IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

TIPS Mission Statement

"To nurture inquiring, knowledgeable and caring young lifelong learners who are engaged citizens of our world through intercultural understanding and respect".

Dear Parents,

At the outset, we would like to welcome you all to the new academic year. A combination of Performing Arts (PA), Physical Education (PE) and Academics has been incorporated in a well balanced manner to give children an all-round development.

Learning experiences throughout the year are designed towards fostering skill development, independent and collaborative decision making in order to prepare the students for smooth transitions every year. Students work in partnership with their peers, parents and teachers – each recognizing their individual and collective responsibilities to create a community of global learners ready to take on the challenges of the 21st century.

The learning environment at TIPS aims at the all round development of the child. It provides ample opportunities for development in academic, physical, emotional and social spheres. Individual attention is ensured as the staff caters to the distinctive needs and talents of a child which is nurtured in a full -fledged manner.

How can parents assist students?

Parents can help their child in a variety of ways:

- Establish a regular routine to complete the homework and assigned tasks independently in an appropriate location that best suits thefamily.
- Available to discuss homework assignments.
- Exhibit support by being focused on time management and choice of resources.
- As a courtesy to classroom teachers, parents are requested to notify, in writing, any change in the student's regular routine. Examples of these include: changes in bus routine or afternoon pick up or after school programs/schedule changes. It is recommended that notification occurs through:
  - Email: a day before (or as soon as possible)
  - A message in the student's diary

Communication with teachers

At TIPS, all teachers value open and constant communication. We encourage students and parents to work in partnership with each other to foster self-responsibility by reflecting on daily routines. Any concerns of teachers and parents should be communicated in a respectful congenial manner. We also encourage parents to use the parent portal for communication/concern.

If you wish to discuss any serious matter with the child's class teacher, please send us an email with the issue on hand and request for an appointment. We do not encourage appointments for general progress updates, since six open forums have been scheduled periodically throughout the year.

Communication Diary: The student diary contains important information concerning school expectations, and procedures. The purpose of the diary is to support students in their efforts to develop organizational and time management skills. It is an important means of communication between school and home.

School circulars: Specific information regarding class routines and organizational matters are communicated through circulars. Additional detailed curriculum information will also be sent home throughout the year in the form of circulars or flyers.

Enhanced PYP

The Primary Years Programme endorses a belief that students learn best when the learning is authentic, relevant to the real world and transdisciplinary, where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them.

Agency and the learning community

The learning community recognizes that agency and self-efficacy are fundamental to learning. A learning community that supports agency offers opportunities for students to develop important skills and dispositions, such as critical and creative thinking, perseverance, independence and confidence. These are vital to the learning process and the development of self-efficacy. The learning community further offers students multiple opportunities to experience the impact of their choices and opinions, which support their evolving perceptions of their identity.

TIPS is a school, with a focus on agency considers its perceptions of how children learn, children's capabilities and the overall value of childhood. When teachers consider their beliefs around children's identities and rights, they are examining personal beliefs, theories, cultural backgrounds and values. For example, the teachers' beliefs and values will influence their choices of how to allocate time, how to set up learning spaces, choose and arrange materials and foster relationships within the classroom and the broader community.

Students have voice, choice and ownership for their own learning. When students' have agency, the relationship between the teacher and students becomes a partnership. Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. The learning community supports agency and fosters self-efficacy.

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.

Transdisciplinary: Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences Transdisciplinarity provokes the learner to reflect upon, and reconsider, what he or she believes about the world and about hisor her place in it. Students will feel obliged to respond when faced with challenges relating to themselves or to any issues in the world.

Engaging with the concept of transdisciplinarity forces a paradigm shift that moves most teachers out of their comfort zone and an effective implementation of the PYP will bring about "a change in the relationship between students and teachers", whereby students "become co-investigators in dialogue with the teacher and jointly responsible for a process in which all grow".

PYP Curriculum Model

Contributing to transdisciplinary learning in the PYP is the student engagement with units of inquiry at each year level. These units are consolidated into a matrix known as the transdisciplinary programme of inquiry, whereby the themes of global significance, listed below, frame the learning throughout the primary years. The development of each unit of inquiry is focused on a central idea that supports conceptual development and extends understanding of the transdisciplinary theme. The PYP key concepts, themselves transdisciplinary, are embedded in the central ideas. Thus, the knowledge component of the written curriculum is built up of transdisciplinary layers, one supporting the other in the following six themes.

Transdisciplinary Themes

Who we are : An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time: An inquiry into orientation with regard to time & place; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between individuals and civilizations, from local and global perspectives.

How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, values; the aesthetic sense and creativity.

How the world works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves: An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.

Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Programme of Inquiry: The programme of inquiry is a matrix made up of the six transdisciplinary themes running vertically, and the age groups running horizontally. Organizing the curriculum around the six transdisciplinary themes contextualizes the learning for the students. It enables them to experience a balance of subject-specific knowledge, concepts and skills in order to develop an understanding of the transdisciplinary themes.

Unit of Inquiry : A unit of inquiry is a 6-8 week in-depth exploration of a concept. Students will inquire into a central idea or a main understanding by being guided by lines of inquiry and Prompting questions.

Central Idea: Each of the six units of inquiry has a central idea based on each theme. The central idea is written in one sentence that expresses precisely the context. Each central idea will support student's understanding of the particular transdisciplinary theme it is connected to, and would challenge and extend student's prior knowledge.

Lines of inquiry: Each unit will contain three or four lines of inquiry. The lines of inquiry clarify the central idea and define the scope of the inquiry. These contributing aspects of the central idea extend the inquiry, focus student research, and deepen student's understanding. Connections are made, as appropriate, between the lines of inquiry as well as with the central idea.

Concepts:

A concept - driven curriculum, helps the learner to construct meaning through improved critical thinking and the transfer of knowledge and understanding. The PYP key concepts— form, function, causation, change, connection, perspective, responsibility are themselves transdisciplinary and increase coherence across the curriculum. By identifying concepts that have relevance within each subject area, and across and beyond all subject areas, the PYP has defined an essential element for supporting its transdisciplinary model of teaching and learning. These concepts provide a structure for the exploration of significant and authentic content. In the course of this exploration, students deepen their understanding of the concepts and learn to think conceptually.

In planning units of inquiry, related concepts derived from the subject areas are also identified. These related concepts may be seen as subject-specific versions of the PYP key concepts, for example, transformation in science is a version of the key concept "change". These related concepts deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and transdisciplinary learning.

Key Concepts

- **Form:** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
- **Function:** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
- **Causation:** The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
- **Change:** The understanding that changes is the process of movement from one state to another. It is universal and inevitable.
- **Connection:** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
- **Perspective:** The understanding that knowledge is moderated by perspectives, different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.
- **Responsibility:** The understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.

Approaches to learning : These inquiries also allow students to acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills, and self-management skills. These skills are relevant to all learning, formal informal, in the school, and in events experienced beyond its boundaries. Students also develop skills and strategies drawn from the subject areas, but aligned with the five transdisciplinary skills.

For example, becoming literate and numerate enhances a student's communication skills. The acquisition of literacy and numeracy, in their broadest sense, is essential as these skills provide students with the tools of inquiry. Within their learning throughout the program, students acquire a set of transdisciplinary skills - social, communication, thinking, research and self management. These skills are valuable not only in the unit of inquiry, but also for any teaching and learning that goes on within the class room and in life outside the school.

Thinking skills

- Critical-thinking skills: Analysing and evaluating issues and ideas
- Creative-thinking skills: Generating novel ideas and considering new perspectives
- Transfer skills: Using skills and knowledge in multiple contexts
- Reflection/metacognitive skills: (re)considering the process of learning

Research skills:

- Information-literacy skills: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating
- Media-literacy skills: Interacting with media to use and create ideas and information
- Ethical use of media/information: Understanding and applying social and ethical technology

Communication skills

- Exchanging-information skills: Listening, interpreting, speaking
- Literacy skills: Reading, writing and using language to gather and communicate information
- ICT skills: using technology to gather, investigate and communicate information

Social skills

- Developing positive interpersonal relationships and collaboration skills: Using self-control, managing setbacks, supporting peers
- Developing social-emotional intelligence

Self-management skills

- Organization skills: Managing time and tasks effectively
- States of mind: Mindfulness, perseverance, emotional management, self motivation, resilience

IB Learner Profile Attributes:

The kind of student we hope, who graduates from a PYP school, will be laying the foundation upon which international mindedness will develop and flourish. The attributes of such a learner, as shown below are relevant to both students and adults in a PYP school. They are interpreted and modeled for students. The purpose of the modeling is not to encourage students to mimic but to provide support a metacognitive framework, to help students reflect on and develop their own set of values, albeit in the context of that being demonstrated. The teacher looks for authentic demonstrations of these attitudes in the daily life of the students in order to make them inquisitive, and build an appreciation for them.

IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well - being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

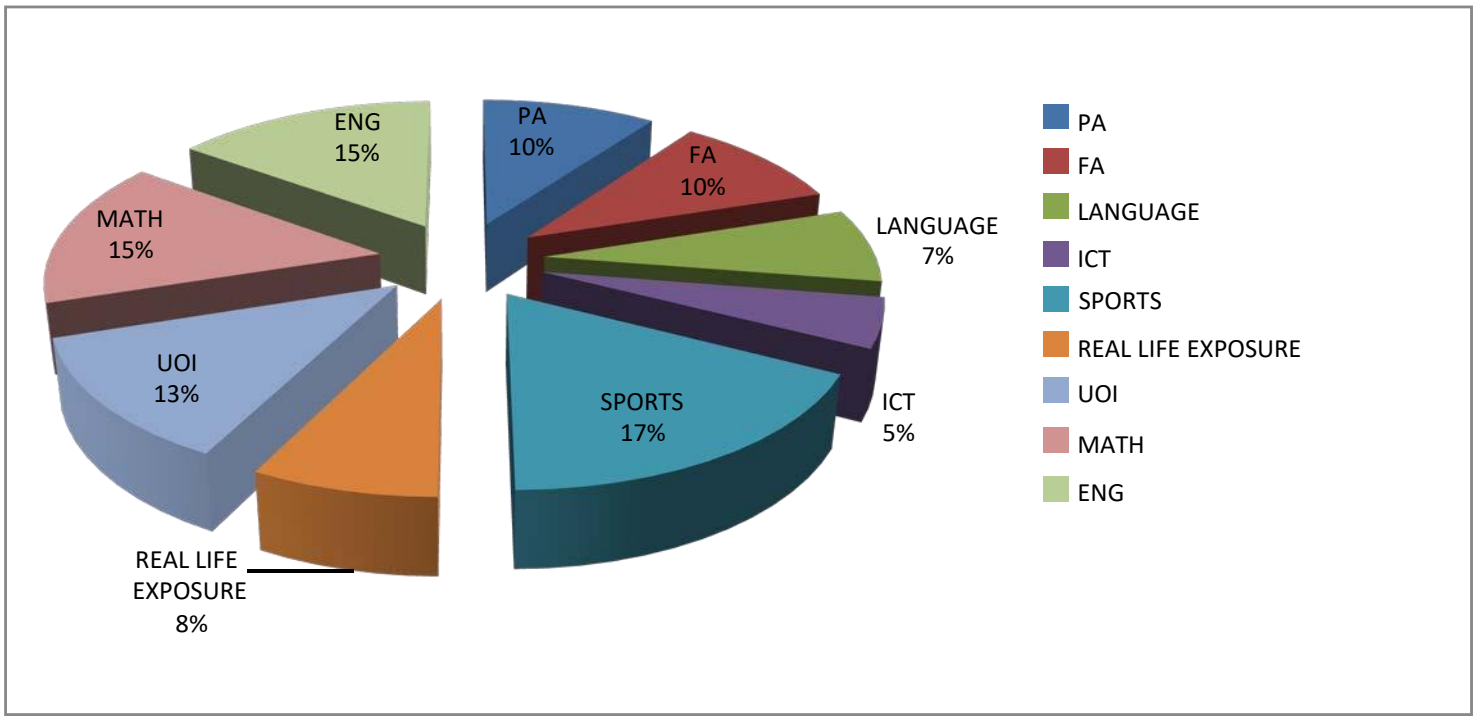
Parent Teacher Meeting

PTM is an informal session in the class room of your child with the class teacher. The Coordinators can also be met on the same day. This is an opportunity for parents to review their child's progress and discuss other issues with the class teacher. Parental participation in PTM is mandatory. School will organize 5 Open Forum in an Academic Year.

Management Review Meetings:

The management of TIPS receives feedback about the academic year from the parents as well as shares the future plans with them. This platform provides another opportunity for parents to communicate and put forward their suggestions directly. The management provides an excellent platform for direct communication to the parents. They receive individual feedback about the academic year and about the future plans of the school.

ANNUAL CURRICULUM PLAN - 2021-22



Our Grade KG II children will be inquiring into the following Transdisciplinary themes

ANNUAL CURRICULUM OVERVIEW – UOI		
Discipline	**Themes**	
UOI	Who we are	**SEM I**
	Sharing the planet	
	How the world works	**SEM II**
	How we express ourselves	

Our grade KG -II children will be inquiring into the transdisciplinary themes

Who we are

An inquiry into the nature of the self ; beliefs and values ; personal , physical , mental , social and spiritual health ; human relationships including families, friends , communities, and cultures ; rights and responsibilities; what it means to be human.

Central idea

All living things use their senses to explore the world around them

Key concepts

- Function
- Connection
- Responsibility

Related concepts

- Health
- Senses
- Role
- Interdependence

Lines of inquiry

- Senses enable exploration and discovery
- Exploring different ways that people adapt to limited sensory abilities (color blindness) or loss of a particular sense (blind/deaf)
- Different ways of taking care of our sense organs as they contribute to our safety

Subject focus – Science, Social Studies, Language, Math, Art and PSPE

Strands

- Science : Living things
- Social Studies : Human and Natural Environment
- Language : Oral , Visual, Writing and Reading
- Math : Numbers
- Art : Responding
- PSPE : Active Learning

The learning outcomes through this inquiry is that the students will be able to

- recognise the function and importance of senses
- understand the importance and interdependence of senses and how people with sensory deprivation explore the world around them.
- take responsibility for the care of the sense organs.

Expected Trans-disciplinary skills while inquiring into this theme

- Thinking Skills
- Self-Management Skills
- Research Skills

While learning into this theme, children exhibit these learner profile attributes

- Knowledgeable
- Thinkers
- Principled

Students have an access to the following resources during this inquiry.

Reading Resources

- Senses
- Where Are You?
- Helping People See and Hear
- Whiskers
- Dogs Smell!
- Where Are Its Eyes?

Hands on Process Activities

- Project - Senses poster
- Experiment - Sensory deprivation
- Exploration - Identifying substances by smell

Vocabulary:

- ears
- taste
- sense organ
- eyes
- tongue
- sounds
- optical illusion
- hearing
- touch
- taste buds
- nose
- brain
- blind
- color blindness
- senses
- deaf
- animals
- sight
- feel
- world
- skin
- flavor
- noise
- smell
- nerve
- soft

Note to parents: If you find any other useful books / website please email to us

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central idea

Living and non living things interact with each other for their existence

Key Concepts

- Form
- Connection
- Responsibility

Related concepts

- Properties
- Dependence
- Initiative

Lines of inquiry

- Living things are different from non-living things
- Relationship between living and non - living things
- Different ways of taking care of other living things and non-living things.

Subject focus – Science, Social Studies, Language, Art and PSPE

Strands

- Science : Living things
- Social Studies : Resources and Environment
- Language : Oral , Visual, Writing and Reading
- Art : Responding
- PSPE : Interaction

The learning outcomes through this inquiry is that the students will be able to

- identify the characteristics of living things and non-living things
- understand the interdependence of living things and non-living things
- demonstrate different ways of taking care of living and non-living things

Expected trans disciplinary skills while inquiring into this theme

- Research skills
- Thinking skills
- Social skills

While learning into this theme, children exhibit these learner profile attributes

- Knowledgeable
- Balanced
- Caring

Students have an access to the following resources during this inquiry.

Reading Resources

- Living and Non - Living Things
- Babies and Parents
- Plastic
- Amazing Cells
- Baobab Trees
- Wonderful Water

Hands on Process Activities

- Exploration – Testing for life

Vocabulary

- adapt
- reproduce
- hair
- living
- cells
- respond
- nail
- characteristics
- non-living
- change
- alive
- nurse log
- environment
- develop
- interdependence
- skin
- seed
- energy
- dead
- plant
- grow
- dependence

Note to parents: If you find any other useful books / website please email to us

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central idea:

Movements of the Earth and its effects in our everyday life

Key concepts

- Change
- Connection
- Causation

Related concepts

- Cycles
- Relationship
- Patterns

Lines of inquiry:

- Role of the Earth in the Solar system
- Impact of the Earth's rotation in our daily lives
- Causes and effects of revolution of the Earth around the sun

Subject focus – Science, Social Studies, Math, Language, and Art

Strands

- Science : Earth and Space
- Social Studies : Human and Nature Environment
- Math : Patterns and Functions
- Language : Oral , Visual, Writing and Reading
- Art : Responding

The learning outcomes through this inquiry is that the students will be able to

- gain knowledge about the Earth's role in the solar system
- understand that movements of the Earth around the Sun causes day and night cycles
- understand that an year is the time taken by the Earth to go around the Sun on its orbit

Expected trans disciplinary skills while inquiring into this theme

- Research skills
- Thinking skills
- Communication skills

While learning into this theme, children exhibit these learner profile attributes

- Knowledgeable
- Inquirers
- Thinkers

Students have an access to the following resources during this inquiry.

Reading Resources

- Earth, Moon, Sun and Stars
- Shapes in the Night Sky
- Goldilocks Planet
- Shadows in Space
- Apollo 11
- Seasons and Sunlight

Hands on Process Activities

- Project – Modeling the Earth, Moon, and Sun
- Experiment - Using the Sun to tell time

Key Vocabulary:

- Earth
- rotate
- space
- atmosphere
- Sun
- satellite
- sunlight
- moon
- planet
- day
- solar system
- star
- cycles
- orbit
- astronaut
- light
- effects
- reflect
- night
- calendar
- revolve

Note to parents: If you find any other useful books / website please email to us.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central idea

Stories can be told in many different ways for many different reasons

Key concepts

- Function
- Form
- Perspective

Related concepts

- Sequences
- Interpretation
- Opinion

Lines of Inquiry

- Personal stories express our feelings and emotions
- We express our beliefs and values through traditional and modern stories
- Characteristics, origins and themes in different types of stories

Subject focus – Language, Social Studies, Art and PSPE

Strands

- Language : Oral, Visual, Writing and Reading
- Social Studies : Social Organisation and culture
- Art : Responsibility, Creating
- PSPE : Interaction

The learning outcomes through this inquiry is that the students will be able to

- develop communication skills by learning to ask questions, express opinions, construct narratives
- put their thoughts in actions, pictures or words.
- convey a value or moral through fun and enjoyment.

Expected trans disciplinary skills while inquiring into this theme

- Communication skills
- Social skills
- Self-management skills

While learning into this theme, children exhibit these learner profile attributes

- Communicators
- Open-minded
- Risk - takers
- Reflective

Students have an access to the following resources during this inquiry.

Reading Resources

- Story books from kids'library
- Puppets - Thomson
- Feelings - Collins

Vocabulary

- rhyme
- narrative
- purpose
- rhythm
- value
- sequences
- music
- moral
- characters
- drama
- thoughts
- beginning
- puppetry
- feelings
- end
- audience
- expression
- middle
- culture
- beliefs
- values

Note to parents: If you find any other useful books / website please email to us.

Non- FlameCooking

Cooking in the early years is a great experience for children. Children love to role play and explore what the elders in the house do as they feel empowered. This goes a long way in building confidence for them. However this can be done in a systematic and planned manner so that children learn and have fun under a safe and supervised atmosphere. Cooking has lots of benefits beyond the obvious. It involves development of all the five sense organs. Cooking strengthens mathematical concepts such as shapes, sizes, measures etc. It also promotes aesthetic sense as they present the food cooked by them. Most importantly, cooking highlights the concept of healthy and unhealthy eating which is the need of the hour. Children also realize the value of time and energy involved in the cooking process, hence will think twice before wasting food. That is a virtue every child must learn.

Teamwork is very crucial in cooking, hence we encourage the parents to involve and promote a wholesome effort in creating a healthy learning atmosphere for the children. Parents can help children pick out necessary ingredients by taking them to a supermarket or having them in the kitchen while cooking. At school children are encouraged to prepare simple yet nutritious dishes and the same is given as a take-away home so that parents get an idea of what is taught in the cookery class.

Art / Craft Experiences for Young Learners

"Every child is an artist. The problem is how to remain an artist once he grows up." – Pablo Picasso

For very young children, making art is a sensory exploration activity. Exploring materials is very important because it is through exploration that children build a knowledge of the objects in the world around them. Children craft their own projects using simple items they are familiar with, in a step by step manner. All materials will be provided by the school. Our Art and Craft curriculum includes activities that will help children develop their cognitive, social, and motor abilities.

- Cognitive Abilities: For very young children, making art is a sensory exploration activity. Activities centering around making art also require children to make decisions and conduct self-evaluations. Most often, children evaluate their artwork by thinking about what they like and what other people tell them is pleasing.

- Social Abilities: Young children feel a sense of emotional satisfaction when they are involved in making art, whether they are modeling with clay, drawing with crayons, or making a collage from recycled scraps. This satisfaction comes from the control children have over the materials they use and the autonomy they have in the decisions they make.

- Motor Abilities: Making art also helps children develop eye-hand coordination (Koster, 1997). As children decide how to make parts fit together into a whole, where to place objects, and what details to include, they learn to coordinate what they see with the movements of their hands and fingers.

ANNUAL CURRICULUM OVERVIEW - ENGLISH		
Discipline	**Skills**	
English	**Reading**	Phonics long vowels (**Lessons 42-45)**
		Decodable books
		Phonics consonant digraphs **(Lesson 46 -51)**
		Decodable books
		Phonics Open vowels` **(Lesson 52)**
		Decodable book
		Phonics Vowel digraphs (**Lesson 53-57**)
		Decodable book
		vowel patterns **(Lesson 58)**
		Decodable book
		Variant vowels **(Lesson 59-62)**
		Diphthongs **(Lesson 63 and 64)**
		Decodable books
		R- controlled vowels **(Lesson 65-68)**
		Decodable books

PHONICS

Phonics is the basic reading instruction that teaches children the relationships between letters and sounds. It also teaches children to use these relationships to speak and write words. Phonics instructions is to help children learn and use the “alphabetic principle” the systematic relationships between written letters and spoken sounds. Knowing these relationships through phonics helps young readers to recognize familiar words accurately and easily “decode” new words. It will help children recognize that sentences are made up of words and words can rhyme. They will also realize that words can begin, end and have the same medial sound; sounds can be deleted and/or blended to make new words. Phonics lessons have featured as an important part of reading instruction since the first primers and alphabet books were written for young children. Over the years, phonics has continued to be the part of early reading and writing instruction that is most directly (explicitly) taught and graded. Even the most experienced readers and writers use their knowledge of letter symbol / sound relationship to 'sound out' unfamiliar words.

Having mastered the consonant sounds, short vowels and word families in KG 1, our KG 2 students will go on to complete 33 lessons that spell out activities for each instructional session. The lessons are organized according to the sequence. Each lesson begins with tips for introducing and teaching the sound. The symbol is introduced and connected to the sounds using various techniques. When appropriate, high -frequency words and word families are taught.

KG 2 has 27 lessons for the entire academic year. Each of the 27 lessons spells out activities for each instructional session. The lessons are organized according to the following sequence:

Phonic lessons	Number of lessons
Long Vowels	04
Consonant Digraphs	06
Open Vowels	01
Vowel Digraphs	05
Other Vowel patterns	01
Variant Vowels	04
Diphthongs	02
R-Controlled Vowels	04

Flashcards:

The use of a variety of flashcards is incorporated into the lessons, such as:

- Picture cards for phonemic awareness
- Letter cards for word building and blending/ segmenting activities
- Word family(phonogram) cards
- Decodable word cards
- High - frequency word cards

Suggested strategies for using the cards are written into each lesson.

Sound /Symbol Books:

These books present some of the sound and symbol relationships introduced in the Reading A-Z phonics lessons. These books target:

- Initial consonants
- Long and short vowels
- Consonant digraphs
- Vowel digraphs and diphthongs

They can also be used as stand-alone reinforcements of important sound /symbol relationships that lead to successful decoding. Students can use the last page in the book to draw an object and label the object by using a word containing the featured sound / symbol relationship. With all Reading A-Z books, each student can have her or his own copy to take home and read.

Decodable books:

Students need practice decoding the sound/symbol relationships they have been taught. The decodable books provide an opportunity for students to read continuous text in a story and book format while confronting words that have the phonics elements they have been taught. The decodable books also expose children to high - frequency words.

Read - Aloud books:

These books each target a specific sound. These books are an excellent accompaniment to any phonics lesson that corresponds to a particular book's target sound. The books are also a good way to build critical phonemic awareness skills.

ANNUAL CURRICULUM OVERVIEW-HINDI (UKG) 2021-2022

DISCIPLINE	OBJECTIVE	TIME FRAME
HINDI	**1.** पुनरावृति **(**स्वर**)** **2.** व्यंजन परिचय **(**अक्षरों का अक्रमिक पाठन समूहों में**)** **(व ब क) (र स श) (य थ ख)** **3.** स्वर और व्यंजन को जोड़कर दो अक्षर के शब्द बनाना **4.** रंगों के नाम **,** अंगों के नाम **5.** श्रुतलेख **6.** क्रिया**-6** **7.** कविता **Language integration with UOI - इंद्रियाँ - मौखिक**	**SEM I**
	1. व्यंजन परिचय **(**अक्षरों का अक्रमिक पाठन समूहों में**)** **(ग म भ) (त ल न) (प ष फ ण) (घ ध छ)** **2.** अक्षरों को जोड़कर नए शब्द बनाना **3.** गिनती **1-10 (**मौखिक**)** **4.** तीन अक्षर वाले शब्द **5.** फलों के नाम और सब्जियों के नाम **6.** श्रुतलेख **7.** सामान्य वार्तालाप **8.** क्रिया**-6** **9.** कविता **Language integration with UOI – जीव और निर्जीव चीजें – मौखिक**	
	1. व्यंजन परिचय (अक्षरों का अक्रमिक पाठन समूहों में) **(ड ङ ह झ) (च ज ज ञ) (ट ठ द ढ)** **2.** अक्षरों को जोड़कर नए शब्द बनाना **3.** चार अक्षर वाले शब्द **4.** जानवरों के नाम और दिनों के नाम **5.** गिनती-1-15(मौखिक) **6.** बिना मात्रा के अनुच्छेद **7.** श्रुतलेख **8.** क्रिया-6 **9.** सामान्य वार्तालाप **10.** कविता **Language integration with UOI - सौर मंडल - मौखिक**	**SEM II**

	1. व्यंजन परिचय (अक्षरों का अक्रमिक पाठन समूहों में) **(क्ष श्र त्र)** **2.** दो,तीन और चार अक्षरों के शब्द **3.** व्यंजनों की पुनरावृति (क्रम में) **4.** बिना मात्रा के अनुच्छेद **5.** आ मात्रा की पहचान **6.** अ और आ में अन्तर **7.** आ मात्रा के शब्द **8.** पक्षियों के नाम **9.** गिनती -1-20 (मौखिक) **10.** सामान्य वार्तालाप **11.** श्रुतलेख **12.** क्रिया **13.** कविता **Language integration with UOI – कहानी - मौखिक**	**SEM II**
	1. स्वरों की पुनरावृति (क्रम में) **2.** व्यंजनों की पुनरावृति **3.** शब्दों की पुनरावृति **4.** गिनती १ - २० (मौखिक) **5.** श्रुतलेख **6.** सामान्य वार्तालाप **7.** क्रिया (कोई- ५) **8.** कविता (कोई -२)	

भाषा के सभी कौशलो(सुनना,बोलना,पढ़ना और तलखना) के समिानुपाकतक मवकास पर ध्यान मदया गया हैह।

ANNUAL CURRICULUM OVERVIEW – TAMIL (KG 2)

DISCIPLINE	OBJECTIVES	OBJECTIVES	TIMEFRAME
TAMIL	உயிர் எழுத்துகள் திருப்புதல், மெய் எழுத்துகள் அறிமுகம், ஐம்புலன்கள், சுவைகள், கதைகள், பாடல்கள் 4, எண்கள் (1 10), ஆத்திசூடி, திருக்குறள் - 2 Language Integration with UOI (Senses – ஐம்புலன்கள்)	உயிர் எழுத்துகள் திருப்புதல் மற்றும் ஆய்த எழுத்து திருப்புதல், மெய் எழுத்துகள் அறிமுகம் (க் - ண்)	SEM I
	உயிர் எழுத்துகள் திருப்புதல், மெய் எழுத்துகள் அறிமுகம்,உயிருள்ளவை உயிரற்றவை , கதைகள், பாடல்கள் - 4, எண்கள் (11- 15), ஆத்திசூடி, திருக்குறள் - 2 Language Integration with UOI (Living and Non Living Things – உயிருள்ளவை உயிரற்றவை)	உயிர் எழுத்துகள் திருப்புதல் மற்றும் ஆய்த எழுத்து திருப்புதல் மெய் எழுத்துகள் அறிமுகம் (த் ர்)	
	உயிர் எழுத்துகள் திருப்புதல், மெய் எழுத்துகள் அறிமுகம்,வாரத்தின் நாட்கள், கிரகங்கள், கதைகள், பாடல்கள் - 4, எண்கள் (15 20), ஆத்திசூடி, திருக்குறள் - 2 Language Integration with UOI (Days of the week, Planets வாரத்தின் நாட்கள், கிரகங்கள்)	உயிர் எழுத்துகள் திருப்புதல் மற்றும் ஆய்த எழுத்து திருப்புதல் மெய் எழுத்துகள் அறிமுகம் (ல் -ன்)	SEM II
	உயிர், மெய் எழுத்துகள் திருப்புதல், உயிர் மெய் எழுத்துகள் அறிமுகம் (அ வரிசை) கதைகள், தமிழ் மாதங்கள்,பாடல்கள் 4, எண்கள் (20 - 25),ஆத்திசூடி,திருக்குறள்- 2 Language Integration with UOI (Stories – கதைகள்)	உயிர், மெய் எழுத்துகள் திருப்புதல் உயிர் மெய் எழுத்துகள் 'அ' வரிசைஅறிமுகம் (க - ப)	
	உயிர், மெய் எழுத்துகள் திருப்புதல், உயிர் மெய் எழுத்துகள் அறிமுகம் (அ வரிசை), எளிய சொற்கள், கதைகள், பாடல்கள் 4, எண்கள் (25 30), ஆத்திசூடி, திருக்குறள்- 2	உயிர், மெய் எழுத்துகள் திருப்புதல் உயிர் மெய் எழுத்துகள் 'அ' வரிசை அறிமுகம் (ம - ன)	

Listening & Speaking

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

- ❖ சூழ்நிலையில் நடக்கும் பேச்சுவழக்கை புரிந்துகொண்டு பதிலளித்தல்.
- ❖ பாடல்களுக்கு உரிய முறையில் உடல் அசைவுகளுடன் பாடுதல்.
- ❖ எளிய வினாக்களுக்கு புரிந்து பதிலளித்தல்.

Reading

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

- ❖ எழுத்துகளை புரிந்துகொள்ளுதல்.
- ❖ படத்தின்மூலம் எழுத்துகளையும் , சொற்களையும் அறிந்துகொள்ளுதல்.
- ❖ எழுத்துகளைத் தகுந்த ஒலியுடன் படித்தல்.
- ❖ எண்களை அறிதல்.

Writing

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

- ❖ உயிர், மெய், உயிர்மெய் எழுத்துகளை அறிதல்.

Resource : Tips Tamil Book

Website : www.kidsnoolagam .com

ANNUAL CURRICULUM OVERVIEW- MATH			
Discipline			**Objectives**
	Numbers to 5	All about 1 and 2	Count groups of 1 and 2
			Write the numerals 1 and 2
		Finding matches	Match and sort
			Look for sameness
			Understand *not the same*
		Not the Same but Different: All about 3	Understand *different*
			Sort using a single attribute
			Count groups of 3
			Write the numeral 3
		Why is this Different? All about 4	Understand differences
			Count groups of 5
			Write the numeral 4
		All about 5	Count groups of 5
			Write the numeral 5
		Spotting small differences	Spot differences between two pictures
			Make subtle differences in two pictures
	Numbers to 10	All about 6	Count from 1 to 6
			Read and write numerals 1 to 6
		All about 7	Count from 1 to 7
			Read and write numerals 1 to 7
		All about 8	Pair number names with numerals
			Count from 1 to 8
			Read and write the numerals 1 to 8
		Numbers 0 to 9	Pair number names with numerals
			Introduce the concept of 0
			Use 0 to 9 to tell the number of objects
			Read and write the numerals 1 to 9
		Pairing sets with numbers	Pair up sets of objects with other sets of the same quantity
			Introduce one more , one less and the same number
		Pairing one-to-one	Pair up sets of objects one-to-one with other sets of same quantity
	Order by size, length or weight	Ordering things by size	Pair up sets of objects
			Order objects by size
		Comparing sizes	Use comparing words
			Pair up sets of objects
		Ordering things by length	Order objects according to length
		Ordering things by weight	Order objects according to weight
	Counting and numbers 0 to 10	Composing and decomposing 5	Composing numbers through 5
			Decomposing numbers through 5
		Counting and ordering up to 10	Review counting and one to one correspondence

			Pair number names with numerals
			Order numbers 0 to 10
			Understand the concept of one more
		Using your fingers and toes to count on	Know that fingers can represent a set of objects up to 5
			Know that fingers and toes can represent a set of objects up to 20
			Determine one more
		Sam e number and more	Understand and show the meaning of same and more
			Know how many more
		Fewer than	Review one more
			Understand and show the meaning of less and fewer
		How many in all?	Use more and less to compare number values
	Size and position	Big and small things	Review size comparisons using *big and small*
			Understand the concept of same size
		Does it fit?	Explore the idea that only a few objects fit into small places and many small objects fit into big spaces
		Positions	Identify positions of objects in space
			Use appropriate positional language to describe and compare
		Before' and 'After'	Use language such as before or after to describe relative position in a sequence of events
	Number s 0-20	All about 10	Review numbers 0 to 9
			Count to 10
			Read and write the numeral 10
			Rote count to 20
		Numbers 10 to 12	Count from 10 to 12
			Read and write the numerals 10 to 12
		Numbers 13 to 16	Count from 13 to 16
			Read and write the numerals 13 to 16
		Numbers 17 to 20	Count from 17 to 20
			Read and write the numerals 17 to 20
		Compare and order	Compare groups of up to 20 objects
			Order group of up to 20 objects
	Solid and flat shapes	Solid shapes	Recognize and name basic solid shapes
			Understand that some shape have flat faces edges and corners and some do not
		Flat shapes in solid shapes	Describe basic solid and flat shapes
			Name basic flat shapes
			Recognize the relationship between solid shapes and flat shapes
		Flat Shapes	Draw flat shapes
			Revisit ‘big’ and ‘ small’

		Flat shape pictures	Identify basic flat shape within a scene
			Make a picture using basic flat shapes
		Shape patterns	Identify and extend a shape
	Numbers to 100	Counting by 2s	Recognize and use pairs for counting
			Count by 2's
			Use the counting by 2s sequence to count up to 20 objects
		Counting by 5s	Count by 5s up to 20
			Keep count of numbers using tallies
		Counting by 10s to 100	Count to 100
			Count by 10s
		Numbers 20 to 49	Count to 49
			Count from any given number to 49
		Numbers 50 to 79	Count to 79
			Count from any given number to 79
		Numbers 80 to 100	Count to 100
			Count from any given number to 100
		Numbers 1 to 100	Count to 100
			Sequence number from 1 to 100
	Comparing sets	Comparing sets of up to 10	Compare sets of up to 10 objects
			Understand fewer and less
			Understand more
			Recognize and understand number trains
		Comparing sets of 11 to 20	Compare sets of up to 20 objects
		Comparing sets to find the difference	Understand most and fewest
			Count the difference through comparing sets in one-to one correspondence
		Combining sets	Count on
			Add using number trains
			Count on using fingers
	Ordinal numbers	Sequencing events	Sequence events
			Understand first, next and last to sequence events
			Understand first, second, third and last to sequence events
		Physical position	Understand first, second and third in terms of physical position
			Understand *before and after* in terms of physical position
		Showing your preferences	Rank preferences using first, second and third
			Make picture graphs based on preferences
	Calendar patterns	Days of the week	Know the days of the week and how many there are
			Understand today, tomorrow and yesterday
			Understand how to read weekly calendar

			Review before, after and between
			Order the days of the week
		Months of the year	Know the months of the year and how many here are
			Order the months of the year.
			Review before, after and between
			Make and interpret pictographs
	Counting on and counting back	Counting on to 10	Revisit associating fingers with numbers
			Revisit ordering numbers to 10
			Revisit comparing using one – to one correspondence
		Counting back using fingers	Count back using fingers
			Count back using other representations
		Finding differences using fingers	Revisit more and fewer
			Count up and back to find the difference between two sets
	Patterns	Repeating pattern	Recognize, extend and create a repeating pattern
			Identify a missing portion of a repeating pattern
			Create ABABAB, AABAAB, ABBABB AND ABCABC repeating patterns
	Number Facts	Number facts to 10	Review composing and decomposing numbers through 5
			Compose number through 10
			Decompose numbers through 10
		Combining sets	Combining sets to make 5, 6, 7, 8, 9, and 10
		Composing and decomposing numbers to 20	Compose numbers to 20 with five frames and ten frames
			Decompose numbers to 20 with five-frames and ten – frames
		Counting on	Count on using a number line
			Count on to find the difference
			Combine two sets to find how many more for sums through 15
	Length and Height	Comparing lengths	Review *long*
			Review *short*
			Review longer, longest, shorter and Shortest
			Compare lengths
		Comparing lengths using non standard units	Use nonstandard units to measure and compare lengths
			Understand that more units are needed to measure a longer object than a shorter object
			Find differences in lengths using nonstandard units
		Comparing heights using non stands units	Understand tallest and shortest in terms of height
			Use nonstandard units to measure and compare heights
			Understand that more units are needed to measure a taller object than a shorter object

	Classifying and sorting	Classifying things by one attribute	Classify objects using one attribute (color, size, shape, special features)
			Identify objects that do not belong to a set
		Classifying and sorting things by two attributes	Classify objects according to two attributes
			Classify objects according to three attributes
			Sort objects by one or two attributes (color, size, shape, and special features)
	Addition stories	Writing addition sentences and representing addition stories	Understand addition as the joining of two sets
			Understand symbols + and = , and number sequence
			Use symbols and numerals to write number sentences
			Represent addition stories with addition sentences
		Addition facts to 5	Fluency with addition facts to 5
	Subtraction stories	Writing Subtraction Sentences and representing Subtraction stories	Understand simple subtraction
			Understand the minus - Symbol
			Use symbols and numerals to write number sentences
			Represent subtraction stories with subtraction sentences
		Comparing sets	Review how many more
			Compare two sets and show the number sentence to answer how many more
		Subtraction facts to 5	Fluency with subtraction facts to 5
	Measurement	Comparing weights using non standard units	Review Heavy, heavier, light and lighter
			Compare weights using nonstandard units
		Comparing capacities	Compare containers according to capacity
			Use the terms holds more, holds less, and hold the same amount
		Comparing events in time	Compare events according to duration
	Money	Coin values	Recognize penny, nickel, dime and quarter
			Know the value of a penny, nickel, dime and quarter
		Counting Coins	Add coins up to 10¢
			Use 1¢ coins to buy up to three objects (up to 10¢)
			Recognize different combinations of coins that make up 10¢

Math key words:

- Same
- Different
- Match
- Big
- Small
- Pair
- Find
- Set
- Days
- Classify
- Subtraction
- Order
- Size
- Length
- Weight
- Count
- Compose
- Decompose
- Solid
- Week
- Addition
- Measurement
- Many
- Position
- Spot
- Before
- After
- Compare
- More
- Few
- Month
- Represent
- Units
- Shape
- Flat
- Pattern
- Combine
- Sequence
- Event
- Physical
- Preference
- Year
- Facts
- Capacity

ANNUAL CURRICULUM OVERVIEW- APPLIED COMPUTERS						
MODULE	**OBJECTIVE**	**FOCUS**	**TECHNOLOGY INTEGRATION**	**SOFTWARE APPLICATION**	**TECHNICAL SKILLS**	**Time Frame**
Numbers	Students paint, count, sort and animate numbers. The excitement begins with the number challenge. Later they create each numeral using various brush styles. Number recognition is reinforced as students locate each digit on the keyboard and format the appearance. The fun continues when stamps and stickers are used to create a number book.	• Number challenge • Numerous numbers • Number march • Stylish numbers • My favorite numbers	Mathematics	Tux paint	Graphics	**SEM I**
Letters	➢ Students learn about the alphabet. ➢ Students gain confidence with using the keyboard while typing letters and then setting the computer to read the text aloud. ➢ Students animate their name to cause the letters to dance around the screen. ➢ To learn about the sounds letters make, students transform a letter into a picture of an item that begins with the letter. ➢ Students use their skills to produce a Classroom Alphabet book.	• Lots of letters • Letter fun • Alphabet fun • Letters that move • Letter pictures • Alphabet Book	Language, Arts	Tux paint	Graphics	
Shapes	Students create with shapes. To start, they learn how to use the computer to draw simple shapes. The fun continues when students transform shapes into objects they see every day. Next, they become familiar with lines by painting straight, wavy and jagged lines. Afterwards, students decorate a square to produce a classroom quilt. Finally, students become shape detectives making a picture with stamps that are the same shapes	• Shape solver • Shape designs • Dot to dot designs • Lovely lines • Shape Quilt • Shape detective	Mathematics Science	Tux paint	Graphics	**SEM II**

Applied Computers

Mission:
Our Mission is to combine Education and Technology to provide children with the core computing skills that will best prepare them for the future.

Technology Integration:
Technology projects have detailed step by step instructions , that are used to integrate technology into curriculum effectively to create meaningful learning opportunities for students.

ICT skills: Computer basics, Keyboard, Desktop Publishing

Learning outcomes:

It helps the students to:

- Understand basic computer hardware like keyboard, mouse, CPU etc.
- Navigate the desktop using mouse.
- Create simple figures and color it in Tux paint.
- Draw or stamp picture and write the numbers on it.
- Create quilt in Tux paint using shapes.

PHYSICAL EDUCATION IN THE EARLY YEARS PROGRAMME

PE involves human movement in relation to the physical environment. It is concerned with learning about physical activity and through physical activity. PE offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus and express themselves in a range of situations. Through movement, students develop personally, socially and emotionally as well as physically. Indoor and Outdoor activities are conducted during PE periods which help them to understand and accept their own strengths and weaknesses.

Students will be exposed to a number of activities such as yoga, stretching exercises, fun games and free play in addition to the indoor games and that will develop motor skills, which may later be applied in various physical activities within and beyond the school setting. They will become aware of a number of positive leisure-time pursuits.

PERFORMING ARTS IN THE EARLY YEARS PROGRAMME

Arts are viewed by the PYP as a form of expression that is inherent in all cultures. They are a powerful means to assist in the holistic development of the child, and are important for interpreting and understanding the world. Arts in the PYP promote imagination, communication, creativity, social development and original thinking.

Learners of the arts are both active and reflective. As well as being actively involved in creating and performing, students reflect on their work and on the work of others. Collaborative activities with other students in their own classes or other classes are essential; inquiring, working and reflecting with other students (older or younger) in a two-way learning process.

The arts component of the curriculum also provides opportunities for students to:

- develop proficiency as musicians, actors and visual artists
- acquire audience skills such as listening and viewing responsively
- interpret and present their own or others works to a range of audiences
- create and critique plays, compositions and artwork using a selection of tools and techniques
- express feelings, ideas, experiences and beliefs in a variety of ways
- improve coordination, flexibility, agility, strength and fine motor skills