

St. Stephen's School Birati

Syllabus 2024-25

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Aims & Objectives of Curriculum

The aim of pre-nursery, nursery and K.G class is to build link between home and school and to create the first exposure to learning in an organised set up. The goal is to provide a rich and varied environment for learning, developing positive emotions and attitude towards learning. Most importantly provide a happy, safe and caring environment for all children.

Aims and Objectives:

1.English language

- To begin learning the language, starting with identification of letters, words and many more to be followed.
- To help kids become able to express themselves through the medium of open communication.
- To foster love for books, reading and writing.
- To create a strong foundation of knowledge.

2. Numeracy/Mathematics:

- To create interest among children about numbers, shapes, etc.
- To develop a sense of calculations around them, to notice and use numbers and use the same to explore the world.
- To develop skills like counting, solving number problems and learning the basics of calculation.

3.English Literature:

- To enable the students to enjoy reading and being capable of creating small narrative stories.
- To develop interest in literature of various authors.
- To create a strong foundation of their entire educational journey.

4.Bengali/Hindi:

- To learn the mother tongue and create the ability to write the language.
- To enable the interest in students to read simple stories of various authors so that they get acquainted with their native language
- To inculcate the importance of learning the language.

5.E.V.S:

- To develop interest among children the understanding of natural world
- To enquire about the reasons of various natural phenomenon.
- To develop an understanding about how the environment works and gather knowledge about its pertaining issues.

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ENGLISH

| SL NO. | CHAPTERS | CONTENTS |
|-----------------------|---|--|
| UNIT EXAM: | | |
| 1. | <u>Pre – writing strokes-</u> i) Standing lines ii) Sleeping lines iii) Left standing lines iv) Right standing lines v) Right curves vi) Left curves vii) Up curves viii) Down curves | Eye-hand coordination, finger strength, grip strength and wrist movement |
| 2. | Capital letter A – H | Identification and development of writing skill of capital letters A – H |
| 3. | Fill in the blanks A – H | Confidence to write the alphabets A – H |
| 4. | See the pictures and circle the first letter A – H | Identification of alphabets and words according to the picture A – H |
| 5. | See the pictures and match with the letters A – H | Recognition of alphabets according to the picture A – H |
| 6. | Match the same letters | Identification of alphabets |
| 7. | Happy and Sad | Differentiation between happy and sad |
| 8. | Clean and Dirty | Differentiation between clean and dirty |
| TERMINAL EXAM: | | |
| 1. | <u>Pre – writing strokes-</u> i) Left curves ii) Right curves iii) Up curves iv) Down curves | Eye-hand coordination, finger strength, grip strength and wrist movement |
| 2. | Capital letter I - T | Identification and development of writing skill of capital letters I – T |
| 3. | Fill in the blanks I – T | Confidence to write the alphabets I – T |
| 4. | See the pictures and circle the first letter I – T | Identification of alphabets and words according to the picture I – T |
| 5. | See the pictures and match with the letters I – T | Recognition of alphabets according to the picture I – T |
| 6. | Write letter A – T | |
| 7. | Match the same letters | Identification of alphabets |
| 8. | After letters A – T | Learning of after letters A – T |
| 9. | Between letters A – T | Learning of between letters A – T |
| 10. | Dictation I – T | Writing the alphabets I - T by following |

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| | | |
|--------------------|--|--|
| | | dictation |
| 11. | Down – up | Differentiation between down and up |
| 12. | Dry – wet | Differentiation between dry and wet |
| 13. | In – out | Differentiation between in and out |
| FINAL EXAM: | | |
| 1. | <u>Pre – writing strokes-</u> i) Trace the patterns | Eye-hand coordination, finger strength, grip strength and wrist movement |
| 2. | Capital letter U – Z | Identification and development of writing skill of capital letters U – Z |
| 3. | Write Capital letter A – Z | Identification and development of writing skill of capital letters A – Z |
| 4. | Write the between letters A -Z | Learning of between letters A – Z |
| 5. | Matching capital letters with small letters | Identification of capital and small letters |
| 6. | Matching initial letters with objects | Recognition of alphabets according to the objects |
| 7. | See the pictures and circle the first letter A – Z | Identification of alphabets and words according to the picture A – Z |
| 8. | Fat and thin | Differentiation between fat and thin |
| 9. | Down and up | Differentiation between down and up |
| 10. | Front and back | Differentiation between front and back |
| 11. | Dictation A – Z | Writing the alphabets A - Z by following dictation |

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MATHEMATICS

Unit:

| SL NO. | CONTENT | CONCEPT |
|--------|--|--|
| 1. | Write number 1 to 5 | Identification of numbers by tracing and saying 1 to 5 |
| 2. | Fill in the blanks 1 to 5 | Learning and counting of numbers 1 to 5 |
| 3. | Match the same numbers 1 to 5 | Identification of numbers by matching 1 to 5 |
| 4. | <u>Concept-</u> i) Big and small ii) Tall and short iii) Near and far | Differentiation between big and small, tall and short, near and far |
| 5. | <u>Shapes-</u> i) Triangle ii) Circle iii) Square iv) Semicircle | Identification of shapes – Triangle, Circle, Square, Semicircle and the things of those shapes |

TERMINAL:

| SL NO. | CONTENT | CONCEPT |
|--------|--|--|
| 1. | Write number 6 to 15 | Identification of numbers by tracing and saying 6 to 15 |
| 2. | What comes after 6 to 15 | Learning of after numbers 6 to 15 |
| 3. | Match the same numbers 6 to 15 | Identification of numbers by matching 6 to 15 |
| 4. | Write the between numbers 1 to 15 | Learning and writing of between numbers 1 to 15 |
| 5. | Count the objects and write the numbers | Encouraging children to count the objects and write the numbers |
| 6. | Count the objects and write the correct numbers | Encouraging children to count the objects and write the numbers |
| 7. | <u>Concept-</u> i) Full and empty ii) Hot and cold iii) Fast and slow iv) Left and right | Differentiation between full and empty, hot and cold, fast and slow, left and right |
| 8. | <u>Shapes-</u> i) Rectangle ii) Oval iii) Diamond | Identification of shapes – Rectangle, Oval, Diamond, Star and the things of those shapes |

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| | | |
|----|-------------------|--|
| | iv) Star | |
| 9. | Dictation 1 to 15 | Writing the numbers 1 to 15 by following dictation |

Final:

| SL NO. | CONTENT | CONCEPT |
|--------|---|---|
| 1. | Write number 16 to 20 | Identification of numbers by tracing and saying 16 to 20 |
| 2. | Write number 21 to 50 | Identification of numbers by tracing and saying 21 to 50 |
| 3. | Match the same numbers 1 to 50 | Identification of numbers by matching 1 to 50 |
| 4. | Forward counting (After numbers) 1 to 50 | Encouraging children to count forward 1 to 50 and identification of after numbers |
| 5. | Write the between numbers 1 to 50 | Learning and writing of between numbers 1 to 50 |
| 6. | Count the objects and match with the correct numbers | Encouraging children to count the objects and match with the numbers |
| 7. | Count the pictures and (✓) the correct number | Encouraging children to count the objects and identify the correct number |
| 8. | <u>Concept-</u> i) Thick and thin ii) Left and right iii) Hot and cold iv) In and out | Differentiation between thick and thin, left and right, hot and cold, in and out |
| 9. | <u>Colours-</u> i) Red ii) Green iii) Blue iv) White v) Black vi) Orange vii) Yellow | Identification of colours – Red, Green, Blue, White, Black, Orange, Yellow with objects |
| 10. | <u>Shape-</u> i) Circle ii) Triangle iii) Square iv) Rectangle v) Oval vi) Semicircle | Identification of shapes – Circle, Triangle, Square, Rectangle, Oval, Semicircle, Star and the things of those shapes |

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| | | |
|-----|-------------------|--|
| | vii) Star | |
| 11. | Dictation 1 to 50 | Writing the numbers 1 to 50 by following dictation |

G.K.

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|-----------|---|
| 1. | Know me | Writing his/her name, Identification of his/her gender |
| 2. | My body | Knowing and learning the human body parts |
| 3. | I can do | Identification of child's own potential of doing |
| 4. | My family | Identification of child's own family and family members |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|--|---|
| 1. | My home | Knowing the child's own home and few places near his/her home |
| 2. | Rooms in a house | Knowing the name of various rooms of child's own home and few places near his/her home |
| 3. | <u>Colours-</u> i) Red ii) Blue iii) White iv) Black | Identification of colours – Red, Blue, Orange, White, Black and the things of those colours |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|---------|--|
| 1. | My toys | Encourages children to identify and name different types of toys |

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| | | |
|----|--|---|
| 2. | My school | Knowing child's school and school activities |
| 3. | <u>Colours</u> i) Green ii) Yellow iii) Brown | Identification of colours – Green, Yellow, Brown and the objects of those colours |

Drawing

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|--------------------------------|--|
| 1. | Page 12 – Colour the Apple Red | Development of concepts of drawing and colouring the object. |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|-------------------|-------------------------------------|
| 1 | Draw a Watermelon | Encourages how to draw a Watermelon |
| 2. | Draw a Mushroom | Encourages how to draw a Mushroom |
| 3. | Draw an Ice-cream | Encourages how to draw an Ice-cream |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|--------------------|--------------------------------------|
| 1 | Draw a Candy | Encourages how to draw a Candy |
| 2. | Draw an Octopus | Encourages how to draw an Octopus |
| 3. | Draw a Muffin cake | Encourages how to draw a Muffin cake |

ART AND CRAFT

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|----------------------|---------|
| 1. | For exam (Page – 18) | |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|---------------------|---------|
| 1 | For exam (Page – 7) | |

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FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|----------------------|---------|
| 1 | For exam (Page – 28) | |

DRAWING AND COLOURING

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|---------------------|---------|
| 1. | Page No. 1,2,3,4,11 | |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|------------------|---------|
| 1 | Page No. 5,6,8,9 | |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|-------------------------|---------|
| 1 | Page No. 10,13,14,15,20 | |

Conversation

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|---------------|---|
| 1. | My self | Writing his/her name, Identification of his/her gender |
| 2. | My family | Identification of child's own family and family members |
| 3. | My school | Knowing child's school and school activities |
| 4. | Parts of body | Knowing and learning the human body parts |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|--------------------|--|
| 1 | Community helpers. | Encourages child to know and say about community helpers |
| 2. | Fruits | Encourages children to identify and name different fruits. |

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| | | |
|----|------------------|--|
| 3. | Vegetables | Encourages children to identify and name different vegetables |
| 4. | Rooms in a house | Knowing the name of various rooms of child's own home and few places near his/her home |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|------------------------|---|
| 1 | Transport modes | Encourages children to identify and name all types of transport modes |
| 2. | Animals in a Zoo | Encourages children to identify and name all the animals in a zoo |
| 3. | Places in neighborhood | Encourages children to identify the different places in neighborhood |
| 4. | Seasons | Encourages children to identify and name all seasons |

Rhymes

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|---------------------|--|
| 1. | Twinkle twinkle | Encourage the child to sing the rhyme with actions |
| 2. | Baa Baa black sheep | Encourage the child to sing the rhyme with actions |
| 3. | Jack and Jill | Encourage the child to sing the rhyme with actions |
| 4. | Johnny Johny | Encourage the child to sing the rhyme with actions |

TERMINAL :

| SL. NO. | CONTENT | CONCEPT |
|---------|------------------------|--|
| 1. | Hickory – Dickory Dock | Encourage the child to sing the rhyme with actions |
| 2. | Pat – a- cake | Encourage the child to sing the rhyme with actions |
| 3. | The wheels on the bus | Encourage the child to sing the rhyme |

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| | | |
|----|------------------------------------|--|
| | | with actions |
| 4. | One two Buckle my shoe | Encourage the child to sing the rhyme with actions |
| 5. | Bits of paper | Encourage the child to sing the rhyme with actions |
| 6. | Here we go round the Mulberry bush | Encourage the child to sing the rhyme with actions |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|-------------------------|--|
| 1 | Where is the Thumbkin | Encourage the child to sing the rhyme with actions |
| 2. | Rain on the green grass | Encourage the child to sing the rhyme with actions |
| 3. | Ginger bread | Encourage the child to sing the rhyme with actions |
| 4. | Chubby cheeks | Encourage the child to sing the rhyme with actions |
| 5. | Humpty Dumpty | Encourage the child to sing the rhyme with actions |
| 6. | Five little monkeys | Encourage the child to sing the rhyme with actions |
| 7. | Teddy bear | Encourage the child to sing the rhyme with actions |

EVS

UNIT :

| SL. NO. | CONTENT | CONCEPT |
|---------|------------|---|
| 1. | Fruits | Encourages children to identify and name different fruits. |
| 2. | Vegetables | Encourages children to identify and name different vegetables |
| 3. | My school | Knowing child's school and school activities |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|------------------|---|
| 1 | My classroom | Knowing child's classroom and classroom objects |
| 2. | Animals in a Zoo | Encourages children to identify and name all the animals in a zoo |

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| | | |
|----|-----------------|--|
| 3. | Animals we keep | Encourages children to identify and name all the animals we keep |
| 4. | Vehicles | Encourages children to identify and name all types of vehicles |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|--------------------|--|
| 1 | Birds we see | Encourages children to identify and name different types of birds we see |
| 2. | Insects we see | Encourages children to identify and name different types of insects we see |
| 3. | Take care of birds | Learning about birds and how to take care of them |

Music

UNIT:

| SL. NO. | CONTENT | CONCEPT |
|---------|----------------------------------|---------|
| 1. | Rejoice | |
| 2. | If you are happy and you know it | |

TERMINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|-------------------------------|---------|
| 1. | Praise him | |
| 2. | Jingle bells | |
| 3. | We wish you a Merry Christmas | |

FINAL:

| SL. NO. | CONTENT | CONCEPT |
|---------|----------------------|---------|
| 1 | In the name of Jesus | |
| 2. | We shall overcome | |
| 3. | I am so happy | |