

# PREFACE / ভূমিকা

## English Version

Welcome to the foundational stage of learning at **G-Next Model School**. In alignment with the **National Education Policy (NEP) 2020** and the **National Curriculum Framework for Foundational Stage (NCF-FS) 2022**, we are proud to present this revamped syllabus for our Pre-Primary learners.

This syllabus is meticulously designed to move away from rote memorization and toward a "Play-Way" and "Activity-Based" pedagogy. Our primary focus is on the five-fold development (Pancha Kosha) of the child, encompassing physical, emotional, cognitive, social, and spiritual growth. We believe that at this tender age, every child is a natural explorer. Our curriculum provides the environment for them to wonder, discover, and learn through direct experience.

We urge parents to be active partners in this journey. This book serves as a roadmap, but the real learning happens in the joy of a child's eyes when they grasp a new concept. Together, let's nurture a generation of lifelong learners.

## বাংলা সংস্করণ (Bengali Version)

**জি-নেক্সট মডেল স্কুলে** শিক্ষার প্রাথমিক স্তরে আপনাদের স্বাগত জানাই। **জাতীয় শিক্ষানীতি (NEP) ২০২০** এবং **ন্যাশনাল কারিকুলাম ফ্রেমওয়ার্ক (NCF-FS) ২০২২**-এর নির্দেশিকা অনুসরণ করে আমাদের প্রাক-প্রাথমিক শিক্ষার্থীদের জন্য এই আধুনিক পাঠ্যক্রমটি প্রস্তুত করা হয়েছে।

এই পাঠ্যসূচিটি মুখস্থ বিদ্যার পরিবর্তে "খেলার ছলে শিক্ষা" এবং "সক্রিয়তা-ভিত্তিক" শিখন পদ্ধতির ওপর গুরুত্ব দিয়ে তৈরি। আমাদের মূল লক্ষ্য হলো শিশুর পঞ্চকোষীয় বিকাশ—যার মধ্যে শারীরিক, মানসিক, বৌদ্ধিক, সামাজিক এবং আধ্যাত্মিক উন্নতি অন্তর্ভুক্ত। আমরা বিশ্বাস করি যে এই কোমল বয়সে প্রতিটি শিশুই জন্মগতভাবে অনুসন্ধিৎসু। আমাদের এই পাঠ্যক্রম শিশুদের চিন্তা করার, আবিষ্কার করার এবং প্রত্যক্ষ অভিজ্ঞতার মাধ্যমে শেখার সুযোগ করে দেবে।

আমরা অভিভাবকদের এই শিক্ষাসফরে আমাদের সহযোগী হওয়ার আহ্বান জানাই। এই পুস্তিকাটি একটি নির্দেশিকা মাত্র, কিন্তু প্রকৃত শিক্ষা নিহিত থাকে শিশুর নতুন কিছু শেখার আনন্দের মধ্যে। আসুন, আমরা সকলে মিলে তাদের একটি সুন্দর ও উজ্জ্বল ভবিষ্যতের দিকে এগিয়ে নিয়ে যাই।

Principal / প্রধান শিক্ষক

G-Next Model School



**English Language**  
**Syllabus – 1st Year “Green” (Nursery)**  
*(Aligned with NEP-2020 & NCF-FS 2022)*

 **Learning Objectives**

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

- Develop **listening and speaking skills** in English
  - Recognize and respond to **basic vocabulary**
  - Enjoy **rhymes, stories, and conversations**
  - Identify **sounds, letters, and simple words**
  - Express needs, feelings, and ideas using simple words
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 **Core Areas of Learning**

**1. Listening Skills**

- Listening to simple instructions (stand, sit, clap)
- Identifying sounds (animal sounds, environmental sounds)
- Listening to short stories and rhymes

**Activities:**

- Action games (“Simon Says”)
  - Story listening with picture cards
  - Sound identification games
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**2. Speaking Skills**

- Speaking simple words and phrases
- Self-introduction (name, age)
- Naming objects around them

**Sample Expressions:**

- “My name is \_\_\_\_\_”
- “This is a ball”
- “I want water”

**Activities:**

- Show and tell
  - Role play (family, classroom)
  - Conversation circle time
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**3. Pre-Reading Skills**

- Picture reading
- Identifying objects and matching

- Recognizing shapes and patterns
- Understanding left-to-right direction

**Activities:**

- Flashcards
  - Picture books
  - Matching games
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**4. Pre-Writing Skills**

- Fine motor development (holding pencil, crayons)
- Scribbling and tracing
- Drawing lines and patterns

**Patterns Covered:**

- Standing lines | Sleeping lines — Slanting lines / Curves ○

**Activities:**

- Sand tracing
  - Clay modelling
  - Finger painting
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**5. Phonics Readiness (Oral Exposure)**

- Introduction to **letter sounds (not formal writing)**
- Sound recognition through songs

**Letters Introduced (Informal):**

A–Z (through songs and stories)

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**6. Vocabulary Development**

**Themes:**

- Myself & Family
- Fruits & Vegetables
- Animals & Birds
- Colours
- Body Parts
- Classroom Objects
- Transport
- Seasons & Nature

**Activities:**

- Picture naming
- Sorting games

- Real-life object identification

## 7. Rhymes & Songs

- 10–15 action rhymes in English

### Examples:

- Twinkle Twinkle Little Star
- Johnny Johnny Yes Papa
- Wheels on the Bus
- If You're Happy and You Know It

## 8. Storytelling

- Listening to short moral stories
- Picture-based storytelling

### Skills Developed:

- Imagination
- Listening comprehension
- Emotional connection

July  
17

## Suggested Monthly Themes (Integration Approach)

Month	Theme	Language Focus
April	Myself	Name, greetings
May	Family	Relations vocabulary
June	Colours	Colour identification
July	Animals	Animal names & sounds
August	Fruits	Naming & recognition
September	Body Parts	Action words
October	Transport	Vehicle names
November	Birds	Sounds & identification
December	Seasons	Weather words
January	Classroom	Object naming
February	Revision	Vocabulary strengthening



## Pedagogical Approach (NEP-2020 Based)

- Play-based learning
- Activity-based & experiential learning
- Storytelling & art integration

- **Multilingual approach (bridge from home language to English)**
- **No rote learning / no formal exams**



### **Assessment Method**

- Observation-based (no written exams)
- Portfolio (drawings, worksheets)
- Checklist:
  - Can identify objects
  - Can speak simple words
  - Can follow instructions
  - Shows interest in rhymes/stories



### **Teacher's Role**

- **Create a safe, joyful environment**
- **Use TLMs (Teaching Learning Materials)** like flashcards, puppets
- **Encourage interaction, not correction**
- **Focus on individual pace of learning**



### **Integration with ESD (Education for Sustainable Development)**

- Use nature-based vocabulary (trees, water, animals)
- Encourage love for environment through stories and songs
- Activities like:
  - “Save water” role play
  - Plant observation

**Subject: Numeral (Mathematics Readiness)**

**Class: 1st Year – Green (Nursery)**

*(Foundational Stage | Age 3–4 years)*



### **Learning Objectives**

By the end of the year, children will:

- Develop **number sense (1–10)**
- Understand **quantity and counting**
- Recognize **basic shapes and patterns**
- Build **pre-math and logical thinking skills**
- Relate numbers with **real-life objects**

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## Core Areas of Learning

### 1. Number Readiness (Pre-Numeracy Skills)

- Big & Small
- More & Less
- Tall & Short
- Heavy & Light
- Same & Different

#### Activities:

- Sorting objects (big/small)
  - Comparing toys
  - Grouping similar items
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### 2. Number Recognition

- Recognition of numbers **1 to 10**

#### Activities:

- Flashcards
  - Number songs
  - Number puzzles
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### 3. Counting Skills

- Oral counting (1–10)
- Object counting (1–10)

#### Activities:

- Counting beads, fruits, toys
  - Clap counting
  - Step counting
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### 4. Number–Quantity Association

- Matching number with objects (e.g., 3 apples)

#### Activities:

- Match cards (number ↔ objects)
  - Draw objects as per number
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### 5. Pre-Writing Skills (Numerals)

- Tracing numbers (1–10)
- Writing readiness through patterns

## Patterns:

- Standing lines | Sleeping lines
- Curves | Zig-zag lines

## Activities:

- Sand tracing
  - Finger tracing
  - Clay shaping numbers
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## 6. Shapes & Spatial Awareness

- Basic shapes:
  - Circle ○
  - Square □
  - Triangle Δ

## Activities:

- Shape sorting
  - Identify shapes in surroundings
  - Drawing shapes
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## 7. Patterns & Sequencing

- Simple patterns:
  - Colour patterns (Red–Blue–Red–Blue)
  - Shape patterns

## Activities:

- Bead threading
  - Block arrangement
  - Pattern cards
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## 8. Concept of Zero (Introduction)

- Understanding “nothing” or “empty”

## Activity:

- Empty basket vs filled basket
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## Suggested Monthly Breakdown

Month	Topic	Focus
April	Pre-number concepts	Big/Small, More/Less
May	Numbers 1–2	Recognition & counting
June	Numbers 3–4	Object association

Month	Topic	Focus
July	Numbers 5–6	Counting practice
August	Numbers 7–8	Matching activities
September	Numbers 9–10	Complete counting
October	Shapes	Circle, Square, Triangle
November	Patterns	Simple sequencing
December	Comparison	Tall/Short, Heavy/Light
January	Zero	Concept introduction
February	Revision	Reinforcement

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### Pedagogical Approach (NEP-2020)

- **Play-based & activity-based learning**
- **Learning by doing (experiential)**
- **Use of local materials (stones, leaves, seeds)**
- **No rote memorization**
- **Joyful and stress-free learning**

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### Assessment Method

- Observation-based (no formal exams)
- Checklist:
  - Recognizes numbers
  - Can count objects
  - Understands basic concepts
  - Participates in activities
- Portfolio:
  - Worksheets
  - Activity records
  - Teacher notes

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### Teacher's Role

- Use **TLMs (Teaching Learning Materials)** like beads, sticks, flashcards
  - Encourage **hands-on learning**
  - Give **individual attention**
  - Connect math with **daily life experiences**
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## **Integration with ESD (Education for Sustainable Development)**

- Counting natural objects (leaves, seeds)
- Sorting biodegradable vs non-biodegradable items
- Awareness through activities:
  - “Save trees” counting activity
  - Nature walk counting

**Subject: Fine Motor Skill Activities**  
**Class: 1st Year – Green (Nursery)**  
*(Foundational Stage | Age 3–4 years)*

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### **Learning Objectives**

By the end of the year, children will:

- Develop **hand-eye coordination**
  - Strengthen **finger and hand muscles**
  - Improve **grip and control**
  - Build readiness for **writing and daily life skills**
  - Enhance **focus, creativity, and independence**
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### **Core Areas of Development**

#### 1. **Finger Strength & Control**

- Opening and closing fingers
- Squeezing and pressing

#### **Activities:**

- Clay/playdough squeezing
  - Sponge squeezing with water
  - Stress ball play
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#### 2. **Hand-Eye Coordination**

- Coordinating vision with hand movement

## **Activities:**

- Threading beads
  - Stacking rings/blocks
  - Picking and placing objects
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## **3. 🖊️ Grip Development (Pre-Writing Readiness)**

- Proper holding of crayons/pencils

### **Activities:**

- Crayon colouring
  - Chalk drawing
  - Scribbling on paper
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## **4. 🎨 Art & Creative Expression**

- Free expression using hands and tools

### **Activities:**

- Finger painting
  - Thumb printing
  - Paper tearing and pasting
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## **5. ✂️ Manipulative Skills**

- Using small tools and materials

### **Activities:**

- Safe scissor use (paper cutting – basic)
  - Buttoning/unbuttoning
  - Zipping/unzipping
- 

## **6. 🧵 Coordination & Precision Activities**

- Controlled and careful hand movement

### **Activities:**

- Lacing cards
  - Peg board activities
  - Puzzle solving
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## **7. 🌀 Pre-Writing Patterns**

- Development of stroke control

### **Patterns Covered:**

- Standing lines | Sleeping lines

- Slanting lines / Curves ○ Loops

### Activities:

- Sand tracing
- Air writing
- Tray writing (rice/sand)

### Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Finger strength	Clay, sponge play
May	Hand coordination	Stacking, sorting
June	Grip development	Scribbling, colouring
July	Tearing & pasting	Paper collage
August	Threading	Beads, lacing
September	Pre-writing strokes	Line tracing
October	Art skills	Painting, printing
November	Manipulative skills	Buttoning, zipping
December	Cutting skills	Safe paper cutting
January	Advanced coordination	Peg board, puzzles
February	Revision	Mixed activities

### Pedagogical Approach (NEP-2020)

- **Play-based and experiential learning**
- **Learning through exploration**
- **Use of local and eco-friendly materials**
- **No pressure, no formal writing at this stage**
- **Focus on process, not perfection**

### Assessment Method

- Observation-based evaluation

### Checklist:

- Can hold crayon properly
- Can complete simple tasks
- Shows coordination improvement
- Participates actively

### Portfolio:

- Artworks

- Activity sheets
  - Teacher observations
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### **Teacher's Role**

- Provide a **safe and engaging environment**
  - Encourage **independent attempts**
  - Avoid over-correction
  - Use **low-cost TLMs** (seeds, sticks, leaves, beads)
  - Give **positive reinforcement**
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### **Integration with ESD (Education for Sustainable Development)**

- Use **natural materials** (leaves, मिट्टी, seeds)
  - Activities like:
    - Leaf pasting
    - Seed sorting
    - Clay modelling (eco-friendly)
  - Promote habits like:
    - Caring for materials
    - Avoiding wastage
- 

### **Home Link (Parent Involvement)**

- Encourage activities at home:
  - Buttoning clothes
  - Helping in kitchen (kneading dough)
  - Picking small items (grains)

**Subject: Gross Motor Skill Activities**  
**Class: 1st Year – Green (Nursery)**  
*(Foundational Stage | Age 3–4 years)*

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### **Learning Objectives**

By the end of the year, children will:

- Develop **large muscle strength and coordination**
- Improve **balance and body control**

- Build **confidence in movement**
  - Enhance **physical fitness and flexibility**
  - Develop **social interaction through group play**
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## **Core Areas of Development**

### 1. **Basic Body Movements**

- Walking, running, jumping, hopping

#### **Activities:**

- Free running in open space
  - Jumping over small objects
  - Follow-the-leader games
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### 2. **Balance & Coordination**

- Maintaining body balance

#### **Activities:**

- Walking on a straight line
  - Balancing on one foot
  - Simple obstacle walking
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### 3. **Locomotor Skills**

- Movement from one place to another

#### **Activities:**

- Running races
  - Crawling through tunnels
  - Marching and skipping
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### 4. **Object Control Skills**

- Handling objects using hands and feet

#### **Activities:**

- Throwing and catching balls
  - Rolling balls
  - Kicking soft balls
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### 5. **Body Awareness & Control**

- Understanding body parts and movements

#### **Activities:**

- Action songs (“Jump, Clap, Turn”)

- Mirror movement games
- Stretching exercises

## 6. Rhythmic Movements

- Movement with music and rhythm

### Activities:

- Action rhymes
- Free dance
- Clapping to rhythm

## 7. Strength & Endurance Activities

- Building stamina and strength

### Activities:

- Climbing (safe structures)
- Sliding
- Simple relay games

### Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Basic movements	Walking, running
May	Jumping skills	Jump over objects
June	Balance	Line walking
July	Coordination	Follow-the-leader
August	Throw & catch	Ball games
September	Body awareness	Action songs
October	Rhythmic movement	Dance, clapping
November	Crawling & climbing	Tunnel games
December	Strength building	Relay races
January	Team play	Group games
February	Revision	Mixed activities

### Pedagogical Approach (NEP-2020)

- **Play-based and joyful learning**
- **Outdoor activity-focused**
- **Inclusive participation (all children involved)**
- **Learning through movement and exploration**
- **No competition pressure, focus on participation and fun**

## **Assessment Method**

- Observation-based (no formal tests)

### **Checklist:**

- Can run and jump confidently
- Maintains balance
- Participates in group play
- Shows coordination improvement

### **Tools:**

- Anecdotal records
  - Activity observation sheets
- 

## **Teacher's Role**

- Ensure **safe play environment**
  - Encourage **active participation**
  - Demonstrate activities clearly
  - Provide **positive motivation**
  - Ensure **equal opportunity for all children**
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## **Integration with ESD (Education for Sustainable Development)**

- Outdoor activities in **natural environment**
  - Games using **eco-friendly materials** (balls made from cloth, bamboo equipment)
  - Promote:
    - Love for nature
    - Clean playground habits
    - Respect for surroundings
- 

## **Home Link (Parent Involvement)**

- Encourage:
  - Outdoor play
  - Walking with parents
  - Simple games at home (ball play, jumping)

**Subject: Cognitive & Critical Thinking Activities**

**Class: 1st Year – Green (Nursery)**

*(Foundational Stage | Age 3–4 years)*

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## **Learning Objectives**

By the end of the year, children will:

- Develop **thinking, reasoning, and problem-solving skills**
  - Enhance **memory and attention span**
  - Improve **observation and curiosity**
  - Build **early decision-making abilities**
  - Learn to **ask questions and explore surroundings**
- 

## **Core Areas of Development**

### 1. **Observation Skills**

- Identifying objects, colours, shapes, and differences

#### **Activities:**

- “What do you see?” picture talk
  - Nature observation (leaf, flower, stone)
  - Spot the difference
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### 2. **Classification & Sorting**

- Grouping objects based on similarities

#### **Activities:**

- Sorting by colour, size, shape
  - Grouping fruits/animals/toys
  - Matching similar objects
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### 3. **Memory & Recall**

- Remembering and recalling information

#### **Activities:**

- Memory games (show-hide objects)
  - Repeat sequences (clap–tap–clap)
  - Story recall (simple questions)
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### 4. **Problem-Solving Skills**

- Finding simple solutions

#### **Activities:**

- Simple puzzles
  - Completing missing parts
  - “What comes next?” games
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### 5. **Sequencing & Logical Thinking**

- Understanding order and sequence

**Activities:**

- Arrange pictures in order (e.g., seed → plant)
  - Daily routine sequencing
  - Pattern continuation
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**6.  Decision-Making Skills**

- Making simple choices

**Activities:**

- Choose between two options (fruit/toy)
  - “Right vs wrong” situations
  - Role play scenarios
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**7.  Curiosity & Questioning**

- Encouraging “why” and “how” thinking

**Activities:**

- Open-ended questions
  - Exploration corners
  - “What will happen if...?”
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**8.  Imagination & Creative Thinking**

- Thinking beyond the obvious

**Activities:**

- Story completion
  - Pretend play (home, market)
  - Creative building (blocks, clay)
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 **Suggested Monthly Activity Plan**

Month	Focus Area	Key Activities
April	Observation	Picture talk, nature walk
May	Sorting	Colour/shape grouping
June	Memory	Show-hide games
July	Problem solving	Simple puzzles
August	Sequencing	Daily routine cards
September	Logical thinking	Pattern games
October	Decision making	Choice-based play

Month	Focus Area	Key Activities
November	Curiosity	Question-based learning
December	Creative thinking	Story building
January	Mixed skills	Integrated activities
February	Revision	Reinforcement

### Pedagogical Approach (NEP-2020)

- **Play-based and inquiry-based learning**
- **Learning through exploration and discovery**
- **Encouraging questions, not rote answers**
- **Child-centric and flexible approach**
- **Focus on process over outcome**

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### Assessment Method

- Observation-based (no formal exams)

#### **Checklist:**

- Can observe and describe
- Can sort and match
- Shows curiosity
- Attempts problem-solving
- Participates in activities

#### **Tools:**

- Anecdotal records
- Activity portfolios
- Teacher observation sheets

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### Teacher's Role

- Encourage **thinking and questioning**
- Ask **open-ended questions**
- Provide **hands-on experiences**
- Avoid giving direct answers immediately
- Support **individual learning pace**

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### Integration with ESD (Education for Sustainable Development)

- Observation of **natural environment**
- Activities like:
  - Sorting natural vs man-made objects
  - Understanding cause-effect (watering plants → growth)

- Promote:
    - Curiosity about nature
    - Responsibility towards environment
- 

## Home Link (Parent Involvement)

- Encourage:
  - Asking questions at home
  - Simple problem-solving (finding toys, arranging items)
  - Story discussions

## **Subject: Practical Life Skills (Exercises of Practical Life Experiences)**

**Class: 1st Year – Green (Nursery)**  
*(Foundational Stage | Age 3–4 years)*

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## Learning Objectives

By the end of the year, children will:

- Develop **independence in daily activities**
  - Build **self-care habits and hygiene practices**
  - Improve **coordination and concentration**
  - Learn **social manners and responsibility**
  - Gain confidence in **real-life situations**
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## Core Areas of Development

### 1. Care of Self

- Personal hygiene and self-help skills

#### **Activities:**

- Washing hands properly

- Brushing teeth (demonstration)
  - Wearing and removing shoes
  - Dressing with assistance
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## 2. 🧼 Care of Environment

- Keeping surroundings clean and organized

### Activities:

- Arranging toys/books
  - Cleaning table with cloth
  - Watering plants
  - Dusting (simple surfaces)
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## 3. 🍴 Food Handling Skills

- Basic eating and food-related habits

### Activities:

- Eating with spoon
  - Drinking water from glass
  - Serving simple snacks
  - Cleaning after eating
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## 4. 🤝 Social Skills & Grace and Courtesy

- Developing good manners and behavior

### Concepts:

- Saying “Please”, “Thank You”, “Sorry”
- Greeting others
- Taking turns
- Sharing

### Activities:

- Role play
  - Circle time conversation
  - Greeting practice
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## 5. 🧺 Care of Personal Belongings

- Responsibility towards own items

### Activities:

- Keeping school bag properly
- Folding napkins

- Organizing belongings

## 6. Coordination & Control of Movement

- Performing tasks with control and focus

### Activities:

- Pouring water from one container to another
- Transferring objects (spoon, hand)
- Opening and closing lids

## 7. Independence & Routine Habits

- Following daily routines

### Activities:

- Following classroom routine
- Lining up
- Sitting properly

## Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Self-care	Hand washing, greetings
May	Food habits	Eating, drinking properly
June	Environment care	Cleaning, arranging
July	Social skills	Manners, sharing
August	Belongings	Organizing bag/items
September	Pouring & transferring	Water/grain transfer
October	Dressing skills	Buttoning, shoes
November	Plant care	Watering plants
December	Routine habits	Following schedule
January	Independence	Doing tasks alone
February	Revision	Reinforcement

## Pedagogical Approach (NEP-2020)

- **Learning by doing (experiential learning)**
- **Real-life activity-based approach**
- **Child-centered and inclusive**
- **Focus on habit formation, not perfection**
- **Encouraging independence and responsibility**



## Assessment Method

- Observation-based (no formal exams)

### Checklist:

- Can perform basic self-care
- Follows instructions
- Shows responsibility
- Demonstrates good manners

### Tools:

- Anecdotal records
- Activity observation sheets
- Daily routine tracking



## Teacher's Role

- Demonstrate activities step-by-step
- Encourage **independent attempts**
- Maintain **patience and consistency**
- Use **real-life materials (not only toys)**
- Reinforce **positive behavior**



## Integration with ESD (Education for Sustainable Development)

- Activities like:
  - Saving water while washing hands
  - Caring for plants
  - Keeping surroundings clean
- Promote:
  - Responsibility towards environment
  - Sustainable habits from early age



## Home Link (Parent Involvement)

- Encourage children to:
  - Help in small household tasks
  - Practice hygiene habits
  - Organize their belongings



## Special Note for Your G-Next Model School Model

This component can become a **signature strength** of your school by:

- Integrating **rural life skills** (watering plants, handling seeds, basic gardening)
- Using **bamboo-based TLMs** (aligned with your startup vision)
- Linking with **ESD and community-based learning**

# **Subject: Social & Emotional Development (Indications & Activities)**

**Class: 1st Year – Green (Nursery)**

*(Foundational Stage | Age 3–4 years)*

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## **Learning Objectives**

By the end of the year, children will:

- Develop **self-awareness and emotional expression**
  - Build **positive relationships with peers and teachers**
  - Learn **sharing, cooperation, and empathy**
  - Manage **basic emotions (happy, sad, angry)**
  - Gain **confidence and a sense of belonging**
- 

## **Core Areas of Development**

### **1. 😊 Self-Awareness**

- Recognizing self (name, identity, likes/dislikes)
- Expressing feelings

#### **Activities:**

- “Myself” talk (name, favourite things)
  - Mirror play (facial expressions)
  - Emotion cards (happy, sad, angry)
- 

### **2. ❤️ Emotional Expression & Regulation**

- Identifying and expressing emotions appropriately

#### **Activities:**

- Emotion storytelling
  - “How do you feel?” circle time
  - Calming activities (deep breathing, quiet corner)
- 

### **3. 🤝 Social Interaction**

- Interacting with peers and adults

#### **Activities:**

- Group play
  - Pair activities
  - Greeting and conversation practice
- 

### **4. 🧸 Sharing & Cooperation**

- Learning to share and take turns

## Activities:

- Toy sharing games
  - Turn-taking activities
  - Group tasks (building blocks together)
- 

## 5. Empathy & Kindness

- Understanding others' feelings

### Activities:

- Role play (helping a friend)
  - Story-based discussions
  - Kindness activities (“help your friend”)
- 

## 6. Sense of Belonging

- Feeling comfortable and secure in school

### Activities:

- Welcome rituals
  - Group songs
  - Celebrating birthdays/festivals
- 

## 7. Confidence & Independence

- Building self-confidence

### Activities:

- Show and tell
  - Small responsibilities (leader of the day)
  - Encouraging self-expression
- 

## July 17 Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Self-awareness	Myself talk, mirror play
May	Emotions	Emotion cards, storytelling
June	Social interaction	Group play
July	Sharing	Turn-taking games
August	Empathy	Role play
September	Belonging	Group songs
October	Confidence	Show and tell
November	Kindness	Helping activities

Month	Focus Area	Key Activities
December	Emotional control	Calm corner activities
January	Independence	Small responsibilities
February	Revision	Reinforcement

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## **Developmental Indicators (Assessment Checklist)**

### ✓ **Social Development Indicators**

- Interacts with peers
- Shares toys/materials
- Participates in group activities
- Follows simple rules

### ✓ **Emotional Development Indicators**

- Expresses basic emotions
- Shows affection and care
- Manages minor frustrations
- Seeks help when needed

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## **Pedagogical Approach (NEP-2020)**

- **Play-based and relationship-based learning**
- **Safe and nurturing environment**
- **Learning through interaction and experience**
- **Focus on emotional well-being over academics**

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## **Teacher's Role**

- **Be warm, responsive, and supportive**
- **Model positive behavior and language**
- **Encourage expression without fear**
- **Avoid punishment; use gentle guidance**
- **Observe each child's emotional needs**

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## **Integration with ESD (Education for Sustainable Development)**

- **Promote values like:**
  - Respect for others
  - Cooperation
  - Peaceful coexistence
- **Activities like:**
  - Caring for plants and animals

- o Group responsibility tasks
- 

### **Home Link (Parent Involvement)**

- Encourage:
    - o Talking about feelings at home
    - o Family bonding time
    - o Teaching manners and empathy
- 

### **Special Note for G-Next Model School**

This area can become a **core identity** of our school by:

- Building a **value-based rural education model**
- Integrating **community bonding and social harmony**
- Aligning with **ESD values of cooperation and sustainability**

**Subject: Activity-Based Participation**  
*(Art & Craft | Music & Rhymes | Storytelling | Outdoor Games | Nature Activities)*

**Class: 1st Year – Green (Nursery)**  
*(Foundational Stage | Age 3–4 years)*

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 **Learning Objectives**

By the end of the year, children will:

- Develop **creativity and self-expression**
  - Build **confidence through participation**
  - Enhance **language, motor, and social skills**
  - Connect with **nature and surroundings**
  - Enjoy **learning through play and exploration**
- 

 **Core Activity Areas**

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 **1. Art & Craft Activities**

**Focus:** Creativity, fine motor skills, imagination

**Activities:**

- Finger painting
- Thumb printing
- Paper tearing & pasting
- Leaf collage
- Clay modelling
- Colouring (free & guided)

**Skills Developed:**

- Creativity
  - Hand control
  - Visual expression
- 

 **2. Music & Rhymes**

**Focus:** Rhythm, language, memory, enjoyment

**Activities:**

- Action rhymes
- Singing simple songs
- Clapping to rhythm
- Musical movement

## **Sample Rhymes:**

- Twinkle Twinkle Little Star
- Wheels on the Bus
- If You're Happy and You Know It

## **Skills Developed:**

- Listening & speaking
  - Rhythm and coordination
  - Memory
- 

## **3. Storytelling**

**Focus:** Imagination, listening, comprehension

### **Activities:**

- Teacher storytelling with props
- Picture-based stories
- Puppet shows
- Story enactment

### **Skills Developed:**

- Listening skills
  - Vocabulary
  - Emotional understanding
- 

## **4. Outdoor Games**

**Focus:** Physical development, teamwork

### **Activities:**

- Running and chasing games
- Ball play (throw, catch, kick)
- Simple races
- Free play

### **Skills Developed:**

- Gross motor skills
  - Coordination
  - Social interaction
- 

## **5. Nature Activities**

**Focus:** Environmental awareness, curiosity

### **Activities:**

- Nature walk

- Leaf and flower collection
- Watering plants
- Observing birds/insects

### Skills Developed:

- Observation
- Love for nature
- Responsibility

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### Suggested Monthly Activity Plan

Month	Activity Focus	Key Activities
April	Art & Craft	Colouring, finger painting
May	Music & Rhymes	Action songs
June	Storytelling	Picture stories
July	Outdoor games	Running, ball play
August	Nature activities	Nature walk
September	Art & Craft	Clay modelling
October	Music	Rhythm & dance
November	Storytelling	Puppet show
December	Outdoor games	Group play
January	Nature	Plant care
February	Integration	Mixed activities

### Pedagogical Approach (NEP-2020)

- **Play-based and experiential learning**
- **Art-integrated and joyful learning**
- **Learning without pressure**
- **Inclusive and participatory approach**
- **Focus on exploration, not perfection**

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### Assessment Method

- Observation-based (no formal exams)

### Checklist:

- Participates actively
- Shows creativity
- Enjoys group activities
- Responds to music/stories
- Shows curiosity towards nature

## Tools:

- Activity portfolio
  - Teacher observation notes
- 

## Teacher's Role

- Encourage **active participation of every child**
  - Provide **variety of activities**
  - Use **local and low-cost materials**
  - Create a **joyful and safe environment**
  - Appreciate efforts, not outcomes
- 

## Integration with ESD (Education for Sustainable Development)

- Use **eco-friendly materials** (leaves, मिट्टी, bamboo)
  - Activities like:
    - Leaf collage
    - Tree observation
    - “Save nature” songs
  - Promote:
    - Love and respect for nature
    - Sustainable habits
- 


## Home Link (Parent Involvement)

- Encourage:
    - Singing rhymes at home
    - Storytelling time
    - Outdoor play
    - Nature observation
- 


## Special Note for G-Next Model School

This subject can become your **strongest experiential component** by:

- Integrating **bamboo-based craft activities**
- Organizing **nature-based learning zones**
- Linking activities with **rural life and sustainability**
- Showcasing children's work in **community exhibitions**


 বিষয়: বাংলা ভাষা ও সাহিত্য  
শ্রেণি: ১ম বর্ষ – Green (Nursery)  
(*Foundational Stage* | বয়স: ৩–৪ বছর)  
NCF-FS 2022 ও NEP-2020 ভিত্তিক পাঠ্যক্রম

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 শিক্ষণ উদ্দেশ্য

শিক্ষার্থীরা বছরের শেষে—

- বাংলা ভাষার প্রতি আগ্রহ ও আনন্দ তৈরি করবে
  - সহজ শব্দ, ধ্বনি ও ছড়া শুনে বুঝতে পারবে
  - ছবি ও পরিবেশ দেখে কথা বলতে পারবে
  - মৌখিক ভাষা প্রকাশে আত্মবিশ্বাসী হবে
  - প্রাথমিক ধ্বনি ও বর্ণ পরিচয়ের প্রস্তুতি অর্জন করবে
  - গল্প, ছড়া ও খেলাধুলার মাধ্যমে ভাষা শেখার আনন্দ পাবে
- 

 মূল শিক্ষণ ক্ষেত্রসমূহ


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 ১. শ্রবণ দক্ষতা (Listening Skills)

- মনোযোগ দিয়ে বাংলা শুনে শেখা
- সহজ নির্দেশ বুঝতে পারা

কার্যক্রম:

- ছোট গল্প শোনা
  - ছড়া ও গান শোনা
  - “শুনে করো” খেলা
  - প্রাণী ও পাখির শব্দ চেনা
- 

 ২. মৌখিক ভাষা ও কথোপকথন (Speaking Skills)

- নিজের নাম, পরিবার ও পরিচিত বিষয় নিয়ে কথা বলা
- সহজ শব্দ ও বাক্য বলা

কার্যক্রম:

- “আমার নাম...” বলা
  - ছবি দেখে কথা বলা
  - দৈনন্দিন কথোপকথন
  - অভিনয় ও ভূমিকা খেলা
- 

 ৩. ধ্বনি সচেতনতা (Phonological Awareness)

- শব্দ ও ধ্বনি শুনে চেনা
- ছন্দ ও মিল খুঁজে পাওয়া

কার্যক্রম:

- মিল শব্দ খেলা
- ধ্বনি শোনা ও পুনরাবৃত্তি
- হাততালি দিয়ে শব্দ বিভাজন

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#### ৪. প্রাথমিক বর্ণ পরিচয়ের প্রস্তুতি

- বাংলা বর্ণের আকার ও চিত্রের সঙ্গে পরিচয়
- বর্ণ দেখলে চিনতে আগ্রহ তৈরি

কার্যক্রম:

- ছবি ও বর্ণ মিলানো
- বর্ণ কার্ড দেখা
- বালিতে/আকাশে আঙুল দিয়ে আঁকা

পরিচিত বর্ণ:

অ, আ, ই, উ, ক, খ, গ, চ, জ ইত্যাদি (প্রাথমিক পরিচয়)

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#### ৫. প্রাক-লিখন দক্ষতা (Pre-Writing Skills)

- হাতের নিয়ন্ত্রণ ও লেখার প্রস্তুতি

কার্যক্রম:

- দাগ টানা (সোজা, বাঁকা, গোল)
- রং করা
- আঙুলের কাজ
- বালিতে আঁকা

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#### ৬. ছড়া, গান ও আবৃত্তি

- বাংলা ছড়া ও গানের মাধ্যমে ভাষা শিক্ষা

উদাহরণ:

- আয় আয় চাঁদ মামা
- হাতিমা টিম টিম
- খোকন খোকন ডাক পাড়ি

কার্যক্রম:

- ছড়ার সাথে অঙ্গভঙ্গি
- দলীয় আবৃত্তি
- ছন্দময় খেলা

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#### ৭. গল্প বলা ও গল্প শোনা

- ছবি ও গল্পের মাধ্যমে কল্পনা ও ভাষা বিকাশ

কার্যক্রম:

- ছবির গল্প
- পাপেট শো

- গল্প শুনে প্রশ্নের উত্তর

## ৮. পরিবেশভিত্তিক ভাষা শিক্ষা

- আশেপাশের পরিবেশ ও প্রকৃতি থেকে শব্দ শেখা

বিষয়:

- ফুল, পাখি, ফল
- পরিবার
- বিদ্যালয়
- প্রকৃতি

কার্যক্রম:

- প্রকৃতি ভ্রমণ
- ছবি দেখে নাম বলা
- বাস্তব বস্তু পর্যবেক্ষণ

## মাসভিত্তিক সম্ভাব্য পরিকল্পনা

মাস	শিক্ষণ ক্ষেত্র	কার্যক্রম
এপ্রিল	পরিচয় ও শ্রবণ	নাম বলা, গল্প শোনা
মে	ছড়া ও গান	ছড়া আবৃত্তি
জুন	ধ্বনি সচেতনতা	মিল শব্দ খেলা
জুলাই	ছবি দেখে কথা	মৌখিক প্রকাশ
আগস্ট	বর্ণ পরিচয়	অ-আ পরিচিতি
সেপ্টেম্বর	প্রাক-লিখন	দাগ টানা
অক্টোবর	গল্প বলা	পাপেট শো
নভেম্বর	পরিবেশভিত্তিক শব্দ	প্রকৃতি পর্যবেক্ষণ
ডিসেম্বর	ছড়া ও আবৃত্তি	দলীয় পরিবেশনা
জানুয়ারি	পুনরাবৃত্তি	সমন্বিত কার্যক্রম
ফেব্রুয়ারি	মূল্যায়ন	আনন্দমূলক মূল্যায়ন

## শিক্ষণ পদ্ধতি (Pedagogical Approach)

NCF-FS 2022 অনুযায়ী:

- খেলাভিত্তিক শিক্ষা
- অভিজ্ঞতাভিত্তিক শিক্ষা
- গল্প ও ছড়াভিত্তিক শেখানো
- শিশুকেন্দ্রিক ও আনন্দময় পরিবেশ
- মাতৃভাষাভিত্তিক শিক্ষণ

## মূল্যায়ন পদ্ধতি

- ধারাবাহিক ও পর্যবেক্ষণভিত্তিক মূল্যায়ন

মূল্যায়নের সূচক:

- ✓ মনোযোগ দিয়ে শুনতে পারে
- ✓ সহজ শব্দ বলতে পারে
- ✓ ছড়ায় অংশগ্রহণ করে
- ✓ ছবি দেখে কথা বলতে পারে
- ✓ প্রাক-লিখন কার্যক্রমে অংশ নেয়

উপকরণ:

- পর্যবেক্ষণ তালিকা
- কার্যক্রম ফোল্ডার
- মৌখিক মূল্যায়ন



শিক্ষকের ভূমিকা

- স্নেহপূর্ণ ও উৎসাহব্যঞ্জক পরিবেশ তৈরি করা
- গল্প, গান ও খেলাকে গুরুত্ব দেওয়া
- শিশুদের কথা বলার সুযোগ দেওয়া
- স্থানীয় ভাষা ও সংস্কৃতিকে অন্তর্ভুক্ত করা
- চাপমুক্ত শিক্ষণ নিশ্চিত করা



ESD (Education for Sustainable Development) সংযুক্তি

কার্যক্রম:

- প্রকৃতি নিয়ে গল্প ও গান
- গাছ, পাখি ও পরিবেশের শব্দ শেখা
- স্থানীয় সংস্কৃতি ও লোকছড়া ব্যবহার

মূল্যবোধ:

- প্রকৃতির প্রতি ভালোবাসা
- সহযোগিতা ও সহমর্মিতা
- পরিচ্ছন্নতা ও দায়িত্ববোধ



জি-নেক্সট মডেল স্কুলের জন্য বিশেষ দিকনির্দেশনা

আপনার বিদ্যালয়ে এই পাঠ্যক্রমকে আরও সমৃদ্ধ করা যেতে পারে—

- স্থানীয় বাংলা লোকছড়া ও সংস্কৃতি অন্তর্ভুক্ত করে
- প্রকৃতি ও গ্রামীণ জীবনের অভিজ্ঞতার সাথে ভাষা শিক্ষা যুক্ত করে
- বাঁশভিত্তিক TLM ও গল্প উপকরণ তৈরি করে
- ESD ভিত্তিক “Nature & Language Corner” গড়ে তুলে