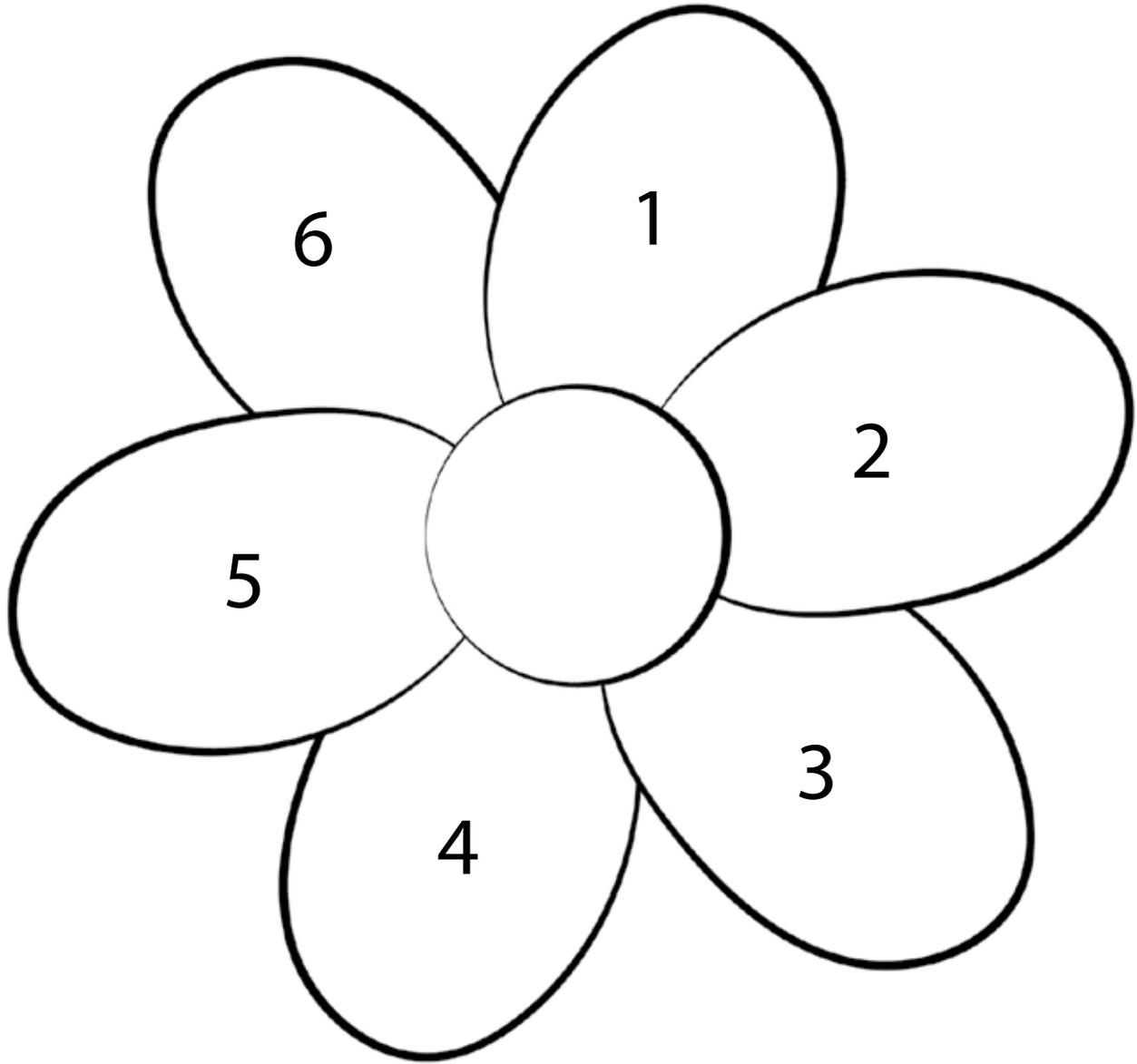
3. _____



4. _____

Worksheet – 7: Shapes and colours

Help the children colour the petals according to the given numbers.



1 = Blue

2 = Green

3 = Red

4 = Orange

5 = Purple

6 = Yellow

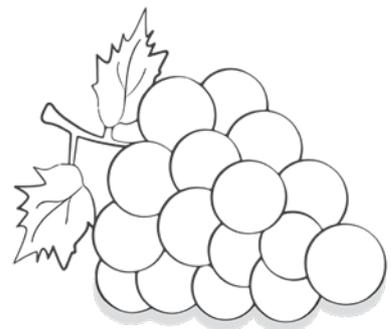
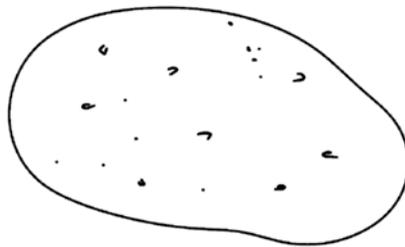
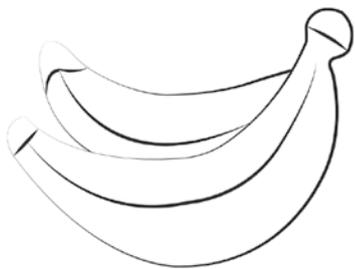
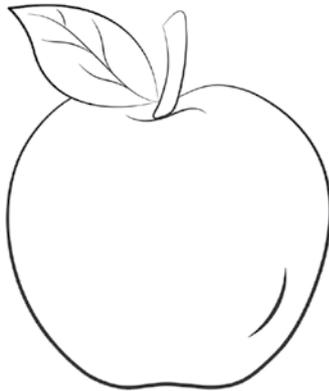
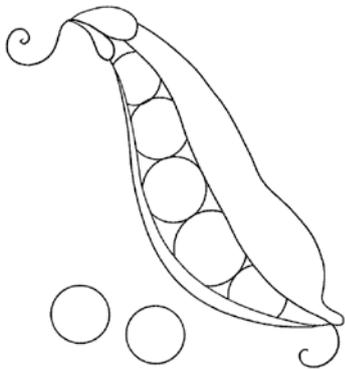
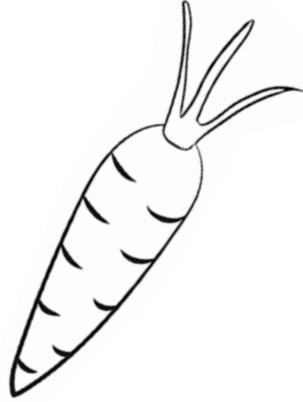
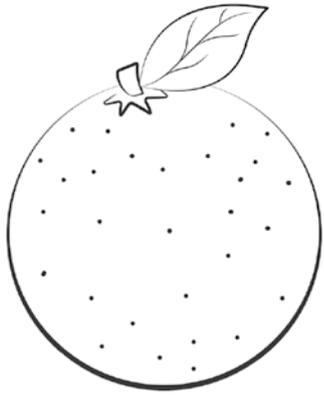
Worksheet – 8: Things in Nature

Trace over the dotted lines and colour the pictures.



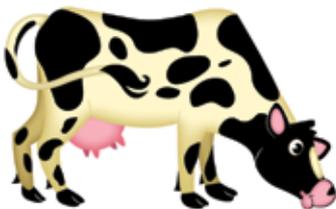
Worksheet – 9: Fruits and vegetables

Colour the fruits red and vegetables green.



Worksheet – 10: Animals

Join the baby to its mother.



Mid-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

| Categories |  |  |  |
|---|---|---|---|
| ACADEMIC | | | |
| Recognises family members and can name them | | | |
| Recognises parts of the house and places in the neighbourhood | | | |
| Differentiates between basic colours | | | |
| Recognises which things are non-living (man-made) and living (made in nature) | | | |
| Identifies basic fruits and vegetables | | | |
| LANGUAGE DEVELOPMENT | | | |
| Expresses needs using gestures and a few words | | | |
| FINE MOTOR DEVELOPMENT | | | |
| Uses pencil with correct grip and is able to write in correct manner | | | |
| Sponge paints with ease and minimal support | | | |
| GROSS MOTOR DEVELOPMENT | | | |
| Jumps, kicks a ball, and skips | | | |
| Walks in a straight line and changes direction easily | | | |
| TEAMWORK AND GROUP BEHAVIOUR | | | |
| Maintains friendliness with most peers and adults | | | |
| SOCIAL DEVELOPMENT | | | |
| Is aware of basic greetings and can differentiate between elders and peers | | | |

Teacher's note: This rubric can help you track the progress of the children for the final term. It is by no means exhaustive and can be changed as per the need of the children. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

End-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

| Categories |  |  |  |
|---|---|---|---|
| ACADEMIC | | | |
| Recognises different parts of the body | | | |
| Follows safety precautions at school and in the classroom | | | |
| Names days of the week and months of the year | | | |
| Names four seasons and their characteristics | | | |
| Recognises secondary colours and knows how they are formed | | | |
| Identifies fruits and vegetables and their importance to health | | | |
| Identifies animals and their offspring | | | |
| Performs simple science experiments with minimal adult support | | | |
| LANGUAGE DEVELOPMENT | | | |
| Expresses needs in mother tongue and in English (short sentences/a few words) | | | |
| Listens and follows instructions to do simple tasks | | | |
| Traces and copies letters and shapes | | | |
| FINE MOTOR DEVELOPMENT | | | |
| Uses pencil and colour pencils with ease; able to write on a line | | | |
| Makes thumb and handprints with minimal support | | | |
| GROSS MOTOR DEVELOPMENT | | | |
| Runs, throws/catches a ball with good hand-eye coordination | | | |
| Hops and jumps through obstacles | | | |
| Handles gripping and manoeuvring objects like jug handles, sponges, etc. | | | |
| TEAMWORK AND GROUP BEHAVIOUR | | | |
| Follows good habits and displays positive behaviour | | | |
| Exhibits enthusiasm and energy when working in groups or pairs | | | |
| SOCIAL DEVELOPMENT | | | |
| Cooperates with other children with ease | | | |
| Understands the importance of sharing | | | |

Teacher's note: This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

Single National Curriculum Alignment

| PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT | Expected Learning Outcomes | Book Reference |
|--|--|----------------|
| Competency 1: Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners. | a. Share what they like about themselves and what they like about a friend and others. | *TG |
| | b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored. | p.7 |
| | c. Choose and talk about an activity/work that they enjoy doing the most in class | TG |
| | d. Express their likes and dislikes and talk about their strengths and areas of improvement. | TG |
| | e. Develop and understand that as individuals, they have their unique needs, interests and abilities and that they are separate from each other. | TG |
| | f. Develop and understand how to dress up, know about eating habits, proper posture while walking, talking and sitting. | TG |
| | g. Take care of his/her and others' belongings | pp. 28, 29, 31 |
| | h. Perceive himself/herself in a positive way | **TOC |
| | i. Ask for help when needed | p. 19 |
| | j. Develop problem solving skills by identifying the problems and finding the best solutions through participating in different activities. | TG |
| Competency 2: Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbours, regardless of any differences, such as, in gender, ability, culture, language and ethnicity. | a. Show an understanding and respect for the feelings of their peers and others. | p. 20 |
| | b. Cooperate with peers, teachers, family and community members. | TG TOC |
| | c. Work cooperatively and share materials and ideas amicably in groups. | |
| | d. Form friendly and interactive relations with peers and adult around them. | |

*TG—Teaching Guide; **TOC—Teacher's Observation Checklist

| PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT | Expected Learning Outcomes | Book Reference |
|---|--|----------------|
| | e. Learn to respect others' opinion while communicating. | TG |
| | f. Learn to take turns. | TG |
| | g. Cooperate with and be sensitive to peers, elders, and neighbours who may be differently abled. | TG |
| | h. Work in collaboration, in groups/project work to promote leadership skills. | TOC |
| Competency 3: Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages. | a. Talk about the cultural aspects of their lives, such as, language, clothing, lifestyle, food, traditions and customs. | TG |
| | b. Talk about the key cultural practices to resolve conflicts and issues and celebrate festivals | TG |
| | c. Recognize historical and cultural places. | TG |
| | d. Narrate stories heard from elders. | TG |
| | e. Play local games (hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, clay modelling, cat's cradle etc.) | TG |
| | f. Develop basic knowledge about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dances, languages etc.) | TG |
| | g. Respect the feelings and views of others irrespective of their religion, caste, colour, creed and people with special need. | TG |
| Competency 4: Children will develop an understanding of their own religious values and practices as well as respect for others' religious values and practices, with acceptance and appreciation for the differences that exist. | a. Recognise, appreciate and respect similarities and differences among people | TG |
| | b. Associate and mingle with children having diverse abilities and backgrounds | TG |
| | c. Know and understand that the religion of most of the people in Pakistan is Islam | TG |
| | d. Recognize that other religions exist in Pakistan as well | TG |
| | e. Name their religion. | TG |
| | f. Appreciate "peace" (love, care, friendship, tolerance, kindness and respect for others) as a common value across religions. | TG |

| PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT | Expected Learning Outcomes | Book Reference |
|--|--|----------------|
| | g. Muslim children will: <ul style="list-style-type: none"> • Believe that Allah is the Sole Creator and Prophet Muhammad _ is His last and most beloved Prophet. • Believe that Islam stands for peace and harmony. • Recite the first Kalma. • Recite small dua'as and know why they should be recited | TG |
| | h. Non-Muslim children will learn and practice about their own religion Respect other religions and have tolerance for other religions. | TG |
| Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood. | a. Manage small tasks leading to self-reliance. | TG |
| | b. Take care of their own belongings and put classroom materials back in the right place after use. | TG |
| | c. Identify and implement small tasks leading to a sense of responsibility for school, community and public property. | TG |
| | d. Recognise that water, food, electricity and paper are very important resources and need to be used responsibly. | TG |
| | e. Recognise and practice their responsibility in keeping the environment, home, classroom and neighbourhood clean. | p. 15 |
| | f. Take care of peers in class, school and neighbourhood. | TG |
| Competency 6: Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me. | a. Speak politely. | TG |
| | b. Take turns when speaking and respect the right of others to speak | TG |
| | c. Respect everyone | p. 20 |
| | d. Take initiative to greet others. | p. 30 |
| | e. Use courtesy words as per situation. | pp. 28, 30 |
| | f. Facial expression and body language should be in accordance with the greeting words. | p. 30 |

| PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT | Expected Learning Outcomes | Book Reference |
|---|---|----------------|
| Competency 7: Children will learn and develop a sense of citizenship. | a. Recognise the fact that rules are important/required in the classroom, school, home and community. | TG |
| | b. Understand why rules are necessary and how they help us | pp.21, 23 |
| | c. Identify some basic traffic rules (traffic lights, zebra crossing, etc). | pp.21, 23 |
| | d. Exhibit the understanding that individuals have different opinions and learn the importance of listening to others' ideas and point of view patiently. | TG |
| | e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment) | TG |
| Competency 8: Children will develop and demonstrate ethical and moral values such as honesty, inner accountability, social justice, empathy, compassion and respect. | a. Develop an understanding of the term kindness and the importance of being kind to others | TG |
| | b. Understand the importance of sharing and list the things they can share with others (toys/lunch). | TOC |
| | c. Understand that mistakes are a part of learning and nothing to be ashamed of or to make fun of. | TG |
| | d. Develop the ability to think about and take personal accountability for actions. | TG |
| | e. Develop and understanding of truthfulness, honesty, fairness and trustworthiness in their actions. | TG |

| LANGUAGE AND LITERACY | Expected Learning Outcomes | Book Reference |
|---|--|--------------------|
| LISTENING AND SPEAKING SKILLS Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts. | a. Listen attentively in small and large groups and share their views about every event and special occasions. | pp. 14, 16, 31, 57 |
| | c. Talk about their experiences and feelings with peers and adults by using complete sentences. | pp. 14, 16 |
| | d. Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger. | p.7 |
| | j. Understand and follow instructions. | TOC |

| LANGUAGE AND LITERACY | Expected Learning Outcomes | Book Reference |
|--|--|---|
| Competency 3: Children will enjoy listening to stories and poems/ rhymes and make up their own stories and rhymes. | a. Retell and respond to stories, songs and rhymes by joining verbally or with actions as appropriate | pp. 5, 15 |
| WRITING SKILLS Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing. | c. Draw pictures to communicate meaning. | pp. 11–14, 16, 65 |
| | d. Hold writing tools properly to develop a comfortable and efficient pencil grip. | P.v TOC |
| | e. Colour a simple picture keeping within designated space. | pp. 12, 13, 24, 34, 45, 47, 48, 51, 53–56, 63, 65 |
| | g. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes. | pp. 7, 38, 50, 54, 55 TOC |
| | m. Write their own names in English & Urdu and their native language with appropriate use of upper and lower case letters. | Inside title page |

| BASIC MATHEMATICAL CONCEPTS | Expected Learning Outcomes | Book Reference |
|--|--|----------------------|
| Competency 1: Children will develop basic logical, critical, creative and problem solving skills by demonstrating an understanding of the different attributes of objects (such as colour, size, weight and texture) and match, sequence, sort and classify objects based on one/ two attributes. | a. Recognise, name and differentiate between colours. | pp. 47–51, 53–55, 56 |
| | b. Observe various objects and estimate their weight and length. | p. 6 |
| | c. Verify their estimations using simple tools. | |

| WORLD AROUND US | Expected Learning Outcomes | Book Reference |
|--|---|----------------|
| Competency 1: Children will develop an understanding of how families are important and talk about their family history. | a. Talk about their family members and each one's role and importance to the well-being of the family. | pp.10–16, 32 |
| | b. Know information about their family members (name, job, contact number). | pp.11–14, 16 |
| | c. Talk about their family history, like their grandparents, such as where they belong to and what they used to do, their food, language etc. | p.16 |
| | d. Identify various ways of showing love and respect for family members. | TG |
| Competency 2: Children will develop an understanding of the people and places around them. | a. Talk about various community members and explore their roles | p.v |
| | b. Recognise places in the community and talk about their purpose and importance. | TG |
| | c. Talk about food, water and clothes. Discuss where they come from, who brings them to markets and homes and how they get there. | pp.46, 56–59 |
| | d. Identify and explore various means of communication and transportation. | TG |
| Competency 3: Children will recognise the differences between living and non-living things | a. Understand the concept of living things and name a few of them. | pp.52, 55, 77 |
| | b. Understand the concept of non-living things and name a few of them | p.77 |
| | c. Identify and differentiate between living and non-living things | |
| Competency 4: Children will recognise the plants and animals in their environment and explore their basic features and habitat. | a. Recognise animals and explore their basic features. | p.60 TOC |
| | b. Compare a variety of animals to identify similarities and differences and to sort them into groups, using their own criteria. | pp.62, 77 |
| | c. Recognise plants and explore their basic parts. Know that there are different types of plants. Some are indoor while some are outdoor. Some can be grown in pots while others grow as big trees. Plants produce flowers and fruits. | TG |
| | d. Talk about the significance of animals and plants for human beings and their relationships with each other. | TG |

| WORLD AROUND US | Expected Learning Outcomes | Book Reference |
|---|---|-----------------|
| | e. Practice how to take care of animals, plants and birds. | TG |
| | f. Know that all living things have different types of homes. Some live on land, some live in water and some live in nests. | TG |
| | g. Know that some animals are friendly (pet animals), some are useful (farm animals), some are dangerous (wild animal) | pp.62,77 |
| Competency 5: Children will observe the weather and develop understanding of the seasons and their significance to people. | a. Observe and describe daily weather conditions. | p.77 |
| | b. Record daily weather condition on a weather chart using symbols. | TG |
| | c. Describe key features of different seasons, based on observations and experiences. | TOC p.77 |
| | d. Explore and discuss how the changing seasons affect our food, clothes and lifestyles. | pp.43–46, 77 |
| | e. Explore and discuss how climate change affects our environment (Global warming and pollution). | TG |
| Competency 6: Children will develop a caring attitude towards the environment. | a. Understand the need for clean air and how to prevent air pollution. | TG |
| | b. Understand the importance of water, its uses and the need to conserve it. | p.52 |
| | c. Identify pleasant and unpleasant sounds leading to an awareness of noise pollution. | TG |
| | d. Discuss and implement the careful use of resources/materials in everyday life. | TG |
| | e. Explore alternate uses of waste material. | p.52 |
| | f. Identify practices that are useful and harmful to the environment and suggest alternatives to harmful practices. | p.53 |
| Competency 7: Children will recognise and identify natural resources and physical features of Earth. | a. Introduce and explain with example from real life; <ul style="list-style-type: none"> • Different physical features like mountains, desert, forests, sea, etc. • Natural resources such as water, wind, forests and minerals | TG |
| | b. Name at least three natural resources and three physical features of earth. | pp.52,53 |

| WORLD AROUND US | Expected Learning Outcomes | Book Reference |
|---|--|----------------|
| Competency 8: Children will be able to explore and use basic types of technology | a. Name and Explore different types of technology like television, computer, mobile phone, ipad, iron, blender, washing machine etc. | TG p. 34 |
| | b. Learn basic use of different types of technology devices | |
| | c. Understand the advantages and disadvantages of using technology | |

| PHYSICAL DEVELOPMENT | Expected Learning Outcomes | Book Reference |
|--|---|----------------|
| Competency 1: Children will develop a sense of balance, agility and coordination. | a. Move in a number of ways, such as running, jumping, skipping, sliding and hopping. | TOC |
| | b. Learn balancing, walk on a straight and curved line, zig zag and asked directions by using bean bags and other articles. | p. 29 |
| | f. Move through spaces with consideration of other children/people and objects in the environment. | TOC |
| | i. Demonstrate the control necessary to hold objects or hold themselves in fixed positions for a couple of minutes. | TOC |
| | l. Ensure health and safety activities throughout the day, in different segments of daily routine. | pp. 17–23 |
| Competency 2: Children will have increased hand-eye coordination and the ability to handle tools and materials effectively. | a. Use a range of child-appropriate tools with increasing control and confidence. | p. 25 TOC |
| | b. Handle flexible/mouldable materials safely with increasing control. | p. 76 |
| Competency 3: Children will develop sensory motor skills | d. Enhance observation skills by looking at the environment around them. | pp. 24, 77 |
| | f. Differentiate between different temperatures hot, cold, warm | p. 77 |

| HEALTH, HYGIENE, AND SAFETY | Expected Learning Outcomes | Book Reference |
|--|---|----------------|
| Competency 1: Children will develop an understanding of the importance of healthy, safe and hygienic practices. | a. Demonstrate an awareness of healthy lifestyle practices. | TOC p. 77 |

| HEALTH, HYGIENE, AND SAFETY | Expected Learning Outcomes | Book Reference |
|--|---|-------------------|
| | b. Take care of their personal hygiene (cutting nails, keeping hair clean and tidy, keeping teeth clean, taking bath, proper use of toilet, wiping runny nose and keeping belongings clean.) | TG |
| | c. Wash hands before and after meals, after using the toilet and as and when required. | TG |
| | d. Identify healthy and unhealthy food. | p. 57 TOC |
| | e. Identify people in the community who care for health needs. | p. v |
| | f. Understand the importance of nutrition. | p. 57 TOC |
| | h. Learn healthy eating habits | pp. 57, 77 TOC |
| Competency 2: Children will develop an understanding of personal safety and security. | a. Know and express in situations where they need to report or ask for help, such as bullying/violence. | TG |
| | b. Demonstrate an understanding on private body parts (good touch and bad touch) | TG |
| | c. Understand that except their parents and doctor no one else can touch those body parts | TG |
| | d. Understand that they must report to parents and teacher immediately if someone touches them inappropriately | TG |
| | e. Encourage children to shout and say "NO" when someone tries to touch inappropriately. | TG |
| | f. Understand that they should not <ul style="list-style-type: none"> • talk to strangers • go with strangers • take anything from strangers • go out alone | p. 22 |
| | g. Recognise that some manmade and natural disasters are dangerous Express needs and feelings (hungry, thirsty, need to go to toilet etc.) | TG |
| | h. Explore ways of dealing with issues through role play | TG |
| | i. Learn to cross a road carefully | pp. 21, 23 |
| | j. Aware of harmful effects of taking medicines without adults' supervision | TG |
| | k. Seek (trusted) adults' help whenever required | pp. iv, 19, 21 |

| HEALTH, HYGIENE, AND SAFETY | Expected Learning Outcomes | Book Reference |
|-----------------------------|--|----------------|
| | l. Recognise and follow basic safety rules. | pp. iv, 17–23 |
| | m. Identify and seek adult help if feeling unwell, hurt, unhappy or uncomfortable. | p. 19 |
| | n. Keep themselves safe and to know what to do in an emergency | p. iv |

| CREATIVE ARTS | Expected Learning Outcomes | Book Reference |
|---|--|--|
| Competency 1: Children will express themselves through the use of drawings and | a. Hold crayons, colour, pencils, paint brush correctly. | pp. v, 12, 13, 24, 34, 35, 38, 47, 48, 50, 51, 53, 56, 63, 64 TOC |
| | b. Recognise and use a variety of mediums and colours to express their imagination and observations. | pp. 2–4, 12, 13, 24, 25, 34, 45, 50, 53, 64, 65 |
| | c. Use a variety of lines, colours, shapes and textures to express ideas and feelings in their drawings, paintings, construction and craft works. | pp. 7, 65, 71 |
| | d. Recognise colours and use them to express their thoughts and feelings. | pp. 2, 3, 24, 34, 45, 47–51, 53, 56, 65 |
| | e. Identify a variety of art tools, materials, techniques and demonstrate understanding of their suitable and safe use (brushes, fingers, sponges for painting, markers, pencils, crayons for drawing, modelling clay for making sculptures) | pp. 2–4, 25, 45, 50, 64 |
| Competency 3: Children will experiment with a variety of materials to represent their observations and imagination, in the form of models/sculptures. | a. Feel comfortable and enjoy engaging with clay, papier Mache and other available modelling materials like play dough and slime. | pp. 25, 76 |
| | b. Create various sculptures/models. | p. 25 |
| | c. Colour or decorate their models if they choose to do so. | p. 25 |
| Competency 5: Children will observe, practice and explore various techniques of folding, cutting, pasting, tearing and weaving paper to make objects and patterns. | b. Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs. | p. 45 |

| CREATIVE ARTS | Expected Learning Outcomes | Book Reference |
|---|---|---------------------------|
| | c. Explore various ways to make different objects by folding and cutting paper. | p. 45 |
| | d. Cut and paste various materials | pp. 11–14, 16, 25, 45 |
| SOUND, RHYTHM AND ACTION Competency 6: Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression. | e. Recite poems, folk songs, national songs in chorus and solo | pp. 5, 15, 21, 23, 52, 76 |

Note: SNC alignment tables at the end of each Teaching Guide represent the alignment of the book at that level, hence the competencies not covered in this table are all adequately represented in the other books in this series. The SNC alignment tables of General Knowledge Level 1 and Level 3 are present at the end of their own respective Teaching Guides. Each book also contains value-added content which adds on to the topics recommended for teaching in the Single National Curriculum.

