



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                           |
|-------------------|-------------------------------------------|
| Grade / Subject   | Grade: Nursery — Subject: Hindi           |
| Subject In-Charge | Ms. Amruta Kulkarni & Ms. Aditi Kanaujiya |

| Month     | Course Description                                                                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                       | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No. of Periods |
|-----------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| June      | 1. कविता - गोल-गोल 2. कविता - मछली जल की रानी है                                                                   | 1. छात्र “गोल-गोल” कविता को लय और हाव-भाव के साथ गा सकेंगे। 2. छात्र कविता के माध्यम से नए हिंदी शब्द सीख सकेंगे। 1. छात्र “मछली जल की रानी है” कविता को लय और हाव-भाव के साथ गा सकेंगे। 2. छात्र मछली को पहचानकर उसके बारे में सरल शब्दों में बता सकेंगे। 3. छात्र जल में रहने वाले जीवों को पहचान सकेंगे 4. छात्र कविता के माध्यम से नए हिंदी शब्द सीख सकेंगे। 5. छात्रों में कविता सुनने, समझने और बोलने का आत्मविश्वास विकसित होगा। | गोल-गोल” कविता को हाव-भाव और ताल के साथ गाना। 1. मछली के चित्र/फ्लैश कार्ड दिखाकर उसका परिचय देना। 2. “मछली जल की रानी है” कविता को हाव-भाव और ताल के साथ गाना। 3. बच्चों से मछली की नकल करके तैरने की गतिविधि करवाना। 4. जल में रहने वाले जीवों के चित्र दिखाकर पहचानो और बताओ गतिविधि करवाना। 5. मछली के चित्र में रंग भरवाना। 6. मछली और पानी से संबंधित चित्र-मिलान/पज़ल गतिविधि करवाना। 7. बच्चों से कविता की पंक्तियाँ दोहराकर उच्चारण का अभ्यास करवाना। | 9              |
| July      | 1. कविता – आम फलों का राजा है                                                                                      | छात्र हिंदी कविता गाएँगे एवं अपनी हिंदी शब्दावली बढ़ाएँगे।                                                                                                                                                                                                                                                                                                                                                                              | कविता को उत्साहपूर्वक गाया जाएगा।                                                                                                                                                                                                                                                                                                                                                                                                                              | 9              |
|           | 2. कविता – आलू कचालू                                                                                               | 1. विद्यार्थी आत्मविश्वास के साथ कविता गाने में सक्षम रहेंगे। 2. छात्र नए हिंदी शब्द सीखेंगे।                                                                                                                                                                                                                                                                                                                                           | कविताओं को उत्साहपूर्वक गाया जाएगा                                                                                                                                                                                                                                                                                                                                                                                                                             |                |
| August    | 1. कविता – नन्ही सी मुन्नी 2. कविता – टन-टन करता टेलीफोन 3. कविता – लाल रंग की मेरी कार                            | छात्र कविता सुनाने में सक्षम रहेंगे। विद्यार्थी आत्मविश्वास के साथ कविता गाएँगे। छात्र नए हिंदी शब्द सीखेंगे। छात्र विभिन्न प्रकार के वाहनों को पहचानेंगे।                                                                                                                                                                                                                                                                              | कविता को उत्साहपूर्वक गाया जाएगा। कविताओं को उत्साहपूर्वक गाया जाएगा। कविता का सामूहिक गायन करेंगे।                                                                                                                                                                                                                                                                                                                                                            | 10             |
| September | 1. कविता – मोटू राम 2. कहानी – जंबू और गिलहरियाँ 3. तस्वीरें देखें और बताएं – पालतू जानवर, जंगली जानवर, जलीय जानवर | विद्यार्थी आत्मविश्वास के साथ कविता गाएँगे। छात्र नए हिंदी शब्द सीखेंगे। छात्र नई कहानी                                                                                                                                                                                                                                                                                                                                                 | कविताओं को उत्साहपूर्वक गाया जाएगा। संबंधित चित्र दिखाकर कहानी सुनाएँगे। चित्र दिखाकर विभिन्न जानवरों का परिचय देंगे।                                                                                                                                                                                                                                                                                                                                          | 8              |

| Month    | Course Description                                                                                                                  | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No. of Periods |
|----------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          |                                                                                                                                     | सीखेंगे। 1. छात्र विभिन्न जानवरों को पहचान पाएँगे।                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |
| October  | 1. कविता – बिल्ली बोली म्याऊँ-म्याऊँ 2. कविता – हाथी राजा 3. कहानी – शरारती राहुल 4. तस्वीरें देखें और बताएं – फलों के नाम          | छात्र आत्मविश्वास के साथ कविता गाएँगे। छात्र कविता को उत्साहपूर्वक गा सकेंगे। छात्र कहानी के माध्यम से हिंदी में नए शब्द सीखेंगे। छात्र फलों को पहचानेंगे और फलों के नाम का उच्चारण करेंगे।                                                                                                                                                                                                                         | कविता को उत्साहपूर्वक गाया जाएगा कविता को उत्साहपूर्वक गाया जाएगा। संबंधित चित्र दिखाकर कहानी सुनाएँगे। छात्रों को चित्र दिखाकर फलों का परिचय देंगे।                                                                                                                                                                                                                                                                                                                         | 10             |
| November | 1. तस्वीरें देखें और बताएं – सब्जियों के नाम 2. तस्वीरें देखें और बताएं – फलों के नाम 3. कहानी – चूँचू और बिल्ली                    | 1. छात्र सब्जियों को पहचान पाएँगे। 2. छात्र फलों और पक्षियों को पहचान सकेंगे। 3. छात्र कहानी के माध्यम से नए हिंदी शब्द सीखेंगे।                                                                                                                                                                                                                                                                                    | 1. चित्र दिखाकर सब्जियों का परिचय देंगे। 2. चित्र दिखाकर फलों का परिचय देंगे।                                                                                                                                                                                                                                                                                                                                                                                                | 6              |
| December | 1. तस्वीरें देखें और बताएं: घर, परिवार, हमारे आसपास 2. कहानी: कूड़ेदान की सीख                                                       | 1. छात्र घर और परिवार के बारे में जानेंगे। 2. छात्र अपने आसपास की वस्तुओं को पहचान सकेंगे। 3. छात्र कहानी के माध्यम से नए हिंदी शब्द सीखेंगे।                                                                                                                                                                                                                                                                       | 1. चित्रों द्वारा घर एवं परिवार का परिचय। 2. संबंधित चित्रों के साथ कहानी सुनाना। 3. घर एवं परिवार के चित्रों में रंग भरना। 4. आसपास की वस्तुओं की पहचान।                                                                                                                                                                                                                                                                                                                    | 9              |
| January  | 1. तस्वीरें देखें और बताएं: मौसम 2. तस्वीरें देखें और बताएं: आओ घूमें – विभिन्न वाहन 3. कहानी: सच्चा धनी 4. स्वर की पहचान – अ से अः | छात्र मौसम एवं अपने आसपास के वातावरण के बारे में जानकारी प्राप्त करेंगे। छात्र कहानी के माध्यम से नए हिंदी शब्द सीखेंगे 1. छात्र अ से अः तक के स्वरों को पहचान सकेंगे। 2. छात्र प्रत्येक स्वर का सही उच्चारण कर सकेंगे। 3. छात्र चित्रों की सहायता से संबंधित स्वर वाले शब्दों को पहचान सकेंगे। 4. छात्र स्वरों को देखकर उनका नाम बता सकेंगे। 5. छात्रों में स्वरों को पहचानने और बोलने का आत्मविश्वास विकसित होगा। | मौसम की पहचान के लिए वीडियो का उपयोग। कहानी सुनाना एवं प्रश्नोत्तर। 1. फ्लैश कार्ड द्वारा अ से अः तक के स्वरों का परिचय देना। 2. बच्चों से स्वर देखकर पहचानो और बोलो गतिविधि करवाना। 3. चित्रों की सहायता से संबंधित स्वर वाले शब्दों की पहचान करवाना। 4. स्वर पहचान खेल करवाना। 5. स्वर और चित्र का मिलान करवाना। 6. बच्चों से प्रत्येक स्वर का मौखिक उच्चारण करवाना। 7. स्वर से संबंधित चित्रों में रंग भरवाना। 8. कार्यपत्रिका के माध्यम से स्वर पहचान एवं अभ्यास करवाना। | 9              |
| February | 1. अ से अः 2. तस्वीरें देखें और बताएं – शरीर के अंग 3. कहानी – चतुर खरगोश                                                           | छात्रों को हिंदी स्वर अं एवं अः का परिचय मिलेगा। छात्र शरीर के विभिन्न अंगों को पहचानेंगे। छात्र कहानी के माध्यम से हिंदी में नए शब्द सीखेंगे।                                                                                                                                                                                                                                                                      | Flash cards द्वारा हिंदी स्वर अं एवं अः का परिचय देंगे। शरीर के अंगों की पहचान के लिए चित्रों का उपयोग करेंगे। संबंधित चित्र दिखाकर कहानी सुनाएँगे।                                                                                                                                                                                                                                                                                                                          | 8              |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                          |                                           |
|--------------------------|-------------------------------------------|
| <b>Grade / Subject</b>   | Grade: Nursery — Subject: Mathematics     |
| <b>Subject In-Charge</b> | Ms. Amruta Kulkarni & Ms. Aditi Kanaujiya |

| Month  | Course Description                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                            | Activities                                                                                                                                                                                                                                                                                                                                                                                                       | No. of Periods |
|--------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April  | ➤ Number -1 ➤ Concept: Big and Small ➤ Shape: Circle                                 | <ul style="list-style-type: none"> <li>• Recognize and identify the number 1.</li> <li>• Develop one-to-one correspondence.</li> <li>• Understand the concepts of big and small.</li> <li>• Identify and recognize the circle shape.</li> <li>• Develop fine-motor and pre-writing skills through tracing and clay activities.</li> </ul>    | - Number 1: Introduce number 1 using flash cards, one-object matching, and tracing number 1 on a slate. - 2. Big & Small: Give children pairs of objects and ask them to sort/match big and small objects. - 3. Circle: Children identify circles from different shapes, make circles with clay, and trace/color circles. - 4. Sand Activity: Write/trace number 1 in sand.                                      | 15             |
| June   | - Number – 2-3 - Concept: Near and Far - Shape: Square - Blue Colour                 | <ul style="list-style-type: none"> <li>• Recognize and identify numbers 2 and 3.</li> <li>• Count objects from 1–3.</li> <li>• Understand the concepts of near and far.</li> <li>• Identify and recognize the square shape.</li> <li>• Identify the blue colour.</li> <li>• Develop observation, comparison, and counting skills.</li> </ul> | - 1. Number 2 & 3: Count objects and match quantities with number flash cards. Trace numbers 2 and 3 on a slate/sand tray. - 2. Near & Far: Place objects near and far and ask children to identify their position. - 3. Square: Identify squares and make squares with clay/sticks. - 4. Blue Colour: Sort blue objects from other colors. - 5. Comparison: Compare objects according to position and quantity. | 16             |
| July   | ➤ Number – 4,5,6 ➤ Concept: Tall and Short                                           | <ul style="list-style-type: none"> <li>• Recognize and identify numbers 4, 5 and 6.</li> <li>• Count objects accurately up to 6.</li> <li>• Understand the concepts of tall and short.</li> <li>• Compare objects based on height.</li> <li>• Develop number-writing and fine-motor skills.</li> </ul>                                       | - 1. Number 4–6: Introduce numbers through flash cards and counting objects. Trace numbers 4, 5 and 6 on slate/sand. - 2. Counting & Sorting: Sort objects into groups of 4, 5 and 6. - 3. Tall & Short: Compare pencils, blocks, bottles, etc., and identify tall/short objects. - 4. Clay Activity: Form numbers 4–6 using clay. - 5. Colouring/Tracing: Trace and color the numbers.                          | 18             |
| August | - Number – 7,8,9 - Concept: Tall and Short - Shape: Triangle - Colour - Green Colour | <ul style="list-style-type: none"> <li>• Recognize and identify numbers 7, 8 and 9.</li> <li>• Count and match quantities up to 9.</li> <li>• Develop number recognition and sequencing</li> </ul>                                                                                                                                           | 1. Number Introduction: Introduce 7, 8 and 9 using flash cards and counting objects. 2. Number Sorting: Match number cards 1–9 with corresponding                                                                                                                                                                                                                                                                | 16             |

| Month     | Course Description                                                                                                     | Learning Outcomes                                                                                                                                                                                                      | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No. of Periods |
|-----------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|           |                                                                                                                        | skills. • Improve pencil-control and pre-writing skills. • Recall previously learned mathematical concepts. • Develop observation, comparison, sorting and classification skills.                                      | quantities. 3. Number Hunt: Find numbers 7–9 around the classroom. 4. Sand/Slate Tracing: Trace 7, 8 and 9. 5. Clay Numbers: Make 7, 8 and 9 using clay. 6. Revision Game: Revise big/small, near/far, tall/short, circle and square through object comparison and sorting.                                                                                                                                                                                                                                                  |                |
| September | - Recapitulation - More and less - Shape - Rectangle - Colour - Yellow - Number 0,10 - One,Two,Buckle My Shoe          | . • Recognize numbers 0,10. • Count objects accurately up to 10. • Match numerals with quantities. • Understand more and less. • Compare objects according to height. • Develop fine-motor and problem-solving skills. | 1. Number Treasure Hunt: Hide number cards 10 around the classroom. Children find a card and collect the same number of objects. 2. Number Parking Lot: Make parking spaces numbered 1–9. Children park the correct number of toy cars in each space. 3. More or Less Picnic: Give two plates with different numbers of pretend fruits. Children identify which plate has more/less. 4. Tall & Short Tower: Children build two block towers and compare which is tall/short. 5. Play-Dough Numbers: Make 0 and 10 with clay. | 19             |
| October   | Number 1- 10 - Concept: Full & Empty (Capacity) - Colour - Black - Numbers -11-13 - Writing number 1 - Shape: Revision | • Recognize and identify 10, 11 and 12. • Develop counting and one-to-one correspondence. • Understand quantities and compare more/less. • Develop number sequencing. • Improve pencil control and hand strength.      | 1. Number Train: Make a train with coaches numbered 1–12. Children put the correct number of counters/passengers into each coach. 2. Count & Clip: Give number cards and children clip the correct number of clothespins around each card. 3. More-Less Grocery Shop: Children "buy" 5, 8, 10 or 12 pretend fruits according to the number card. 4. Number Hopscotch: Place 1–12 on the floor and call numbers for children to jump on. 5. Sensory Tray: Children write 10, 11 and 12 in sand/rice.                          | 17             |
| November  | - Number –14,15,16 - Concept: Hot & Cold - White colour - Writing number 4                                             | • Recognize numbers 14, 15 and 16. • Develop counting skills and quantity recognition. • Understand hot and cold through real-life examples. • Identify the white colour. • Recognize and practice writing number 4    | 1. Hot & Cold Sorting: Use pictures of hot/cold objects such as sun/ice cream, tea/ice. Children sort them into two baskets. 2. Number Ice-Cream Shop: Children pick a number card and put that many pretend scoops on an ice-cream cone. 3. White Treasure Basket: Find and collect white classroom objects. 4. Number 4 Detective: Children find number 4 hidden around the room and trace it with their finger. 5. Counting Snowballs: Use                                                                                | 8              |

| Month           | Course Description                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                    | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No. of Periods |
|-----------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                 |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                      | white cotton balls as "snowballs"; children count and place 14, 15 or 16 into numbered cups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
| <b>December</b> | - Number –17,18 - Revision of number 1-10 - Concept: Fast & Slow - Colour - Brown - Writing Number 2 | - Recognize numbers 17 and 18. - Revise numbers 1–10. - Understand fast and slow. - Identify the brown colour. - Recognize and write number 2. - Develop sequencing and counting skills.                                                                                                                                                                             | 1. Fast & Slow Animal Race: Children move like a rabbit/turtle and identify fast and slow. 2. Number Train 1–18: Arrange number cards in sequence and find missing numbers. 3. Brown Bear Sorting: Sort brown objects/toys into a basket. 4. 17 & 18 Counting Mats: Children place 17/18 counters on the corresponding number mat. 5. Number 2 Formation: Make number 2 using rope, clay, finger paint or sand.                                                                                                                                                                                                                              | 18             |
| <b>January</b>  | Number –19, 20 Revision of number 1-10 Writing Number 3, 5, 6, 7, 8, 9                               | <ul style="list-style-type: none"> <li>• Recognize 19 and 20.</li> <li>• Count and sequence numbers up to 20.</li> <li>• Develop understanding of missing numbers.</li> <li>• Strengthen number-writing readiness.</li> <li>• Improve one-to-one correspondence, memory and concentration.</li> </ul>                                                                | 1. Number 20 Birthday Party: Put 20 pretend candles/counters on a birthday cake. Children count them together. 2. 1–20 Number Caterpillar: Each child receives a number circle; the class works together to arrange the caterpillar from 1–20. 3. Missing Number Mystery: Show 1–20 with one number missing; children find the missing card. 4. Number Formation Station: Children practice 3, 5, 6, 7, 8 and 9 using clay, sand, finger tracing and whiteboard. 5. Count & Feed the Monster: A cardboard monster has a number on its tummy; children feed it the correct number of pom-poms.                                                | 18             |
| <b>February</b> | ➤ Recapitulation                                                                                     | <ul style="list-style-type: none"> <li>• Consolidate all concepts taught during the term.</li> <li>• Demonstrate number recognition 1–20.</li> <li>• Strengthen counting, matching and sequencing.</li> <li>• Recall comparison concepts.</li> <li>• Develop shape/colour recognition.</li> <li>• Apply mathematical concepts independently through play.</li> </ul> | 1. Maths Carnival: Set up 5–6 mini stations: Number Hunt, Counting Basket, Shape Corner, More/Less, Sorting and Number Writing. 2. Number Fishing: Children fish for numbers and place the corresponding number of objects in a basket. 3. Maths Obstacle Course: Jump to the called number, sort objects, identify a shape and compare two objects. 4. Mystery Bag: Children feel an object and identify/compare it by size, colour or quantity. 5. Maths Bingo: Use numbers, shapes and concepts taught during the term. 6. Show & Tell Maths: Each child chooses an object and tells whether it is big/small, tall/short, more/less, etc. | 16             |



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| Grade / Subject   | Grade: Nursery — Subject: Theme           |
| Subject In-Charge | Ms. Amruta Kulkarni & Ms. Aditi Kanaujiya |

| Month  | Course Description                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                             | Activities                                                                                                                                         | No. of Periods |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April  | Know me Will start the discussion by asking the names of children and explaining them about gender(boy/girl) My Body Discussing different body parts. | Children will be able to tell their name and gender. Children will be able to recognize and name different body parts that have been introduced. Children will be able to recognize and name different parts of face like eyes, cheeks, nose, ear, mouth, etc.                                                                                | Colour boy/girl picture. · Girls will colour girl picture. · Boys will colour boy picture. Colour face, arms and legs. Colour the hair.            | 10             |
| June   | My Face Rhyme (Chubby Cheeks) Discussing different parts of the face. Keeping Clean Teaching the values of keeping ourselves clean. I Can Do          | Children will be able to recognize and name different parts of face like eyes, cheeks, nose, ear, mouth, etc. Children will learn how to keep themselves clean by: · Brushing teeth, · Taking bath, · Combing hair, · Wearing clean clothes, etc.                                                                                             | Colour the hair.                                                                                                                                   | 11             |
|        | My Family Rhyme(Mummy, Daddy and Me                                                                                                                   | Children will get introduced to different family members.                                                                                                                                                                                                                                                                                     |                                                                                                                                                    |                |
| July   | My Family Rhyme(Mummy, Daddy and Me Helping Family My House                                                                                           | Children will get introduced to different family members. Children will learn how to help family members in different activities like: · Watering the plants · Keeping toys neatly · Helping in kitchen · Helping in cleaning the house. Children will get introduced to different parts of house like roof, door, wall, window, garden, etc. | Colour the frock the girl is wearing. Colour the shorts and t-shirt the boy is wearing. Colour the hat and shoes.                                  | 13             |
|        | Rooms in my House Rhyme(I Am a Little Tea Pot)                                                                                                        |                                                                                                                                                                                                                                                                                                                                               | Colour the sofa and the table. Colour the bed and bucket.                                                                                          |                |
| August | My Toys Rhyme (Teddy bear) Good Habits                                                                                                                | Children will get introduced to different toys like toy car, toy train, teddy bear, blocks, etc. Children will learn different good habits like: · Throwing waste in dustbins, · Keeping toys in place, ·                                                                                                                                     | Colour the teddy bear. Colour the toy car. Colour the path and help the school bus to reach the school. Circle the things that you carry to school | 12             |

| Month     | Course Description                                                                                                                                                                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                                            | Activities                                                                                                                       | No. of Periods |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------|
|           |                                                                                                                                                                                                                                                             | Wearing clean clothes, ·<br>Keeping cloths neatly in cupboard.                                                                                                                                                                                                                                                                                               |                                                                                                                                  |                |
| September | My School Things that we see at school My Classroom Rhyme(My Teacher) Good Manners                                                                                                                                                                          | Discussing about the school and things that we learn at school. Asking children about what they like about school. Children will get introduced to the things that we use in school like black board, chalk, books, crayons, etc.                                                                                                                            | Colour the black board. Circle the things that you see in your classroom                                                         | 9              |
| October   | Animals in a Zoo                                                                                                                                                                                                                                            | Children will get introduced to different zoo animals and will                                                                                                                                                                                                                                                                                               | Colour the face of the monkey.                                                                                                   | 12             |
|           | Discussing the animals that we see in a zoo. Animals we keep Discussing about pet and farm animals. Rhyme (Five Little Monkey) Rhyme (Pussy cat, pussy cat)                                                                                                 | be able to recognize and name them. Children will get introduced to pet and farm animals.                                                                                                                                                                                                                                                                    | Circle the odd monkey. Colour the horse. Circle the pat and farm animals.                                                        |                |
| November  | Birds we see Discussing about the birds we see around us. Insects we see Discussing about the insects that we see around us. Taking care of birds Discussing about how to take care of birds Rhyme (Two little dickie birds) Revision of Insects and birds. | Children will get introduced to the birds that we see around us like parrot, sparrow, etc. Children will get introduced to different insects that we see around us like honey bee, butterfly, dragon fly, etc. Children will learn how to take care of birds by doing the following: · Don't break the nests of birds, · Feed the birds, Give water to birds | Match the birds Colour the bird. Colour the butterfly Circle the insects                                                         | 9              |
| December  | Fruits Discussing about different fruits Rhyme (Tasty fruits) Vegetables Discussing about different vegetables.                                                                                                                                             | Children will get introduced to different fruits and they will be able to recognize and name the fruits. Children will get introduced to different vegetables and they                                                                                                                                                                                       | Colour the fruit you like to eat. Match the fruits with their trees. Trace the fruits and colour them Match the same vegetables. | 10             |
|           | Good Habits Discussing about different good eating habits.                                                                                                                                                                                                  | will be able to recognize and name the vegetables. Children will learn good eating habits: · Washing hands before and after eating. · Always wash fruits before eating. · Do not waste food.                                                                                                                                                                 | Colour the vegetables according to their colour.                                                                                 |                |
| January   | Vehicles Discussing about different vehicles. Rhyme (Row row row your boat) Be safe Discussing about the safety rules.                                                                                                                                      | Children will get introduced to different vehicles. Children will be able to recognize and name all the vehicles that have been introduced. Children will learn different safety rules: Always walk on                                                                                                                                                       | Colour the car. Colour the aeroplane. Colour the boat.                                                                           | 11             |

| Month    | Course Description | Learning Outcomes                                                                    | Activities                                          | No. of Periods |
|----------|--------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------|----------------|
|          |                    | the footpath, Play in a park not on the road, Cross the road only at zebra crossing. |                                                     |                |
| February | Revision           | Revising all the topics covered during previous months.                              | Revision activities related to the previous topics. | 11             |

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# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                           |
|-------------------|-------------------------------------------|
| Grade / Subject   | Grade: Nursery — Subject: English         |
| Subject In-Charge | Ms. Amruta Kulkarni & Ms. Aditi Kanaujiya |

| Month     | Course Description                                                                                                                                                       | Learning Outcomes                                                                                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                          | No. of Periods |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April     | - Pattern – Standing line - Rhyme: Twinkle, Twinkle, Little Star Baa, Baa Black Sheep. - Letter A - Story: Viva bk no 1 – - Aliens on the Earth - Opposite – Happy & Sad | - Letter recognition for A - Develop pre-writing skills (standing line, sleeping line) - Build confidence through rhymes and storytelling - Understand simple opposites (happy/sad)                                                        | - Join ice cream shapes to form the letter A Make letter A with clay. - Draw sleeping lines using stencils - Puppet show: Aliens on the Earth                                                                                                                                       | 17             |
| June      | - Sleeping line, Slanting line - Patterns – Zig Zag - Left & Right Curve - Letters –A - Rhyme: Johnny Johnny Hickory Dickory Dock                                        | - Identify patterns (Zig-Zag, curves) - Recognize letters A - Strengthen fine motor skills through craft and clay work - Develop listening and memory through rhymes                                                                       | - Hickory Dickory Dock mouse craft (finger puppets) - Join ice cream shapes to form the letter A Make letter A with clay. -                                                                                                                                                         | 18             |
| July      | - Up & Down Curves - Letters- B , C ,D - Story: Sherry the Sheep. - Opposite – Clean & Dirty                                                                             | - Identify patterns (zig-zag, slanting, curves) - Recognize letters B, C, D - Strengthen fine motor skills through craft and clay work - Develop listening and memory through rhymes                                                       | - Letter B mystery box exploration - Bus tour to relate letter B - Bubble shoot for letter B - Letter C car track activity - Hickory Dickory Dock mouse craft (finger puppets)                                                                                                      | 23             |
| August    | - Rhyme: Humpty Dumpty - Letter - E, F, G, H - Up or Down (opposite) - Story: Sara Breaks Her Shoe                                                                       | - Recognize letters E, F, G - Strengthen phonemic awareness through rhyme (Humpty Dumpty) - Understand opposites (Up/Down) - Develop story comprehension with Sara Breaks Her Shoe                                                         | - Doctor role play d ramatizationLetter D activity with doll, dog, drum, dolphin, duck - Letter E paper cut-out sticking and beads in elephant trunk - Clean vs dirty items shooting gameLetter - F pool with fish introduction - Letter G gift box surprise - House model Painting | 19             |
| September | - Rhyme: Jack & Jill - Letter - I , J , K, L - Dry or Wet (opposite) - Story: Simba Becomes Friendly                                                                     | - Recognize letters I, J, K, L - Improve motor coordination through tracing and clay work - Learn opposites (Dry/Wet) - Enhance social-emotional learning via Simba Becomes Friendly - Build memory and rhythm through rhyme (Jack & Jill) | - Clay and slate practice for letters I–L - Audio-visual rhyme singing (Jack & Jill) - Water play activity to demonstrate Dry/Wet - Story role play (Simba Becomes Friendly) - Worksheets and colouring tasks for letters                                                           | 19             |
| October   | - Rhyme: Pat-a-cake, Pat-a-cake - Let ter-M,N,O,P - In or out (opposite) - Story: Navya Goes to Fairyland                                                                | - Recognize letters M, N, O, P - Strengthen pattern recognition through letter formation - Learn opposites                                                                                                                                 | - Clay and slate practice for letters M–P - Audio-visual rhyme singing (Pat-a-cake) - In/Out activity with classroom objects -                                                                                                                                                      | 19             |

| Month           | Course Description                                                                                                               | Learning Outcomes                                                                                                                                                                                                               | Activities                                                                                                                                                                                                                     | No. of Periods |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                 |                                                                                                                                  | (In/Out) - Develop imagination and creative thinking with Navya Goes to Fairyland - Build rhythm and coordination through rhyme (Pat-a-cake)                                                                                    | Story dramatization (Navya Goes to Fairyland) - Colouring and worksheets for respective letters                                                                                                                                |                |
| <b>November</b> | - Rhyme: Ring-a-ring o' roses - Letter: Q, R, S - Tracing Patterns - Front or Back (opposite) - Story: Raj Learns a Lesson       | - Recognize letters Q, R, S - Strengthen pattern tracing skills - Understand opposites (Front/Back) - Develop moral understanding through Raj Learns a Lesson - Build rhythm and coordination with rhyme (Ring-a-ring o' roses) | - Clay modeling of letters Q-S - Front/Back activity using classroom seating or flashcards - Story dramatization with role play (Raj Learns a Lesson) - Circle game for Ring-a-ring o' roses - Pattern tracing with sand trays | 14             |
| <b>December</b> | - Rhyme: The Wheels on the Bus - Letter - T, U, V, W - Story: The Little Thieves - Opposite Thin & Fat                           | - Recognize letters T, U, V, W - Explore opposites (Thin/Fat) - Strengthen phonics awareness through rhyme (The Wheels on the Bus) - Develop comprehension and values through The Little Thieves                                |                                                                                                                                                                                                                                | 17             |
| <b>January</b>  | - Rhyme: Found a Peanut - Letters – X, Y, Z - Story :Turrpy Catches A Cold                                                       | · Students will get introduced to letters. · Explore picture cards starting with letter X, Y,Z                                                                                                                                  | Slate, sand, clay, Audio visual mode, coloring pictures and worksheets related to respective letters.                                                                                                                          | 18             |
| <b>February</b> | - Revision of letter Busy Bees book - Revision of Opposites: In or Out. Front or Back. Fat or Thin. - Revision of Story & Rhymes | · Students will revise all the letters and practice for writing A to Z.                                                                                                                                                         | Slate, sand, clay, Audio visual mode, coloring pictures and worksheets related to respective letters.                                                                                                                          | 19             |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                          |                                                                             |
|--------------------------|-----------------------------------------------------------------------------|
| <b>Grade / Subject</b>   | Grade: Jr.KG — Subject: English                                             |
| <b>Subject In-Charge</b> | Ms. Rekha More, Ms. Anjali Gandhi, Ms. Geeta Lenkannavar, Ms. Surabhi Singh |

| Month            | Course Description                                                                                                                  | Learning Outcomes                                                                                                                                                                                                               | Activities                                                                                                                                                                                                                                                                                                | No. of Periods |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>April</b>     | · Patterns (standing and sleeping line, up and down curve, zig zag curve, left and write curve) · Tracing · Colouring · Story       | Students will be able to: · Draw different patterns in the book.                                                                                                                                                                | · Draw the patterns in the drawing book, on the slate. · Make different patterns using clay.                                                                                                                                                                                                              | 18             |
| <b>June</b>      | · Letters(Aa to Cc) · Tracing · Writing · Matching · Colouring · Story                                                              | Students will be able to: · Recognize and write letters (Aa to Cc) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters.                           | - Mystery Box - Sponge dabbing - Wax Tracing and Colouring - Colour the picture. - Colour the boxes with (Hh to Mm) - Match the capital letter to small letter. - Colour the correct letter in each row. - - Jolly phonics                                                                                | 19             |
| <b>July</b>      | · Letters(Dd to Gg) · Tracing · Writing · Matching · Colouring · Story · Missing letters                                            | Students will be able to: · Recognize and write letters (Dd to Gg) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters.                           | · Colour the picture · Colour the boxes with letters (Dd to Gg). · Match the capital letter to small letter. · Colour the correct letter in each row. · Draw squares around the letters and join them. · Put a cross on the picture that does not begin with the letter given. · Write the missing letter | 23             |
|                  |                                                                                                                                     |                                                                                                                                                                                                                                 | · Write the letters that comes after and in between the given letter. · Trace the pattern to complete the picture. · Jolly phonics                                                                                                                                                                        |                |
| <b>August</b>    | · Letters (Hh to Kk) · Tracing · Writing · Matching · Beginning letter · Underline the letter · Story · Missing letters · Opposites | Students will be able to: · Draw different patterns · Recognize and write letters (Hh to Kk) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters. | · Underline the letter · Match capital letter to small letter. · Write missing letter in each row. · Say the name of the picture and write the letter. · Circle the correct letter in each set. · Connect the dots · Dictation of letters. · Jolly phonics                                                | 19             |
| <b>September</b> | · Letters (Ll to Oo) · Tracing · Writing · Matching · Beginning letter · Underline the letter · Story · Missing letters · Opposites | Students will be able to: · Draw different patterns · Recognize and write letters (Ll to Oo) in notebook and worksheet. · Write letter below the picture. ·                                                                     | - Circle the pictures that begin with sounds - Write below the pictures - Match the capital letters to small letters                                                                                                                                                                                      | 19             |

| Month           | Course Description                                                                                                                                        | Learning Outcomes                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                          | No. of Periods |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                 |                                                                                                                                                           | Understand the letter sound. · Recognize capital and small letters.                                                                                                                                                                 |                                                                                                                                                                                                                     |                |
| <b>October</b>  | · Letters(Pp to Ss) · Tracing · Writing · Matching · Beginning letters · Underline the letter · Story · Missing letters · Opposites                       | Students will be able to: · Draw different patterns · Recognize and write letters (Pp to Ss) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters.     | - Circle the pictures that begin with sounds - Write below the pictures - Match the capital letters to small letters                                                                                                | 19             |
| <b>November</b> | · Letters(Tt to Ww) · Tracing · Writing · Matching · Beginning letters · Underline the letter · Story · Missing letters · Opposites                       | Students will be able to: · Draw different patterns · Recognize and write letters (Tt to Ww) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters.     | - Circle the pictures that begin with sounds - Write below the pictures - Match the capital letters to small letters - Circle the correct letter                                                                    | 14             |
| <b>December</b> | · Letters(Xx to Zz) · Tracing · Writing · Matching · Beginning letters · Underline the letter · Story · Missing letters · Write letters A to Z and a to z | Students will be able to: · Recognize and write letters (Xx to Zz) in notebook and worksheet. · Write letter below the picture. · Understand the letter sound. · Recognize capital and small letters.                               | - Write A to Z in notebook and worksheet. - Write first letter of the names for the given pictures. - Write small letters for given capital letters. - Join the letters in sequence. - Circle the beginning letter. | 17             |
| <b>January</b>  | · Letter sound · Beginning sound · Ending sound · Vowels and Consonants                                                                                   | · Write three letter words in the notebook.                                                                                                                                                                                         | · Board work · Notebook work                                                                                                                                                                                        | 18             |
|                 | · Opposite(Revision) · Words with 'a' · Words with 'e' · Words with 'i' · Words with 'o' · Words with 'u' · Sight words                                   | · Understand the sounds of all the letters. · Sight words on, my, by, it, he, she                                                                                                                                                   | · Jolly phonics · Alphabet game · Dictation of three letter words. · Learn and write sight words                                                                                                                    |                |
| <b>February</b> | · Capital and small letter writing (Aa to Zz) · Vowels and consonants · Revision of two letter words · Revision three letter words · Sight words          | Students will be able to · Write A to Z · Write two letter words. · Write three letter words. · Know vowels · Understand alphabet sounds. · Students will be able to write two letter words and three letter words in the notebook. | · Board work · Notebook work · Jolly phonics · Flash cards · Picture Dictionary · Dictation of two and three letter words. · Learn and write sight words                                                            | 19             |
| <b>March</b>    | Assessment                                                                                                                                                | Assessment                                                                                                                                                                                                                          | Assessment                                                                                                                                                                                                          |                |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Grade / Subject   | Grade: Jr.KG — Subject: Hindi                                               |
| Subject In-Charge | Ms. Rekha More, Ms. Anjali Gandhi, Ms. Geeta Lenkannavar, Ms. Surabhi Singh |

| Month  | Course Description                                                                                    | Learning Outcomes                                                                                                                                                                                                    | Activities                                                                                                                              | No. of Periods |
|--------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------|
| अप्रैल | - आकृतियाँ - रेखाएँ - पैटर्न                                                                          | विद्यार्थी अपनी नोटबुक तथा पुस्तक में विभिन्न आकृतियाँ, रेखाएँ तथा पैटर्न बनाने में सक्षम होंगे।                                                                                                                     | नोटबुक में पैटर्न बनाएँ। कले का उपयोग करके विभिन्न पैटर्न बनाएँ।                                                                        | 08             |
| जून    | - स्वरों का परिचय तथा लेखन- अ, आ, इ, ई - चित्र को अक्षर के साथ मिलाएँ                                 | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में “अ, आ, इ, ई” को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना।                                                                  | - मिस्ट्री बॉक्स, जिसमें से बच्चे अ, आ, इ, ई से शुरू होने वाली चीज़ें ढूँढकर निकालेंगे। - इ पर कागज़ फाड़कर चिपकाने की गतिविधि।         | 12             |
| जुलाई  | - स्वरों का परिचय तथा लेखन- उ, ऊ, ए, ऐ - चित्र को अक्षर के साथ मिलाएँ - आओ गाएँ (कविता)- “मेरा बस्ता” | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में “उ, ऊ, ए, ऐ” को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कविता गायन से बच्चों के उच्चारण और शब्दावली में विकास होगा।    | - ऊ से ऊन की गतिविधि, जिसमें बच्चे चार्ट पेपर पर ऊ में ऊन चिपकाएँगे। - बाकी स्वरों की कविता गाएँगे। - हवा में लेखन                      | 12 12          |
| अगस्त  | - स्वरों का परिचय तथा लेखन- ओ, औ, अं - ऋ तथा अः का परिचय मात्र - कहानी - “शेर और चूहा”                | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में “ओ, औ, अं, ऋ तथा अः” को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कहानी के द्वारा उन बच्चों के श्रवण कौशल का विकास होगा। | - 'ओ' से ओखली: इमेजिनरी ओखली में कुछ कूटने का नाटक करना। - 'अं' से अंगूर: कले (मिट्टी) की छोटी गोलियां बनाकर अंगूर का गुच्छा तैयार करना |                |
| सितंबर | - व्यंजनों का परिचय तथा लेखन- क, ख, ग, घ, ङ, च, छ - आओ गाएँ (कविता)- “बंदर मुझे बना दे                | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में “क, ख, ग, घ, ङ, च, छ” को पहचानना और लिखना। - चित्र के नीचे संबंधित                                                                                                   | - कमल में अंगूठे की छाप से रंग भरना - चार्ट पेपर पर खरगोश बनाकर उस पर रूई चिपकाएँ। - असली गुब्बारे को रंग में हल्का डुबाकर गुब्बारे के  | 15             |

| Month   | Course Description                                                      | Learning Outcomes                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                 | No. of Periods |
|---------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|         | राम" - कविता - "तोता हूँ मैं तोता हूँ"                                  | अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कविता गायन से बच्चों के उच्चारण और शब्दावली में विकास होगा।                                                                                                             | कटआउट पर उसकी छाप लगवाएँ और गुब्बारे के कटआउट पर धागा चिपकवाएँ                                                                                                                                                                                                                                                                                                                             |                |
| अक्टूबर | - व्यंजनों का परिचय तथा लेखन- ज,झ,ञ, ट, ठ, ड, ढ - कहानी- "परी और तितली" | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में "ज,झ,ञ, ट, ठ, ड, ढ" को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कहानी के द्वारा उन बच्चों के श्रवण कौशल का विकास होगा। | - पुराने अखबार से 'ज' से जहाज बनाना - 'झ' - बच्चों को भारतीय झंडे के बारे में बताया जाएगा - अलग-अलग सब्जियों में से बच्चों को 'ट' से शुरू होने वाली सब्जी चुननी होगी - बच्चों को असली डांडिया दिखाना और साथ ही उन्हें 2-3 डांडिया स्टेप्स सिखाना।                                                                                                                                          | 15             |
|         |                                                                         |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                            |                |
| नवंबर   | - व्यंजनों का परिचय तथा लेखन- ण,त,थ,द,ध,न - कहानी - "बोबो और मोगो"      | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में "ण,त,थ,द,ध,न" को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कहानी के द्वारा उन बच्चों के श्रवण कौशल का विकास होगा।       | - हॉपस्कोच गतिविधि - बच्चे ज़मीन पर बने त, थ, द, ध, न के डिब्बों में शिक्षक के कहे अनुसार कूदेंगे। - तरबूज के कटआउट में बच्चे स्पंज से लाल रंग भरेंगे और ईयरबड्स से काले बिंदु बनाकर बीज बनाएँगे। - कक्षा के दरवाज़े पर द का बड़ा कार्ड लगाएँ। शिक्षक के "नॉक-नॉक" करने पर बच्चे बोलेंगे, "द से दरवाज़ा।" - ध- एक चित्र में धागे को सही रास्ते से खींचकर उसके निर्धारित स्थान तक पहुँचाएँ। | 15             |
| दिसंबर  | - व्यंजनों का परिचय तथा लेखन- प,फ,ब,भ,म,य,र - कहानी- "चालाक लोमड़ी"     | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में "प,फ,ब,भ,म,य,र" को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना। - कहानी के द्वारा उन बच्चों के श्रवण कौशल का विकास होगा।     | - प से पंखा बनाना - फल बाज़ार - कक्षा में छोटी-सी फल की दुकान बनाएँ। अलग-अलग फलों की पहचान करके बच्चे विक्रेता और खरीदार बनेंगे। - ब से "बंदर मुझे बना दे राम" की कविता गाएँगे। - मछली को खाना खिलाओ गतिविधि                                                                                                                                                                               | 15             |
| जनवरी   | - व्यंजनों का परिचय तथा लेखन- ल,व,श,ष,स,ह                               | विद्यार्थी सक्षम होंगे: - नोटबुक और वर्कशीट में "ल,व,श,ष,स,ह" को पहचानना और लिखना। - चित्र के नीचे संबंधित अक्षर लिखना। - अक्षरों की ध्वनि को समझना।                                                                | - खज़ाने की खोज गतिविधि - कक्षा में अलग-अलग जगहों पर ल से शुरू होने वाली चीज़ें चिपकाएँगे और बच्चे उन्हें ढूँढ़कर लाएँगे। - मजेदार खेल के माध्यम से अक्षरों को पहचानेंगे।                                                                                                                                                                                                                  | 15             |

| Month  | Course Description                                | Learning Outcomes                                                                                                                                                 | Activities                                                                                   | No. of Periods |
|--------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------|
| फ़रवरी | - व्यंजनों का परिचय तथा लेखन-<br>ह,क्ष,त्र,ज्ञ, . | विद्यार्थी सक्षम होंगे: - नोटबुक<br>और वर्कशीट में “ह,क्ष,त्र,ज्ञ” को<br>पहचानना और लिखना। - चित्र के<br>नीचे संबंधित अक्षर लिखना।<br>अक्षरों की ध्वनि को समझना।- | - क्ले से अक्षर बनाओ - त से त्रिशूल<br>का एक बड़ा कटआउट दें, बच्चे उसे<br>ग्लिटर से सजाएँगे। | 15             |
| मार्च  | पुनरावृत्ति तथा परीक्षा                           | परीक्षा                                                                                                                                                           | परीक्षा                                                                                      |                |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Grade / Subject   | Grade: Jr.KG — Subject: Mathematics                                         |
| Subject In-Charge | Ms. Rekha More, Ms. Anjali Gandhi, Ms. Geeta Lenkannavar, Ms. Surabhi Singh |

| Month | Course Description                                                                                                                                                                                     | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                              | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No. of Periods |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April | - Shapes – Revision: Circle, Square, Triangle, Rectangle - Colours – Revision: Basic colours - Math's Concepts: - Pre - math concept: Big and Small, Full and Empty. Tall and Short. - Number : 1 to 9 | *Identify and name basic shapes (Circle, Square, Triangle, Rectangle).<br>*Recognize and sort objects by primary and secondary colours. Big & Small-Compare two objects and identify which is bigger or smaller. Full & Empty -Differentiate between containers holding content and those that are vacant. Tall & Short-Compare vertical heights of people or objects.                         | Shape Hunt: Children find real objects in the classroom that match a shape card (e.g., clock for circle). Colour Sort: Children sort mixed plastic blocks or beads into matching coloured cups. Toy Comparison: Show a big ball and a small ball. Children point and label them correctly. Water Play: Fill one plastic cup with water (Full) and leave one completely dry (Empty). Building Towers: Build one tall block tower and one short block tower. Compare them side-by-side. | 18             |
|       |                                                                                                                                                                                                        | .Count objects accurately up to 9 and identify written numerals.                                                                                                                                                                                                                                                                                                                               | Count and Clip: Children count dots on a card (1-9) and place a clothespin on the correct written number.                                                                                                                                                                                                                                                                                                                                                                             |                |
| June  | 1.More & Less 2.Hot & Cold 3.Fast & Slow                                                                                                                                                               | *Compare two groups of items quantitatively without exact counting. *Understand temperature differences through safe, real-world examples. *Recognize and mimic differences in speed and motion.                                                                                                                                                                                               | Candy Piles: Place a large pile of buttons on the left and a small pile on the right. Point to "More". Picture Sorting: Sort flashcards of hot soup/sun vs. ice cream/snowman into two columns. Animal Actions: Children run fast like a cheetah, then walk very slow like a turtle on command.                                                                                                                                                                                       | 10             |
| July  | 1.Star Shape 2.Pink Colour 3.Long & Short 4.Number 0 5.Numbers 1 to 9 6.Numbers 10 to 20                                                                                                               | Identify and trace the star shape in everyday objects and symbols. *Recognize, name, and sort objects that are pink. *Compare horizontal lengths of two objects and use the terms correctly. *Understand that zero means "nothing" or "empty" and identify the numeral. *Count objects sequentially from 1 to 9 and match them to written numerals. • Understand two-digit numbers up to 20. • | Sky Gazing: Children find star stickers hidden around the classroom and stick them on a black paper "sky". *Pink Parade: Children look at their clothes or school bags and gather everything that is pink into a basket. Ribbon Measure: Give children two pieces of ribbon— one long and one short. Ask them to hold up the long one. Empty Jar: Show a jar filled with sweets, then eat or remove them all. Explain that "0 sweets" are left.                                       | 19             |

| Month     | Course Description                                            | Learning Outcomes                                                                                                                                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No. of Periods |
|-----------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|           |                                                               | Master counting past 10 using the "10 + more" concept.                                                                                                                                                                                                                                     | Hopscotch Count: Draw a grid on the floor. Children jump on numbers 1 to 9 while counting out loud. The Tens-Frame Train: 1. Give each child two blank grids of 10 boxes each (Tens Frames). 2. To make the number 14, instruct them to fill the first grid completely with 10 red counters (making one full group of 10). 3. Then, ask them to add 4 blue counters to the second grid. 4. Count together: "10 and 4 more makes fourteen!" Repeat this process for numbers 11 to 20.                                                                                                                                                                                                                                                                                                            |                |
| August    | 1.Oval Shape 2.Orange Colour                                  | - Identify and name the oval shape. - Differentiate between a circle (perfectly round) and an oval (stretched egg shape). - Recognize and name the colour orange. - • Identify real-world orange objects (marigold, carrot, orange fruit, tiger).                                          | The Hatching Egg Hunt: 1. Cut out 5–6 large egg shapes (Ovals) and 5–6 ball shapes (Circles) from chart paper. 2. Hide them around the classroom. Juicy Orange Stamping: 1. Cut a few real oranges or lemons in half. 2. Provide containers with bright orange paint. 3. Give each child a plain sheet of paper with a drawing of a basket. 4. Instruct the children to dip the fruit half into the orange paint and stamp it inside their drawn basket to create a "Basket of Oranges."                                                                                                                                                                                                                                                                                                        | 20             |
|           | 3.Same & Different<br>4.Numbers 11 to 15<br>5.Numbers 1 to 15 | - Compare objects based on visual traits like size, shape, and colour. - Identify which object does not belong to a group. - Sequential Stacking: Guide children through base-10 counting blocks up to 20. - Action Counting: Lead the class in performing 18 synchronous physical actions | 1. Set up a tray with 4 objects: 3 green plastic spoons and 1 red plastic spoon. 2. Ask the children: "Look closely. Which things are the same? Which one is different?" 3. Let a child pick up the red spoon and say, "This is different!" 4. Repeat the game using 3 big blocks and 1 tiny block, or 3 circles and 1 triangle to reinforce the concept. The Number Caterpillar Train: 1. Draw a large caterpillar head on the floor or chalkboard. 2. Mix up 15 circular cards numbered from 1 to 15 and distribute them randomly to 15 children. 3. Call out: "Who has number 1?" The child with card 1 places it next to the caterpillar head. 4. Call out the numbers sequentially up to 15. The children must stand up and place their cards in order to complete the caterpillar's body. |                |
| September | 1.Diamond Shape 2.Purple Colour 3.Thick and Thin -----        | - To identify and trace the diamond shape. - To                                                                                                                                                                                                                                            | Secret Agent Diamond Hunt: Kids wear paper 'detective glasses'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 22             |

| Month   | Course Description                                                                                                 | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | No. of Periods |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|         | <p>----- 4.Numbers 1 to 15 -----</p> <p>----- (Revision)</p> <p>5.Numbers 1 to 20</p>                              | recognize and identify the purple color                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | and search the classroom to find hidden diamond treasure cards. The Three Bears Mystery: Kids sort objects into 'Papa Bear's Thick Pile' and 'Baby Bear's Thin Pile' using real classroom objects. Glow-in-the-Dark Number Hop: Turn off the lights and have kids jump on neon glow-sticker numbers placed on the floor in order. Sensory Rice Dig: Kids dig through a large tub filled with rainbow-colored rice to find hidden plastic numbers from 1 to 20 and place them in correct order.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |
| October | <p>1.Half Circle 2.Grey Colour 3.One and Many 4.Numbers 1–20 5.Numbers 21–30 6.Numbers 1–30 7.What Comes After</p> | <p>1. Identify a half circle Paper plates, shape cards Introduce a half circle through demonstration and real objects. 2.Recognise grey Grey objects, colour cards Show and discuss grey objects. 3.One and Many Apply the concept Picture cards. 4.Number cards, floor mats Revision through games. 5.Match number with quantity Beads, number cards Count and match. 6.Floor number cards Oral counting and recognition. 7.Understand the next number Number cards, hoops Demonstrate number sequence. Identify the next number Flashcards, worksheet Practice through questioning and games.</p> | <p>1.1."Moon Hunt" – Children search the classroom for half-moon shapes hidden by the teacher and collect them. 2.Half Circle Understand how a circle becomes a half circle Paper circles, scissors The teacher folds/cuts circles into two equal parts. 3. "Make My Moon" – Children fold a paper circle, open it and decorate one half as a colourful moon. 4.Half Circle Recognise and trace half circles Worksheet, crayons Demonstration followed by guided tracing. 5."Half-Circle Garden" – Children turn half circles into flowers, butterflies, umbrellas or rainbows. 2.1 "Grey Elephant Hunt" – Children find grey objects around the classroom and place them near the elephant picture. 2.2 "Grey Cloud Art" – Children make clouds using grey fingerprints/cotton and identify the colour. 3.1 "One or Many Balloon Game" – Children pick a card and place it under the "ONE" or "MANY" balloon. 4.1 "Number Detective" – Teacher gives clues and the children find the hidden number around the classroom. 5.1 "Mini Number Market" – Children receive a number card and "buy" exactly that many objects from the classroom market. 6.1 "Giant Dice Walk" – A child rolls a large dice, moves that many steps and says the number reached. "Number Hopscotch" – Children hop on</p> | 18             |

| Month           | Course Description                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | No. of Periods |
|-----------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                 |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | numbers in sequence and call them aloud. 7.1 “Bee Finds Its Flower” – Number bees find the flower showing the number that comes after them. These activities are designed to be play-based, movement-based and interactive, rather than repeating only tracing, colouring and worksheets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
| <b>November</b> | 1.Heart Shape 2.Colours 3.Left & Right 4.Numbers 1–30 5.Numbers 31–40 6.Numbers 1–40 7.After Numbers | 1 .Identify and recognise a heart shape. Heart cut-outs, picture cards The teacher will introduce the heart shape using familiar objects and pictures. Children will observe and identify hearts. 2 .Differentiate and classify colours. Coloured hoops, objects Children will sort objects according to their colours. 3. Understand left and right directions. Left/right hand bands, arrows The teacher will demonstrate left and right using body movements. 4 .Recognise numbers 11–20. Number cards, baskets The teacher will demonstrate counting and number recognition. 5. Recognise numbers 36–40. Flashcards, blocks The teacher demonstrates counting 36–40 and matching quantities. 6. Number cards, cups Children identify numbers and arrange them in sequence. 7. Identify the number that comes after a given number. Mystery bags, number cards The teacher gives a number and children find its “after number”. | 1.1 Heart Detective – Children search the classroom for hidden hearts and collect them in a “Love Basket”. 1.2 Build a Heart – Children make a big heart using small heart pieces like a puzzle. 2.1 Colour Café – Children “serve” coloured cups to the matching coloured customer cards. 3.1 Magic Hand Game – Children wear a band on their left hand and follow the teacher's left/right commands. 3.2 Rescue the Toy – Children guide a toy car left/right through a simple road maze to reach its destination. 4.1 Number Delivery Service – Children pick a number card and deliver the correct number of objects to the matching basket. 4.2 Missing Number Mystery – A number is hidden from a sequence and children become “Math Detectives” to find it. 5.1 Build the Number Tower – Children build towers according to number cards 31–40. 6.1 Number Cup Pyramid – Children arrange numbered cups in the correct order and build a pyramid. 6.2 Next Station! – Each number is a train station; children identify which station comes next. 7.1 Frog Finds the Next Number – Children help a frog jump to the number that comes after the given number. | 14             |
| <b>December</b> | 1.Shapes 2.Heavy and Light 3.Numbers 1 to 40 4.Numbers 41 to 50                                      | 1. Recognise shapes by their features. Shape cut-outs, sticks The teacher will discuss sides and corners in simple language. 2. Children will be able to differentiate between heavy and light objects through observation and hands-on experience. 3. Children will be able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1.1 Shape Spy Mission – Children use a pretend “spy glass” to search the classroom and find objects matching the shape card shown by the teacher. 1.2 Shape Construction Crew – Children use ice-cream sticks to build triangles, squares and rectangles. 2.1 Feel and Tell The teacher will give children two objects, such as a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15             |

| Month    | Course Description                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No. of Periods |
|----------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          |                                                                                                                      | recognize, count and arrange numbers from 1 to 40 in the correct sequence. 4. Children will be able to recognize, count and arrange numbers from 41 to 50 in the correct sequence.                                                                                                                                                                                                                                                                                                     | book and a pencil. Children will hold both objects and tell which one is heavy and which one is light. 2.2 Heavy or Light Basket - Two baskets will be labelled HEAVY and LIGHT. Children will pick different objects and put them into the correct basket after checking their weight. 3.1 Number Treasure Hunt Teachers will hide number cards from 1 to 40 around the classroom. Children will find the cards and arrange them in the correct order. 4.1 Number Train Each child will receive a number card from 41 to 50. Children will become train coaches and stand in the correct numerical order to make a Number Train. |                |
| January  | 5. Numbers 1 to 50 6. What Comes Before 7. What Comes Between                                                        | 5. Children will be able to recognize and arrange numbers from 1 to 50 in the correct sequence. 6. Children will be able to identify the number that comes immediately before a given number. 7. Children will be able to identify the number that comes between two given numbers.                                                                                                                                                                                                    | 5.1 Number Parking Lot The teacher will make parking spaces numbered 1 to 50. Children will receive number cards or toy cars and park them in the matching numbered space. 6.1 Number Door Teachers will make numbered "doors" in a row. A number will be called out, and children will find the number that comes before it and stand near that door. 7.1 Human Number Line Children will receive number cards and stand in numerical order. The teacher will call two numbers, such as 10 and 12. The child with 11 will stand between them and say, "11 comes between 10 and 12."                                              | 10             |
| February | 1. Shapes and Colours 2.Pre-Number Concepts 3.Numbers 1 to 50 4.Bigger and Smaller Numbers 5. After, Between, Before | 1. • Identify basic shapes (Circle, Square, Triangle). • Recognize primary colours. • Sort objects by shape and colour. 2. Rote count from 1 to 50. • Recognize and write numbers 1 to 50. • Associate numbers with quantities. 3• Rote count from 1 to 50. • Recognize and write numbers 1 to 50. • Associate numbers with quantities. 4. • Compare two numbers visually. • Identify which number holds more value/quantity. 5. • Understand the sequence of numbers. • Identify what | 1.1 "Shape & Colour Monster" Make boxes with cartoon monster faces. Cut holes for mouths (one circle, one square). Children "feed" the monster only red circles or blue squares using paper cut-outs. 1.2 "Musical Shape Mats" Place large coloured shapes on the floor. Play music. When the music stops, shout: "Jump on the Green Triangle!" Children must find and jump on the correct shape. 2.1 "Play-Dough Number Mats" Give children mats with numbers printed on them. They roll play-dough to form the shape of the number and then roll small play-                                                                    | 19             |

| Month | Course Description | Learning Outcomes                                        | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | No. of Periods |
|-------|--------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|       |                    | comes next, what is in the middle, and what comes first. | <p>dough balls to match the count (e.g., 5 balls for number 5).</p> <p>3.1 "Giant Number Hopscotch" Draw a giant grid (1 to 50 or sections like 1-10, 11-20) on the floor using chalk. Children roll a big dice and hop to that number while counting out loud.</p> <p>4.1 The Hungry Alligator- Draw an alligator mouth (&lt; or &gt;) on a popsicle stick. Place two number cards on the table (e.g., 4 and 8). Tell them the alligator is very hungry and always eats the bigger number. Children point the mouth toward 8.</p> <p>4.2 "Tower Building Race" Give two children different number cards (e.g., 3 and 6). They must build a tower using plastic blocks matching their card. Visually, they will instantly see that the tower of 6 is bigger than 3.</p> <p>5.1 "The Missing Train Engine" Create a toy train with three compartments. Place numbers on two compartments (e.g., 5 and 6). Ask children to find the missing card that comes Before 5, or After 6, to make the train move.</p> <p>5.2 "Number Line Body Jump" Create a number line (1 to 10) on the floor. Make a child stand on number 4. Ask : "Jump on the number that comes AFTER 4!" (Child jumps to 5) or "Jump BEFORE 4!" (Child jumps to 3).</p> |                |
| March | Assessment         | Assessment                                               | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                          |                                                                             |
|--------------------------|-----------------------------------------------------------------------------|
| <b>Grade / Subject</b>   | Grade: Jr.KG — Subject: Theme                                               |
| <b>Subject In-Charge</b> | Ms. Rekha More, Ms. Anjali Gandhi, Ms. Geeta Lenkannavar, Ms. Surabhi Singh |

| Month         | Course Description                                                                               | Learning Outcomes                                                                                                                                                                                                                                                                      | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No. of Periods |
|---------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>April</b>  | · Myself · My Body · My Family · My House · Be Safe · Good Manners                               | Students will be able to :<br>· Introduce themselves and recognize their Body parts.<br>· Understand Family members and Importance of each role.                                                                                                                                       | · Colour the correct number of candles to show age. · Match the things to body parts. · Colour the clothes I wear.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11             |
| <b>June</b>   | · Keeping clean · My School and My Classroom · Animals (wild, farm, pet)                         | Students will be able to :<br>· Importance of each rooms.<br>· Understand between harmful and safe things. · Learn 4 Golden words · How to keep self-clean, by taking bath, cut nails etc. · Understand the different departments of school by taking a walk-tour.                     | Cross the thing that does not belong to the room. · Match the things that belong to your room. · Cross the things that are Unsafe. Circle the things we have in the classroom. · Draw lines to match the front and back of animals. · Match the animals to their shadow. · Create a small jungle scene in the classroom using animal toys. Invite children to go on a "Jungle Safari" and observe the animals. · Create a simple farm setup in the classroom. Introduce the farm and discuss what a farm is. · Colour your favourite animal. · Circle only the pet animals. | 11             |
|               |                                                                                                  | · Recognize and say about wild, pet and farm animals. · Understand usefulness of animals to human and learn their sounds.                                                                                                                                                              | · Match the different parts of birds to the picture. · Match the animals to things they give us.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
| <b>July</b>   | · Birds · Insects                                                                                | · Recognize birds, nest and parts of the body. · Different types of Insect, their house and how legs do they have.                                                                                                                                                                     | · Circle only the birds. · Circle only the insects. · Colour only the living things. · Tick only the Non-Living things.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 13             |
| <b>August</b> | · Living or Non-Living things · Types of plants · Parts of Tree · Leaves · Flowers · Green Earth | Students will be able to:<br>· Understand living and Non-Living things. · Recognize different types of plants. · Recognize different types of trees. · Recognize different type's leaves. · Recognize flowers, their uses and smell. · How to save the green earth, by planting trees. | · Colour only the living things. · Tick only the Non-Living things. Segregation of living and non living things · Cross the odd plant in each row. Give picture cards of different plants.Children sort them into: Big Plants Small Plants Very small plants · Match the same leaves to form a pair. matching of real leaves shapes · Circle two same flowers in each                                                                                                                                                                                                       | 12             |

| Month     | Course Description                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                          | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | No. of Periods |
|-----------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|           |                                                                             |                                                                                                                                                                                                                                                                                                            | row. Cut vegetables (ladyfinger, potato) or flower stamps, paint, paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                |
| September | · Fruits · Vegetables · Food we eat · Healthy eating · Good Food habits     | Students will be able to: · Recognize fruits, colour, seeds, juicy and non- juicy fruits.                                                                                                                                                                                                                  | · Colour the fruits · Match the fruits to plants. · Circle the first letter of the fruits. Place different fruits in a basket. Each child picks one fruit. Child names the fruit and its colour · Circle the vegetables you eat. Vegetable market activity Set up a small vegetable market in the classroom. Arrange vegetables neatly on tables or baskets. Assign roles as shopkeeper and customers. Customers buy vegetables using play money or Segrega on of fruits and vegetable · Circle only the vegetables. · Tick the correct picture. Children learn to distinguish between healthy and unhealthy foods. | 9              |
|           | · Hand washing a healthy habit.                                             | · Understand the vitamins and proteins we get from vegetables. · Recognize healthy and non-healthy food habits. · Understand to wash your hands before and eating. · Do not waste food.                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |
| October   | · Vehicles we use. · Traffic Lights · Safety on roads                       | Students will be able to: · Understand vehicles that run on the road. · Understand vehicles that move on water. · Understand vehicles that fly in the sky. · Vehicle that need and don't need fuel. · Traffic Rules – Red, Yellow and Green Lights. · Understand the Zebra lines while crossing the roads. | · Match the vehicles to the number of wheels. Green = Move Yellow = Slow down Red = Stop Children pretend to drive and follow the signals. · Colour the train. · Colour the vehicle that moves on water. · Tick the vehicle that needs fuel. · Cross the vehicle that doesn't need fuel. · Cross the odd vehicle · Colour the traffic lights and Zebra crossing.                                                                                                                                                                                                                                                    | 12             |
| November  | · Types of days · Summer · Rainy Season · Winter · Care in different season | Students will be able to : · Understand different types of days. · Understand summer days are very hot. · We see clouds in the sky and it rains.                                                                                                                                                           | · Tick the things we do in summer. Lemonade Making Activity · Colour the picture of a rainy day. Umbrella Thumb Printing · Circle the things which keep us warm. Cott on Snowman Craft Materials: Snowman worksheet, cotton balls, glue. · Circle the odd things according to season.                                                                                                                                                                                                                                                                                                                               | 9              |
|           |                                                                             | · We see snow on the hills and mountains. · Understand how to take care of their body in different seasons.                                                                                                                                                                                                | · Cross the things that do not belong to the season.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |

| Month           | Course Description                                          | Learning Outcomes                                                                                                                                                           | Activities                                                                                                                                                                                                                                                                                                                                                                                       | No. of Periods |
|-----------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>December</b> | · Fancy dress in class · Our helpers                        | Students will be able to: · Picture talks about fancy dress. · Recognize Community helpers like teachers, doctors and nurses.                                               | · Circle the things the teacher uses in class. I Am Special" Fancy Dress Show · Circle the things a doctor uses to treat a patient.                                                                                                                                                                                                                                                              | 10             |
| <b>January</b>  | · Our Helpers ➤ Tailor ➤ Hair ➤ Dresser ➤ Policeman · Water | Students will be able to · How tailor stitches clothes. · How hairdresser cuts the hair. · Recognize policemen and Police Station. · Plain water has no colour.             | · Circle the things the tailor uses to stitch the clothes. · Circle the things the hairdresser uses. · Circle the things the policeman uses. Community Helpers Role Play · Cross the odd one in each set. · Tick the activities where water is used. Sink or Float Activity Water Transfer Activity Materials: Two bowls, cups, spoons and water. · Cross the pictures in which water is wasted. | 11             |
| <b>February</b> | · Family · Animals · Fruits                                 | Students will be able to · Understand the importance of family and its value. · Difference between wild, pet and farm animals. · Recognize fruits with seeds and non-seeds, | · Match the correct things to correct family members. · Tick only Farm and Pet animals. · Colour fruits with red and vegetables with green.                                                                                                                                                                                                                                                      | 11             |
|                 |                                                             | Juicy and non-juicy fruits.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                  |                |
| <b>March</b>    | Assessment                                                  | Assessment                                                                                                                                                                  | Assessment                                                                                                                                                                                                                                                                                                                                                                                       |                |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                          |                                          |
|--------------------------|------------------------------------------|
| <b>Grade / Subject</b>   | Grade: Sr.KG — Subject: English          |
| <b>Subject In-Charge</b> | Ms. Deepali Jagadale , Ms. Prerana patil |

| Month     | Course Description                                                                                                                                                                                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                     | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No. of Periods |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April     | <ul style="list-style-type: none"> <li>➤ Alphabet – Small &amp; Capital</li> <li>➤ Vowels &amp; Consonants</li> <li>➤ Vowel 'a'</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>➤ Read and write letters.</li> </ul>                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>➤ Draw and show picture card of letters.</li> <li>➤ Flash cards of vowels and consonants. .</li> </ul>                                                                                                                                                                                                                                                                                                                     | 17             |
| June      | <ul style="list-style-type: none"> <li>➤ Rhyming words – 'a' family</li> <li>➤ Vowel 'a' ➤ 3 Letter 'a' family words</li> <li>➤ Rhyming words – 'a' family</li> <li>➤ Short sentence reading -" family</li> <li>➤ It Is ....</li> <li>➤ Sight Words</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Put together and separate CVC word that identifies rhyming pairs.</li> <li>➤ Read words by pronouncing the beginning, middle and end sound in CVC words.</li> <li>➤ Replace individual sounds in CVC words to make new words.</li> <li>➤ Recognize and make rhyming words.</li> <li>➤ Read common words by sight.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Identification of pictures.</li> <li>➤ Letter writing.</li> <li>➤ Put together and separate CVC words that belong to 'a' family words with pictures.</li> <li>➤ Game – What is missing?</li> <li>➤ Sorting the pictures say the words and put them in the same family.</li> <li>➤ Read sight words.</li> </ul>                                                                                                           | 11             |
| July      | <ul style="list-style-type: none"> <li>➤ Vowel 'e' ➤ Short sentence reading -'e' family</li> <li>➤ Vowel e</li> <li>➤ 2 Letter 'e' family words</li> <li>➤ Rhyming words – 'e' family</li> <li>➤ Sentence Writing with 'This Is'</li> <li>➤ "a or e"</li> </ul> | <ul style="list-style-type: none"> <li>➤ Put together and separate CVC word that identifies rhyming pairs.</li> <li>➤ Read words by pronouncing the beginning, middle and end sound in CVC words.</li> <li>➤ Replace individual sounds in CVC words to make new words.</li> <li>➤ Recognize and make rhyming words.</li> <li>➤ Read common words by sight.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Identification of pictures.</li> <li>➤ Letter writing.</li> <li>➤ Put together and separate CVC words that belong to 'e' family words with pictures.</li> <li>➤ Game – What is missing?</li> <li>➤ Sorting the pictures say the words and put them in the same family.</li> <li>➤ Read sight words.</li> <li>➤ Find an object using position words.</li> <li>➤ Draw different pictures according to their ...</li> </ul> | 23             |
| August    | <ul style="list-style-type: none"> <li>➤ Vowel 'i' ➤ 3 Letter 'i' family words</li> <li>➤ Rhyming words – 'i' family</li> <li>➤ Short sentence reading -'i' family</li> <li>➤ "This or That "</li> </ul>                                                        | <ul style="list-style-type: none"> <li>➤ Read repetitive words and phrases from the text.</li> <li>➤ Read words by pronouncing the beginning, middle and end sound in CVC words.</li> <li>➤ Replace individual sounds in CVC words to make a new word.</li> <li>➤ Recognize and make rhyming words</li> </ul>                                                         | <ul style="list-style-type: none"> <li>➤ Identification of pictures.</li> <li>➤ Letter writing.</li> <li>➤ Put together and separate CVC words that belong to 'i' family words with pictures.</li> <li>➤ Game – What is missing?</li> <li>➤ Sorting the pictures say the words and put them in the same family.</li> </ul>                                                                                                                                        | 19             |
|           |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>➤ Read sight words.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |                |
| September | <ul style="list-style-type: none"> <li>Vowel 'o' ➤ 4 Letter 'o' family words</li> <li>➤ Rhyming words – 'o' family</li> <li>➤ Short sentence reading -'o' family</li> <li>➤ Position Words</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Read repetitive words and phrases from the text.</li> <li>➤ Read words by pronouncing the beginning, middle and end sound in CVC words.</li> <li>➤ Replace individual sounds in</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>➤ Identification of pictures.</li> <li>➤ Letter writing.</li> <li>➤ Put together and separate CVC words that belong to 'o' family words with pictures.</li> <li>➤ Game – What is missing?</li> <li>➤ Sorting the pictures</li> </ul>                                                                                                                                                                                       | 23             |

| Month           | Course Description                                                                                                                          | Learning Outcomes                                                                                                                                                                                                                                                                                                                 | Activities                                                                                                                                                                                                                            | No. of Periods |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                 |                                                                                                                                             | CVC words to make a new word. ➤ Recognize and make rhyming words.                                                                                                                                                                                                                                                                 | say the words and put them in the same family.                                                                                                                                                                                        |                |
| <b>October</b>  | Vowel 'u' ➤ 5 Letter 'o' family words ➤ Rhyming words – 'u' family ➤ Short sentence reading -'u' family ➤ Revision of all family words      | ➤ Read repetitive words and phrases from the text. ➤ Read words by pronouncing the beginning, middle and end sound in CVC words. ➤ Replace individual sounds in CVC words to make a new word. ➤ Reading four letter words                                                                                                         | ➤ Identification of pictures. ➤ Letter writing. ➤ Put together and separate CVC words that belong to 'o' family words with pictures. ➤ Game – What is missing? ➤ Sorting the pictures, say the words and put them in the same family. | 20             |
| <b>November</b> | ➤ 4 letter words, Words ending with all, ell, ill, oll, ull<br>➤ Words with 'ee' ➤ Words with 'oo' ➤ Long Sounds of oo ➤ Short Sounds of oo | ➤ Read repetitive words and phrases from the text.                                                                                                                                                                                                                                                                                | ➤ Identification of pictures. ➤ Letter writing.                                                                                                                                                                                       | 14             |
|                 | ➤ Words Ending with the -ck -ack, -eck, - ick, -ock, -uck                                                                                   | ➤ Read words by pronouncing the beginning, middle and end sound in CVC words. ➤ Replace individual sounds in CVC words to make a new word. ➤ Understand and apply the rule of reading words ending with 'ck'. ➤ Will be able to read and distinguish between words having 'ee' and 'oo' sounds.<br>➤ Reading four letter words    | ➤ Game – What is missing? ➤ Sorting the pictures, say the words and put them in the same family. ➤ Read sight words.                                                                                                                  |                |
| <b>December</b> | ➤ Words ending with 'ck' ➤ Digraphs – ch, sh, th, wh ➤ And ➤ A or AN ➤ One and Many ➤ Words Ending with "e"                                 | ➤ Read sight words. ➤ Will be able to use article 'a' and 'an' at appropriate places. ➤ Read and identify words ending with 'e'. ➤ Students will be able to read words having digraphs like – ch, sh, th, wh. ➤ Students will be able to use the joining word – and appropriately.                                                | ➤ Identification of pictures. ➤ Word writing. ➤ Circle the words having 'ee' sound. ➤ Circle the words having 'e' sounds. ➤ Fill in the blanks with 'a' or 'an'.                                                                      | 18             |
| <b>January</b>  | ➤ Is and Are ➤ This or These ➤ That or Those ➤ Question Words ➤ Opposite Words                                                              | ➤ Students will be able to : ➤ Read common words by sight like is, are, this, that, these and those. ➤ Students will be able to form questions using appropriate question words. ➤ They will be able to answer questions in 'Yes' or 'No'. ➤ They will be able to blend two consonants and read the words. ➤ Students will revise | ➤ Frame sentences using This is, That is, These are and Those are. ➤ Think of words having a particular blend as asked by the teacher. ➤ Answer the questions. ➤ Learn the opposite words.                                            | 19             |
|                 |                                                                                                                                             | ➤ Students will be able to form questions using appropriate question words.                                                                                                                                                                                                                                                       | ➤ Think of words having a particular blend as asked by the teacher. ➤ Answer the questions.                                                                                                                                           |                |

| Month    | Course Description                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                           | Activities                                                                                                                       | No. of Periods |
|----------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------|
|          |                                                                                                 | ➤ They will be able to answer questions in 'Yes' or 'No'. ➤ They will be able to blend two consonants and read the words. ➤ Students will revise opposites. ➤ They will be able to use action words in sentences. ➤ Concept of helping pronouns will be clear to them. ➤ Writing 5-10 lines | ➤ Learn the opposite words. ➤ Do the action that the teacher tells you to do. ➤ Fill in the blank with appropriate helping noun. |                |
| February | ➤ Action Words ➤ He, She, It ➤ His, Her ➤ I am You are ➤ Myself ➤ Comprehension ➤ Rebus Reading | ➤ They will be able to use action words in sentences. ➤ Concept of helping pronouns will be clear to them. ➤ Writing 5-10 lines on myself                                                                                                                                                   | ➤ Do the action that the teacher tells you to do. ➤ Fill in the blank with appropriate helping noun.                             | 14             |
| March    | Book-8 Revision of whole syllabus 2 <sup>nd</sup> Term Concept Check                            | Recapitulation of all the topics covered in second term.                                                                                                                                                                                                                                    |                                                                                                                                  | 12             |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                         |
|-------------------|-----------------------------------------|
| Grade / Subject   | Grade: Sr.KG — Subject: Hindi           |
| Subject In-Charge | Ms. Deepali Jagadale ,Ms. Prerana patil |

| Month  | Course Description                                                                               | Learning Outcomes                                                                                                                                                            | Activities                                                                                                                                                                                                                                                                                                                                  | No. of Periods |
|--------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| अप्रैल | <ul style="list-style-type: none"> <li>स्वर'अ' से'अः' तक।</li> <li>प्यासा कौआ (कहानी)</li> </ul> | <ul style="list-style-type: none"> <li>'अ' से' अः' तक स्वर।</li> <li>प्रश्न पूछना (प्यासा कौआ (कहानी)</li> <li>बादल आया (कविता) ।</li> </ul>                                 | <ul style="list-style-type: none"> <li>विद्यार्थ स् रा क पहचानीकरा विख साकता है औरा उनीसा शरू है नी ल चाज क पहचानी साकता है।</li> <li>•वि द्याथ साराल क्य औरा है-भा सा बाताचाता करा पए गो औरा पश्नो क उत्तरा दी पए गो ।</li> <li>•वि द्याथ कहैनी क बारा म कनी,कहै,कबा,क्य औरा क्य जसा शब्दी क इस्तामल कराता हैए पश्नो पछ पए गो ।</li> </ul> | 10             |
| जून    | <ul style="list-style-type: none"> <li>व्यौजन क - ।</li> </ul>                                   | <ul style="list-style-type: none"> <li>विद्यार्थी सभी स्वर ों और व्यौजन क पहचान कर विख</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>विद्यार्थ विशक्षक द्वारा बाताए गोए शबा क</li> </ul>                                                                                                                                                                                                                                                  | 11             |
| जुलाई  | <ul style="list-style-type: none"> <li>व्यौजन--ख, ग, घ ।</li> <li>वततली(कविता)</li> </ul>        | <ul style="list-style-type: none"> <li>िताडाप करना।</li> <li>व्यौजन-।</li> <li>वततली (कविता)</li> <li>विचार और आश्यकता ए बताना।</li> <li>प्रश्न ों के उत्तर देना।</li> </ul> | <ul style="list-style-type: none"> <li>विद्यार्थी ३ िाक्य तक का िाताडाप कर पाएँगे।</li> <li>विद्यार्थी व्यौजनट- न क पहचान और विख पाएँगे तर्था उन सेशुरू ह ने ििशब् पहचान पाएँगे।</li> <li>विद्यार्थी द अक्षर िािेियात्मक शब् पहचान पाएँगे।</li> <li>विद्यार्थी अब तक पढ़ाए अक्षर ों से द</li> </ul>                                         | 23             |
| अगस्त  | <ul style="list-style-type: none"> <li>व्यौजन- झ, ञ ।</li> </ul>                                 | <ul style="list-style-type: none"> <li>व्यौजन-।</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>विद्यार्थी कविता में</li> </ul>                                                                                                                                                                                                                                                                      | 14             |

| Month   | Course Description                                                                                                                          | Learning Outcomes                                                                                                                                                         | Activities                                                                                                                                                                                                                                                              | No. of Periods |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|         | <ul style="list-style-type: none"> <li>शेरू की सीख (कहानी)</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>शेरू की सीख (कहानी)</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>आए शब् का प्रय ग करके पूछे गए प्रश्न ों के उत्तर दे पाएँगे।</li> <li>विद्यार्थी व्योजनप-श। क पहचान और विख पाएँगे तर्था उससे शुरू ह ने िािे शब् पहचान पाएँगे।</li> <li>विद्यार्थी कहानी के बारे में कौन, कहाँ, कब, क्ा</li> </ul> |                |
| सितंबर  | <ul style="list-style-type: none"> <li>पुनःअििकन</li> <li>स्वर'अ' से' अः तक।</li> <li>व्योजन , ठ, ड, ढ, ण</li> <li>त, थ, द, ध, न</li> </ul> | <ul style="list-style-type: none"> <li>प्रश्ना पूछना।</li> <li>व्योजन -, ठ, ड, ढ, ण</li> <li>त, थ, द, ध, न</li> <li>की पहचानऔर विखना।</li> </ul>                          | <ul style="list-style-type: none"> <li>विद्यार्थी कविता में आए शब् का प्रय ग करके पूछे गए प्रश्न ों के उत्तर दे पाएँगे।</li> </ul>                                                                                                                                      | 17             |
| अक्टूबर | <ul style="list-style-type: none"> <li>कविता विविया</li> <li>व्योजन – प- श्र</li> <li>दो िर्णो िालेशब्द</li> </ul>                          | <ul style="list-style-type: none"> <li>कहानी के माध्यम से,' व्योजन की पहचान करेंगे।</li> <li>कविता विविया</li> <li>छात्र दो िर्णो िालेशब्द पढ़ेंगे और वलखेंगे।</li> </ul> | <ul style="list-style-type: none"> <li>विद्यार्थी हाििभाि सेकविता सुनकर उससे सम्बोवित अपने विचार बताएँगे।</li> <li>विद्यार्थी दो िर्णो िालेशब्द विख पाएँगे।</li> </ul>                                                                                                  | 18             |
| नवंबर   | <ul style="list-style-type: none"> <li>कहानी मीताऔर उसके खखलने</li> <li>2 िर्णोिालेशब्द।</li> </ul>                                         | <ul style="list-style-type: none"> <li>(कहानी) मीता और उसके खखलने।</li> <li>2 िर्णोिालेशब्द पढ़ेंगेऔर वलख पाएँगे।</li> </ul>                                              | <ul style="list-style-type: none"> <li>विद्यार्थी वचत्र का नाम पहचान कर उसका पहिा अक्षर विख सकते हैं।</li> <li>अक्षर क पहचान कर उससे शुरू</li> </ul>                                                                                                                    | 12             |
| दिसंबर  | <ul style="list-style-type: none"> <li>3 िर्णोिाले शब्द।</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>3 िर्णोिालेशब्द पहचान और वलख पाएँगे।</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>विद्यार्थी वचत्र का नाम पहचान कर उसका पहिा अक्षर विख सकते हैं।</li> </ul>                                                                                                                                                        | 15             |

| Month     | Course Description                                                                                                                                        | Learning Outcomes                                                                                                                                                                    | Activities                                                                                                                                                                                                                                               | No. of Periods |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|           |                                                                                                                                                           |                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>अक्षर पहचान कर उससे शुरू करने में वचनों में रोंग भरेंगे।</li> <li>अक्षर पहचान कर उससे शुरू करने में वचनों से बताना सकते हैं।</li> </ul>                                                                           |                |
| जनवरी     | <ul style="list-style-type: none"> <li>कहानी गोल्डी और तीन भालू।</li> <li>3,4 णिर्णाले शब्द।</li> <li>वगनती।</li> </ul>                                   | <ul style="list-style-type: none"> <li>कहानी गोल्डी और तीन भालू।</li> <li>3,4 णिर्णाले शब्द।</li> <li>वगनती। (1-10)</li> </ul>                                                       | <ul style="list-style-type: none"> <li>विद्यार्थी वगनती की पहचान कर सकते हैं और लिखने का प्रयास कर सकते हैं।</li> <li>विद्यार्थी हाथ-पांखों से कहानी सुनकर उससे सम्बंधित अपने विचार बताएँगे।</li> <li>विद्यार्थी 2,3,4 णिर्णाले शब्द लिखेंगे।</li> </ul> | 11             |
| फेब्रुअरी | वगनती। शेरू की सीख (कहानी)                                                                                                                                | <ul style="list-style-type: none"> <li>वगनती। (1-10)</li> <li>शेरू की सीख (कहानी)</li> </ul>                                                                                         | विद्यार्थी वगनती की पहचान कर सकते हैं और लिखने का प्रयास कर सकते हैं। विद्यार्थी कहानी के बारे में कौन, कहाँ, कब, क्वा और क्वाँ जैसे प्रश्न पूछ पाएँगे।                                                                                                  | 14             |
| मार्च     | <ul style="list-style-type: none"> <li>पुनः अक्षर 'अ' से 'अ' तक।</li> <li>व्यंजन क - ख - ग - घ - ङ 2,3,4 णिर्णाले शब्द।</li> <li>वगनती। (1-10)</li> </ul> | <ul style="list-style-type: none"> <li>प्रश्न पूछना।</li> <li>व्यंजन - क - ख - ग - घ - ङ लिखना।</li> <li>2,3,4 णिर्णाले शब्द पढ़ेंगे और लिख पाएँगे।</li> <li>वगनती (1-10)</li> </ul> | <ul style="list-style-type: none"> <li>विद्यार्थी 2,3,4 णिर्णाले शब्द लिख पाएँगे।</li> <li>विद्यार्थी वगनती की पहचान कर लिखने का प्रयास कर सकते हैं।</li> </ul>                                                                                          | 12             |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                          |
|-------------------|------------------------------------------|
| Grade / Subject   | Grade: Sr.KG — Subject: Mathematics      |
| Subject In-Charge | Ms. Prerana patil , Ms. Deepali Jagadale |

| Month     | Course Description                                                                                                                                                                                                                              | Learning Outcomes                                                                                                                                                                                                                                                                               | Activities                                                                                                                                                                                         | No. of Periods |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April     | Book-1 ➤ Concept- Big & Small Long & Short ➤ Shapes & Colors ➤ Numbers 1 to 50 (orally) ➤ Tens and ones. ➤ Forward counting 1 to 30 ➤ Backward counting 30 to 1 ➤ Maths-nttebook-3 After, Before, Between numbers (1 to 30) ➤ Number names 1- 3 | Students will be able to: ➤ Identify and show numbers 1- 50 (oral). ➤ Identify, show and write numbers 1 to 30. ➤ Backward counting 20-1. ➤ Identify and show concepts of big and small, long and short. ➤ Make and count bundles of ten. ➤ Able to sort things by their shapes. ➤ Write number | ➤ Make and count bundles of ten. ➤ Show, count and write number 1 to 30. ➤ Sort things by their shapes. ➤ Count backward in sequence 20-1.                                                         | 17             |
| June      | Book-1 ,M3 ➤ Concept - Tall & Short, Thick & Thin, Heavy & Light ➤ Forward & Backward numbers 1 – 40 ➤ After, Before, Between numbers (1 to 40) ➤ Write number with Tens and Ones ➤ Ascending and Descending order ➤ Number name 12-20          | Students will be able to: ➤ Identify, show and write numbers 1-40. ➤ Identify and write backward counting 40 - 1. ➤ Compare two things to see which thing is tall and short or of the same size. ➤ Compare thick and thin objects. ➤ Compare heavy and light objects. ➤ Write                   | ➤ Show, count and write numbers 1 – 40 ➤ Activity of Tall and Short / Thick and Thin through different objects ➤ Backward counting 40– 1 in sequence using scale ➤ Games playing for Days of week. | 19             |
|           |                                                                                                                                                                                                                                                 | ➤ Write and relate to days of the week.                                                                                                                                                                                                                                                         |                                                                                                                                                                                                    |                |
| July      | Book-2,M3 ➤ Concept More & Less Wide & Narrow ➤ Number Name 20-35 ➤ Forward & Backward numbers 1 – 50 ➤ Big number and Small number ➤ Ascending & Descending order (1 to 40)                                                                    | ➤ Identify, show and write numbers 1-50 ➤ Compare two things to see which thing is wide and narrow with different objects/pictures. ➤ Circle the big/ small number. ➤ Identify numbers that come before/ after/ in between. ➤ Write number name from (20-35)                                    | ➤ Counting (1-50) using match sticks. ➤ Backward counting in sequence with the help of chart. ➤ Activity of heavy, light, wide and narrow through the objects.                                     | 23             |
| August    | Book-3 ,M3, ➤ Before, after and between numbers 1 to 50. ➤ Forward & Backward numbers 1 – 50. ➤ Number Name 35-50. ➤ Ordinal numbers                                                                                                            | ➤ Identify numbers that come after/ in between numbers. ➤ Comparison of numbers (1-50) ➤ Write number name from 35-50.                                                                                                                                                                          | ➤ Writing of number names. ➤ Count the dots, match number names. ➤ Find numbers that comes after and between numbers using number line.                                                            | 19             |
| September | Book 4 ,M3 Book Revision ➤ Before, after and between                                                                                                                                                                                            | ➤ Identify, show and write numbers 1-50. ➤ Comparison                                                                                                                                                                                                                                           | ➤ Counting using ice cream sticks. ➤ Numbers that comes                                                                                                                                            | 17             |

| Month    | Course Description                                                                                                                                                                                | Learning Outcomes                                                                                                                                                                                                | Activities                                                                                                                                                                                                                                      | No. of Periods |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|          | numbers. ➤ Equal, Greater than, Smaller than. ➤ Ascending & Descending order. ➤ Revision of Number names 1- 50. ➤ Forward & Backward numbers. ➤ Months of the year ➤ Ordinal                      | of numbers 1 to 50. ➤ Identify numbers that come before/ after/ in between numbers 1 – 50. ➤ Write numbers names 1 – 50. ➤ Write months of the year. ➤ Write ordinal numbers (1-10).                             | before, between and after numbers. ➤ Count the dots, match number names. ➤ Show, count and write number names for 1-50. ➤ With the help of different objects explain more and less concept.                                                     |                |
| October  | Book – 5,, M4 ➤ Forward and Backward numbers 51-70. ➤ Number names 51-60 ➤ Side, Center and Between. ➤ Left, Middle and Right.                                                                    | Students will be able to: ➤ Identify and write numbers 51-70. ➤ Identify, show, and write concept of side, center, between, left, middle and right. ➤ Write numbers names 51-60                                  | ➤ Show, count and write number names. ➤ By showing objects of different types and shapes students will understand the concepts.                                                                                                                 | 20             |
| November | Book-6, M4 ➤ Concept – Open & Close. ➤ Daily Routine ➤ Forward and Backward numbers 51-90. ➤ Number names 61- 70. ➤ Ascending & Descending order ➤ Currency ➤ Addition (add them) ➤ Word problems | Students will be able to: ➤ Read and write number names 61-70. ➤ Understand concept of Side, Centre, Between, Left, Middle, Right Open and Close ➤ Identify the denominations of currency. ➤ Addition of numbers | ➤ Show, count and write number names for 61-70. ➤ Game – put the object in the centre or between. ➤ Game – draw the object on the right of the given object. ➤ Game- currency finder. ➤ Write addition of numbers with the help of the objects. | 14             |
| December | Book-7, M4 ➤ Calendar ➤ Month of the year ➤ Ascending and Descending order ➤ Number names 71- 85 ➤ Forward and Backward numbers 51-100. ➤ Subtraction (take away). ➤                              | Students will be able to: ➤ Identify, show and read calendar. ➤ Repeat the names of the months. ➤ Count and write subtraction problems.                                                                          | ➤ With the help of calendar chart, identify, show and read calendar ➤ Count and write subtraction of numbers with the help of objects.                                                                                                          | 18             |
| January  | Book-8, M4 ➤ Count by 2's, 5's, 10's ➤ Reading the clock ➤ Patterns ➤ Number names 85- 100 ➤ Let us revise                                                                                        | ➤ Students will be able to: ➤ Identify and write patterns. ➤ Skip count                                                                                                                                          | ➤ Identify and write patterns with the help of different size and shapes of object. ➤ Games-skip and count.                                                                                                                                     | 19             |
|          | ➤ Word problems                                                                                                                                                                                   |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                |
| February | Let us revise. ➤ Addition & Subtraction ➤ Less than, greater than and equal too. ➤ Before, after and between numbers 51 to 99.                                                                    | Revision: ➤ Addition & Subtraction ➤ Ascending and Descending order ➤ Less than, greater than and equal too. ➤ Before, after and between numbers 51 to 99                                                        | Revise topics with the help of worksheets.                                                                                                                                                                                                      | 14             |
| March    | ➤ Revision of whole syllabus                                                                                                                                                                      |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |                |



# MIS SCHOOL, MAAN

Yearly Planner (2026-27)

|                   |                                          |
|-------------------|------------------------------------------|
| Grade / Subject   | Grade: Sr.KG — Subject: Theme            |
| Subject In-Charge | Ms. Prerana patil , Ms. Deepali Jagadale |

| Month       | Course Description                                                                                                                                                                                                                                                                                                    | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                               | Activities                                                                                                                                                                                                                                                       | No. of Periods |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| April       | Book-1 ➤ Know Me (My Self)<br>➤ Body parts/Sense organs ➤ Internal Organs                                                                                                                                                                                                                                             | Students will be able to: ➤ They will be able to say about body parts and sense organs.<br>➤ Students able to use complete sentences and words to express themselves.<br>➤                                                                                                                                                                                                                                                                      | ➤ Picture talk on Myself. ➤ Share & discuss about themselves. ➤ Identify sense organs.                                                                                                                                                                           | 17             |
| June / July | Book-1,2 ➤ Healthy Habits ➤ Our Family ➤ Helping Family<br>➤ Rooms in the House ➤ Clean House ➤ To School ➤ Animals ➤ Land Animals ➤ Wild Animals ➤ Farm Animals<br>➤ Pet Animals ➤ Birds ➤ Insects ➤ Natural Homes of Animals ➤ Animal Babies ➤ Animal Food ➤                                                        | Students will be able to: They will start interacting with familiar adults and peer group<br>➤ Complete sentences, gestures, action, words to express or describe. ➤ Sustain listening for 10 minutes. Listen and respond with relevant actions and comments. ➤ Vocabulary related to topic. Student will be able to: ➤ Respond to questions or Ask question. ➤ Continue a conversation through three exchanges. ➤ Seek information in books to | ➤ Solve pet riddles. ➤ Sing a song of animals and body parts.<br>➤ Discussion on living and non Living thing. ➤. ➤ With the help of multimedia, they are able to understand ➤ Different types of plants.                                                         | 11 14          |
| August      | Book-3 ➤ Animal Homes ➤ Homes made by man. ➤ Homes made by Animals. Living and NonLiving Things.<br>➤ Parts of Plants ➤ Flowers ➤ Growing a plant. ➤ Plants need these<br>➤ Types of plants · Big plants · Small Plants · Very small plants · Water plants · Plants with thorns ➤ Uses of plants.<br>➤ Care of Plants | ➤ Respond to questions or ask questions. ➤ Continue a conversation through three exchanges. ➤ Use words and phrases acquired through conversation, reading and being read to. ➤ Seek Information in books to answer questions. ➤ Vocabulary related to topic.                                                                                                                                                                                   | ➤ Sorting out different types of plant pictures ➤ Discussion on different vegetables. ➤ With the help of multimedia they are able to understand different types of vegetables and fruits<br>➤ Picture card or chart is used to sort living and non-living things | 12             |
| September   | Book-4<br>Vegetables · Leafy Vegetables · Raw or Cooked ➤ Fruits · Peel or not · One or many seeds · Hard and soft ➤ Food                                                                                                                                                                                             | Students will be able to: ➤ Identify the similarities and differences between two stories. ➤ Draw, talk and write to tell a single event ➤                                                                                                                                                                                                                                                                                                      | ➤ Identify similarities and differences. ➤ Review and make a story. ➤ Let's revise                                                                                                                                                                               | 11             |

| Month                   | Course Description                                                                                                                                                                                                  | Learning Outcomes                                                                                                                                                                                                                                                                                 | Activities                                                                                                                                                                                                                 | No. of Periods |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|                         | we eat. · Healthy or Unhealthy · Crisp and Crunchy<br>➤ Good eating habits<br>Revision: Book-1 to (For half yearly Exam) · Myself · Animals · Plants · Flowers and Fruits Vegetables ➤ Viva Book-8 (Revision Pages) | Identify the colors. ➤ Vocabulary related to topic.                                                                                                                                                                                                                                               |                                                                                                                                                                                                                            |                |
| <b>October</b>          | Book-5 ➤ On the road ➤ Special vehicles ➤ On the Tracks ➤ In the Air ➤ On Water ➤ Places for Vehicles ➤ Right or Wrong ➤ Railway Station ➤ Airport.                                                                 | Student will be able to: ➤ Use own experiences when drawing and writing. ➤ Sustain listening for 10 min. Listen and respond with relevant actions and comments. ➤ To understand different types of transportation and learn about safety rules                                                    | ➤ Collect images of different types of transportation and paste in their book. ➤ Learn about vehicles & signals. ➤ Draw a place where they want to fly.                                                                    | 13             |
| <b>November</b>         | Book-6 ➤ Sources of Water ➤ Uses of Water ➤ Ice and Steam ➤ Float or Sink ➤ Mix or Not ➤ Fun with Water ➤ Air ➤ Seasons ➤ Festivals                                                                                 | Student will be able to: ➤ Use words acquired through conversation, reading and being read to. ➤ Understand the concept sources of water, air. ➤ Identify and compare seasons. ➤ Learn about festivals. ➤ Use new words in sentences to express or describe. ➤ Vocabulary                         | ➤ Observe and experiment on sources of water. ➤ Tell about air. ➤ Share things that can be moved/cannot be moved by blowing. ➤ Compare seasons. ➤ With the help of multimedia, they will compare and understand festivals. | 9              |
| <b>December</b>         | Book-7 ➤ Daily Helpers ➤ We Need Them Sometimes ➤ We Buy Things from Them ➤ They Help Us Too ➤ Circling, Matching                                                                                                   | Student will be able to: ➤ Continue a conversation through exchange. ➤ Sustain listening for 10 min. Listen and respond with relevant actions and comments. ➤ Use words and phrases acquired through conversation. ➤ Ask questions to get information or clarify something that is not understood | ➤ Setting up a post office. ➤ Dramatization and role play on post office. ➤ Discussion on fire, role of Fire fighter. ➤ Role play of police station and the tools used. ➤ Game –“Signal”                                   | 9              |
| <b>January</b>          | Book-8 Revision: Book-5 to Book-7 (For Final Exam) · Transport · Sources of Water · Our Helpers Viva Book-8                                                                                                         | Students will be able to: ➤ Identify the similarities and differences between two stories. ➤ Draw, talk and write to tell a single event. ➤ Identify the colours                                                                                                                                  | ➤ Identify similarities and differences. ➤ Review and make a story. ➤ Let's revise                                                                                                                                         | 11             |
| <b>February / March</b> | ➤ Describe pictures and tell a story. ➤ Colours ➤ My own story ➤ Let's revise Examination                                                                                                                           | Students will be able to: ➤ Identify the similarities And differences between two stories. ➤ Draw, talk and may write to tell a single event. ➤ Identify the colours                                                                                                                              | ➤ Identify similarities and differences. ➤ Review and make a story. ➤ Let's revise                                                                                                                                         | 8              |

