



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 (PSPE) 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 the family.
- 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.



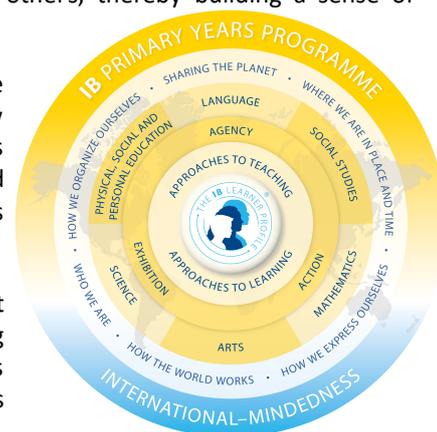
TIPS is a school, with a focus on agency considers its perceptions of how children learn, children's capabilities and the overall value of childhood. When teachers consider their beliefs around children's identities and rights, they are examining personal beliefs, theories, cultural backgrounds and values. 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 his or 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 understandings, 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 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 analyze 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.

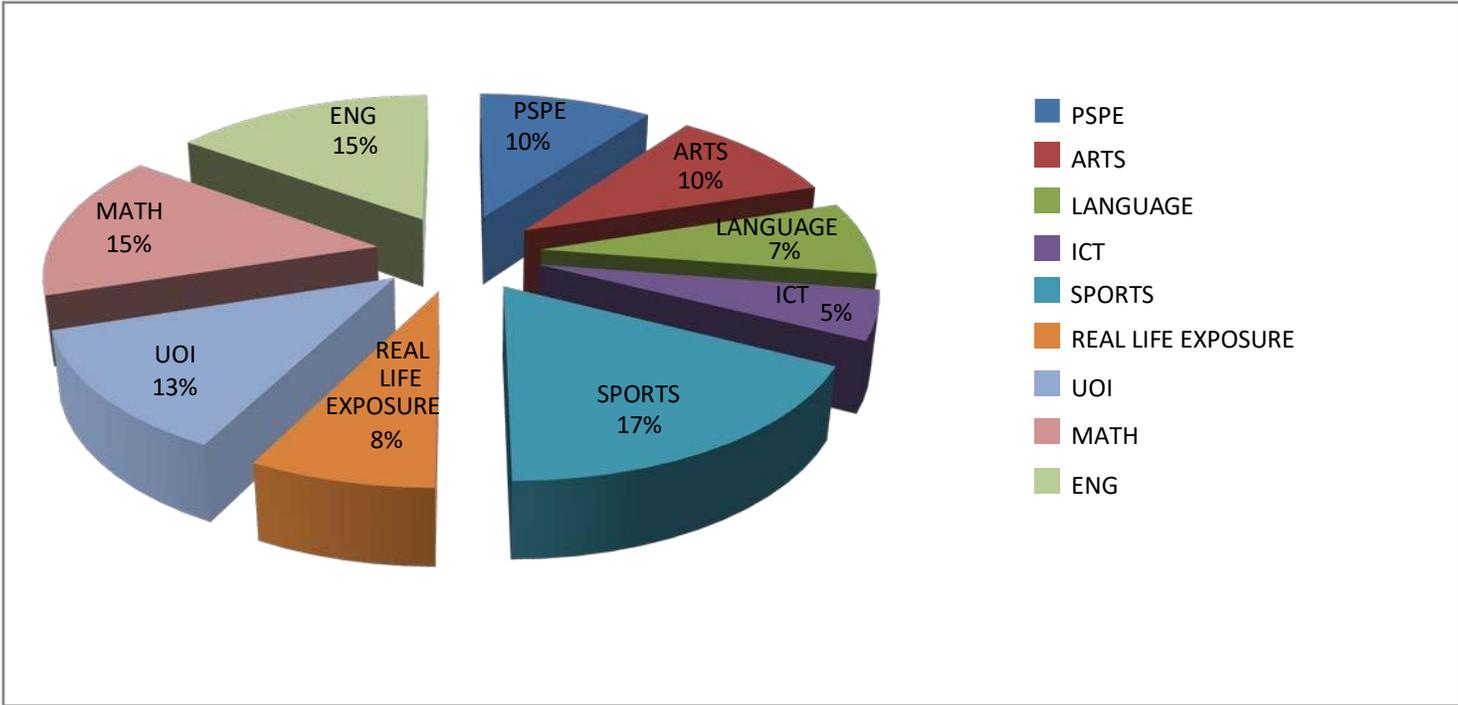
Parent Teacher Meeting

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 - 2022-23



This pie- chart gives you an approximate break-up of the various disciplines offered by the TIPS curriculum. **The subjects focused in each theme will be integrated in the units of inquiry.**

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

ANNUAL CURRICULUM OVERVIEW – UOI		
Discipline	Objective	Time frame
UOI	How we Express ourselves	SEM I
	Who we are	
	Sharing the Planet	
	How the world works	SEM II
	Where we are in place and time	

Our Grade KG I children will be inquiring into the Transdisciplinary themes

How we express ourselves

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

Central idea

Creativity is expressed in many ways

Key Concepts

- Form
- Connection
- Perspective

Related concepts

- Creativity
- Expression

Lines of inquiry

- Exploring creative art forms
- Play as a tool to develop creativity
- Expressing ideas and feelings creatively

Subject focus – Social Studies, Language, Art and PSPE

Strands

- Social studies – Social organization and culture
- Language – Oral – Listening and Speaking
- Art – Creating and responding
- PSPE – Active living and interaction

The learning outcomes - After the inquiry the students will be able to:

- understand the various forms of arts.
- understand that art activities develop fine motor skills and hand-eye coordination.
- learn, develop and express their creativity through various art forms.
- explore and create new play ideas

Expected Trans-disciplinary skills while inquiring into this theme

- Thinking skills
- Communication skills

While inquiring into this theme, children exhibit these learner profile attribute.

- Risk-takers
- Communicators
- Reflective

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

- Arty Facts: Our Bodies and Art activities – Crabtree Publishing
- Crafts for young children – VIVA Education
- How Music is made – Elaine Morris
- Action Art – Raintree Publishers

Vocabulary (Oral)

- Art
- Drawing
- Expression
- Feelings
- Creativity
- Painting
- Colours
- Happy
- Sad
- Angry
- Music
- Dance
- Lyrics
- Songs
- Craft

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

Who we are

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

Central idea

My personal characteristics make me unique

Key Concepts

- Form
- Perspective
- Change

Related Concepts

- Identity
- Opinion
- Growth

Lines of inquiry

- My physical characteristics
- My changing feelings, likes and dislikes
- My personal growth in relation to my family and others
- What I can do and am learning to do

Subject focus – Science, Social Studies, Math and PSPE

Strands

- Science - Living Things
- Social Studies - Social organization and culture
- Math - Numbers
- PSPE - Identity
- Language - Oral, Visual, Written

The learning outcomes - After the inquiry the students will be able to:

- recognize that their body has a form with salient features and it changes overtime.
- Identify the different parts of their body and understand their abilities
- recognize and develop the qualities that make them special.
- understand family/friends/community play a vital role in growth of self.
- recognize the personal strength and weakness to increase self-awareness

Expected Trans-disciplinary skills while inquiring into this theme.

- Communication skills
- Self management skill

While inquiring into this theme, children exhibit these learner profile attributes.

- Balanced
- Reflective
- Open minded

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

- Our Bodies - Little Nippers
- I can do it myself - A Sesame street
- Our Families - Little Nippers
- Big Like Me - Green willow Books

Vocabulary (Oral)

- Person
- Special
- Body parts
- Action Words
- Favorite
- Hobbies
- Stages of growth
- Likes
- Feelings
- Affection
- Unique
- Interest
- Dislikes
- Physical

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 other living things; Communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea

The diversity among animals helps us understand and appreciate the uniqueness of all creatures

Key Concepts

- Function
- Causation
- Connection

Related Concepts

- Characteristics
- Habitat
- Interdependence

Lines of Inquiry

- The different roles animal play in our lives
- Animal adaptations and habitat
- The way animals meet their needs within their environment

Subject focus – Science, Math, Language, and PSPE

Strands

- Science – Living Things
- Math – Shape and Space
- Language – Oral Language – Listening and Speaking, Written Language – Reading
- PSPE – Interaction

The learning outcomes - After the inquiry the students will be able to:

- identify and categorize different types of animals and their roles.
- explore the physical characteristics that help animals adapt the environment.
- understand the interaction between animals and environment.

Expected Trans-disciplinary skills while inquiring into this theme.

- Research skills
- Thinking skills
- Social skills

While inquiring into this theme, children exhibit these learner profile attributes.

- Thinker
- Principled
- Caring

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

Books

- Animals of the Air
- Animals of the Ice and Snow
- Animals of the Deep Ocean
- Animals in the Ground
- Animals of the Rivers

Hands on Process activity

- Project – Animal Trading cards
- Exploration – Animals around you
- Exploration – Pet or not

Vocabulary (Oral)

- Animals
- Hatch
- Fur
- Flexible
- Salt Water
- Talons
- Habitat
- Claws
- Grow
- Fresh Water
- Skin
- Shape
- Body coverings
- Scales
- Baby
- Shells
- Same
- Teeth
- Human
- Feathers
- Color
- Muscle
- Survive
- Shed
- Change
- Shelter
- Different
- Size
- Scales
- Adapt

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

How the world works

An inquiry in to 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

Changing weather impacts our daily lives

Key Concepts

- Change
- Responsibility
- Function

Related concepts

- Temperature
- Weather
- Nature

Lines of inquiry

- Different kinds of weather
- Impact of weather in our daily life
- Exploring the weather tracking tools

Subject focus – Science, Social Studies, Math and Arts

Strands

- Science – Earth and Space
- Social Studies – Human and Natural environment
- Math – Measurement, Pattern and Function
- Arts – Creating

The learning outcomes - After the inquiry the students will be able to:

- recognize and understand that there are changes in weather conditions.
- understand the health and safety measures during the climatic changes.
- develop knowledge on various weather measuring tools and the different ways observations help.

Expected Trans-disciplinary skills while inquiring into this theme

- Thinking skills
- Research skills
- Self management skills

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

- Inquirers
- Knowledgeable
- Communicators

Students have an access to the following resources during this inquiry

Books

- Snowflakes
- Forecasting the Weather
- Harmful Hurricanes
- Cool Clouds
- Our Shining Star

Hands on Process activity

- Experiment: Changing States of Water
- Project – Cotton ball clouds
- Exploration – Weather Journal

Vocabulary (Oral)

- Forecaster
- Wind
- Flood
- Fall
- Winter
- Rain
- Fog
- Clouds
- Summer
- Storm
- Temperature
- Rainbow
- Warm
- Thunder
- Hurricane
- Hot
- Season
- Blizzard
- Lightning
- Drift
- Cold
- Tornado
- Breeze
- Precipitation
- Cool

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

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Central idea: We travel to different places for different reasons

Key concepts

- Causation
- Function
- Responsibility

Related concepts

- Travel
- Opinion
- Review

Lines of inquiry

- Reasons for journey
- How do we travel? Why?
- Choices and decisions involved in planning a journey

Subject focus – Social Studies, Math, Language and Arts

Strands

- Social studies – Human systems and Economic activities
- Math – Measurement
- Language – Oral language – Listening and Speaking
- Arts – Creating

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

- gain experience to a new environment and develop social skills.
- understand that there are different ways to travel.
- learn how to prepare a travel plan and improve their organizing skills.

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

- Communicators
- Knowledgeable
- Risk takers

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

Books

- Croaky goes to big city - Apple books
- Going on a picnic - Faridah Yusof
- The night before summer vacation - Scholastic
- Let's go to the grocery store - Barney
- Go to the restaurant - Barney and Baby Bop
- Rusty's train ride - Usborne Farmyard Tales
- Going to the beach - Flying colours

Vocabulary (Oral)

- Journey
- Picnic
- Choices
- plan
- travel
- places
- transport
- explore
- vacation
- excursion
- information
- accommodation
- decision
- route
- map

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

Non- Flame Cooking

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.

Team work 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 super market 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 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	Objectives		Time frame
English	Reading	Recognizing the sounds and identifying the symbols.	SEM I
		Recognizing the consonants and short vowels	
		Decodable books and sight words.	
		Phonics lessons 1 to 5 (/n/,/a/,/p/,/m/,/s/)	
		Recognizing the sounds and identifying the symbols.	
		Recognizing consonants, short vowels and the word families	
		Decodable books and sight words	
		Phonics lessons 6 to 15 (/t/,/o/,/d/, /an/ad, /e/, -/h/, ot, op, /f/,/g/, - et;-en)	
		Recognizing the sounds and identifying the symbols.	
		Recognizing consonants, short vowels and the word families	
		Decodable books and sight words	
		Phonics lessons 16 to 25 (/i/, /b/,it/in, /c/,/r/,/u/, -ug/un,/l/,/w/, -at	
		Recognizing the sounds and identifying the symbols.	SEM II
		Recognizing consonants, and the word families	
		Decodable books and sight words.	
		Phonics lessons : 26 to 37 (/ap/,/j/,/k/,ut/ub)/v/, /y/, ill/ip, /q/,/x/; /z/,ob/ell, s blends, r blends)	
		Decodable books and sight words	
		Recognizing the sounds and identifying the symbols	
		Recognizing consonants, and the word families	
		Decodable books and sight words.	
Phonics lessons : 38 to 41 (l blends, final n blends, final blends and three letter s blends			
Decodable books and sight words			

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 said this, our KG 1 students will be completing 41 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.

Each of the 41 lessons for KG 1 spells out activities for each instructional session. The lessons are organized according to the following sequence;

Phonic lessons	Number of lessons
Consonants	21
Short vowels	05
Word families	09
Phonics Blends	06

Worksheets:

Each lesson is accompanied by a set of worksheets to reinforce:

- Phonemic awareness
- Sound/symbol relationships

Flashcards:

The use of variety of flash cards 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
- Short vowels
- Phonics blends

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 then 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.

ANNUAL CURRICULUM OVERVIEW-HINDI

DISCIPLINE	OBJECTIVES	TIME FRAME
HINDI	<ol style="list-style-type: none"> 1. अ एवं आ अक्षरों के लिए प्रारंभिक आकृतियाँ 2. अ एवं आ का परिचय (लेखन कार्य) 3. चित्र द्वारा स्वरों की पहचान (अ से ऋ तक मौखिक) 4. रंगों के नाम 5. कविता -2 6. सामान्य वार्तालाप 7. क्रिया-5 	SEM -I
	<ol style="list-style-type: none"> 1. इ ई उ ऊ ऋ के लिए प्रारंभिक आकृतियाँ 2. चित्र द्वारा स्वरों की पहचान (अ से अः तक मौखिक) 3. गिनती 1-5 तक (मौखिक) 4. फलों के नाम और सब्जियों के नाम 5. श्रुतलेख 6. सामान्य वार्तालाप 7. क्रिया -5 8. कविता -2 	
	<ol style="list-style-type: none"> 1. ए,ऐ,ओ,औ,अं,अः अक्षरों के लिए प्रारंभिक आकृतियाँ 2. गिनती 1-10 तक (मौखिक) 3. पालतू जानवरों के नाम और जंगली जानवरों के नाम 4. अक्षरों को जोड़कर शब्द बनाना 5. श्रुतलेख 6. सामान्य वार्तालाप 7. क्रिया- 5 8. कविता-2 	SEM-II
	<ol style="list-style-type: none"> 1. स्वरों की पुनरावृत्ति (क्रम में) 2. व्यंजन परिचय (अक्रमिक पाठन समूह में) (व ब क) (र स श) 3. पक्षियों के नाम 4. अक्षरों को जोड़कर नए शब्द बनाना 5. श्रुतलेख 6. सामान्य वार्तालाप 7. क्रिया- 5 8. कविता- 2 9. गिनती १-१५ (मौखिक) 	
<ol style="list-style-type: none"> 1. स्वरों की पुनरावृत्ति (क्रम में) 2. व्यंजनों की पुनरावृत्ति 3. शब्दों की पुनरावृत्ति 4. गिनती १-१५ (मौखिक) 5. श्रुतलेख 6. सामान्य वार्तालाप 7. क्रिया- (कोई - ५) 8. कविता (कोई -2) 		

भाषा के सभी कौशलों (सुनना, बोलना, पढ़ना और लिखना) के समानुपातिक विकास पर ध्यान दिया गया है ।

ANNUAL CURRICULUM OVERVIEW - TAMIL

DISCIPLINE	READING, LISTENING & SPEAKING OBJECTIVES	WRITING OBJECTIVES	TIMEFRAME
TAMIL	உயிர் எழுத்துகள் அறிமுகம், உடல் உறுப்புகள், குடும்ப உறுப்பினர்கள், கதைகள், பாடல்கள் - 4, எண்கள் (1 - 5), ஆத்திதடி, திருக்குறள் - 2	அடிப்படை வரிவடிவம், உயிர் எழுத்துகள் அறிமுகம் (அ, ஆ)	SEM I
	உயிர் எழுத்துகள், விலங்குகள், காய்கறிகள், நிறங்கள், கதைகள், பாடல்கள் - 4, எண்கள் (6 - 10), ஆத்திதடி, திருக்குறள் - 2	உயிர் எழுத்துகள் அறிமுகம் (இ,ஈ,உ,ஊ)	
	உயிர் எழுத்துகள், பழங்கள், பருவங்கள், கதைகள், பாடல்கள் - 4, எண்கள் (11 - 15), ஆத்திதடி, திருக்குறள் - 2	உயிர் எழுத்துகள் அறிமுகம் (எ, ஏ, ஐ)	
	உயிர், எழுத்துகள், முகபாவனைகள், கதைகள், பாடல்கள் - 4, எண்கள் (15 - 20), ஆத்திதடி, திருக்குறள்- 2	உயிர் எழுத்துகள் அறிமுகம் (ஒ, ஓ, ஔ), ஆய்த எழுத்து அறிமுகம் (ஃ)	SEM II
உயிர் எழுத்துகள் மற்றும் ஆய்த எழுத்து திருப்புதல், மெய் எழுத்துகள் அறிமுகம், கதைகள், பாடல்கள் - 4, எண்கள் (1 - 20), ஆத்திதடி, திருக்குறள்- 2	உயிர் எழுத்துகள் மற்றும் ஆய்த எழுத்து திருப்புதல், மெய் எழுத்துகள் அறிமுகம் (க் - ண்)		

Listening & Speaking

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

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

Reading

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

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

Writing

LEARNING OBJECTIVES : கற்பித்தலின் செயல்பாடுகள்

- ❖ உயிர், மெய் எழுத்துகளை அறிதல்.

Resource : Tips Tamil Book

Website : www.kidsnoolagam.com

ANNUAL CURRICULUM OVERVIEW - MATH

Discipline	Objectives		Time frame
Math	Numbers	Oral: 0 to 10	SEM I
		Number rhymes	
		Recognizing, writing numbers(0-5)	
		Recognizing number relationship (0-5) Missing numbers	
	Shape and Space	Recognizing Shapes(Square, circle, triangle, rectangle)	
		Manipulation of shapes	
	Numbers	Oral: 0 to 25	
		Recognizing writing numbers(0 to 10)	
		Recognizing number relationship (0 to 10)	
	Data Handling	Sorting and counting objects	
		Create a graph of real object and describe data	
	Patterns	Describe and name simple pattern	
		Make simple patterns	
		What comes next in the pattern	
	Numbers	Oral: 0 to 50	
		Recognizing, writing, number relationship (0 to20)	
Shape and Space Position	Use everyday language to describe and locate their environment and its position in a given situation such as near, far, Inside, outside, Right, left, Up, down, In front of, behind		
Numbers	Oral:0 to 75 Recognizing, writing, number relationship (0 to40)	SEM II	
Measurement	Comparing objects: Big-Small; Long -Short; Tall - Short; Fat -Thin; More -Less.		
Numbers	Oral: 0 to 100 Recognizing, writing, number relationship (0 to 50)		
Measurement	Ordering object: Big-Bigger -Biggest ; Small - Smaller -Smallest ; Long -Longer -Longest ; Tall - Taller-Tallest ; Short -shorter -shortest		

Math keywords:

- | | | |
|-------------------|-------------------|----------------------|
| • Count | • Together | • Larger / Largest |
| • Draw | • How Many | • Sorting |
| • Count on / Down | • More than | • Measuring |
| • Before | • Less than | • Compare |
| • After | • Bigger /Biggest | • Smaller / Smallest |
| • Shapes | • Between | |

ANNUAL CURRICULUM OVERVIEW - ICT

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

ANNUAL CURRICULUM OVERVIEW - ICT						
Module	Objective	Focus	Technology Integration	Software Applications	Technical Skills	Time frame
Basics	This introduction includes activities to identify computer hardware, rules to follow when using the computer, and the method to turn the computer on and off properly. Concentrating on the development of fine Motor skills needed to operate the mouse, students learn how to "click", "click and drag", "click and hold" and "double click" the mouse to achieve the desired result.	Computer Basics	Language Math	Tux paint	Open and Close a program	SEM I
		Computer rules			Click, Double click	
		Computer Shut down			Click and hold	
		The Keyboard			Click and drag	
Colors	Students celebrate the splendor of all the colors in the rainbow by creating with color. They learn to identify color names, produce shades of color, illustrate their feelings with color, and distinguish objects of color by producing beautiful artwork. In their art pieces, students demonstrate how color is a part of their everyday world by painting, drawing, and singing.	Take the color challenge	Science Visual arts	Tux Paint	Graphics	SEM II
		Shades of color				
		A colorful day				
		Colorful Stamps				
		About Tools				

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