

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

Subject: English & Literacy
Class: 3rd Year – Blue (UKG)
(Foundational Stage | Age 5–6 years)

 **Learning Objectives**

By the end of the year, children will:

- Read **simple sentences with understanding**
 - Write **words and short sentences independently**
 - Develop **phonics-based reading skills**
 - Use **basic grammar in speech and writing**
 - Express ideas confidently in **spoken English**
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 **Core Areas of Learning**

1.  **Listening Skills**

- Listening to instructions and stories with understanding
- Responding to questions appropriately

Activities:

- Story listening with comprehension questions
 - Listening games (“Do and say”)
 - Following multi-step instructions
-

2.  **Speaking Skills**

- Speaking in simple and meaningful sentences
- Describing objects, pictures, and daily experiences

Sample Expressions:

- “This is a red ball.”
- “I went to school.”
- “The dog is running.”

Activities:

- Show and tell
 - Picture description
 - Conversation circles
-

3.  **Reading Skills**

- Reading **CVC, CVCC, and simple sight words**
- Reading **short sentences with comprehension**

Examples:

- cat, ship, hand, milk
- “The sun is hot.”

Activities:

- Flashcards and word cards
 - Picture-word matching
 - Guided reading practice
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4. Writing Skills

- Writing **capital and small letters correctly**
- Writing **3–5 letter words**
- Writing **simple sentences (3–5 words)**

Activities:

- Copy writing
 - Dictation (simple words)
 - Sentence completion
-

5. Phonics & Word Building

- Blends: **sh, ch, th, wh, ph**
- Beginning and ending sounds
- Word families (at, an, en, it)

Activities:

- Sound games
 - Word building with cards
 - Rhyming word activities
-

6. Vocabulary Development

Themes:

- Myself & Family
- Food & Clothes
- Animals & Birds
- Seasons & Nature
- Transport & Community Helpers

Activities:

- Picture naming
 - Word-picture association
 - Vocabulary games
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7. Basic Grammar (Oral & Introductory Writing)

- Use of:
 - This / That
 - Is / Are
 - In / On / Under

o He / She

Activities:

- Fill in the blanks (oral)
- Sentence formation games

8. 🎵 Rhymes & Poems

- 15–20 rhymes with actions

Skills Developed:

- Pronunciation
- Rhythm
- Memory

9. 📖 Storytelling & Comprehension

- Listening and retelling short stories
- Understanding characters and sequence

Activities:

- Story sequencing cards
- Role play
- Question-answer sessions

 **Suggested Monthly Breakdown**

Month	Focus	Language Skills
April	Revision (letters, words)	Oral & reading
May	Phonics blends	Sound recognition
June	Word reading	CVC/CVCC
July	Sentence formation	Speaking & writing
August	Sentence writing	Copy & dictation
September	Reading fluency	Comprehension
October	Grammar basics	Usage
November	Storytelling	Retelling
December	Vocabulary	Word building
January	Fluency	Reading & writing
February	Revision	Reinforcement

 **Pedagogical Approach (NEP-2020)**

- **Phonics-based learning approach**
- **Activity-based and experiential learning**
- **Storytelling and conversation-driven teaching**

- **Multilingual bridge (home language → English)**
 - **Focus on understanding, not rote memorization**
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Assessment Method

- **Continuous and competency-based**

Checklist:

- **Reads simple words and sentences**
- **Writes words and sentences**
- **Uses correct pronunciation**
- **Participates in speaking activities**

Tools:

- **Worksheets**
 - **Oral assessment**
 - **Reading cards**
 - **Portfolio**
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Teacher's Role

- **Use phonics-rich environment**
 - **Encourage reading habits daily**
 - **Provide guided writing practice**
 - **Support individual learning pace**
 - **Build confidence in speaking**
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Integration with ESD (Education for Sustainable Development)

- **Stories and vocabulary based on:**
 - **Nature**
 - **Clean environment**
 - **Kindness and sharing**
 - **Activities like:**
 - **“Save water” sentences**
 - **Nature-based storytelling**
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Special Note for G-Next Model School

You can make this a **model literacy program** by:

- **Developing bilingual (English + Bengali) literacy approach**
- **Creating phonics-based bamboo TLM kits**
- **Integrating with your R&D Lab innovations**
- **Linking literacy with real-life rural context**

Subject: Numeracy (Mathematics)

Class: 3rd Year – Blue (UKG)

(Foundational Stage | Age 5–6 years)

Learning Objectives

By the end of the year, children will:

- Develop strong **number sense up to 100**
 - Perform **basic addition and subtraction**
 - Understand **measurement, time, and patterns**
 - Apply numeracy skills in **daily life situations**
 - Enhance **logical thinking and problem-solving**
-

Core Areas of Learning

1. Number Recognition & Writing

- Numbers **1–100** (reading and writing)
- Number names (1–20)

Activities:

- Number charts and flashcards
 - Writing practice (guided & independent)
 - Number games
-

2. Counting Skills

- Oral counting (1–100)
- Object counting (1–50)

Activities:

- Counting beads, sticks, seeds
 - Skip counting (by 2s – introductory)
 - Clap and step counting
-

3. Number–Quantity Association

- Matching numbers with quantities (1–50)

Activities:

- Count and match
 - Draw objects as per number
 - Use of real-life materials
-

4. Comparison of Numbers

- Greater than / Less than / Equal to ($>$, $<$, $=$)

Activities:

- Comparing number cards
 - Group comparison games
-

5. Basic Operations

- Addition (single digit)
- Subtraction (single digit)

Activities:

- Object-based addition/subtraction
 - Story-based problems
 - Number line introduction
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6. Shapes & Geometry

- 2D Shapes:
 - Circle, Square, Triangle, Rectangle
- Introduction to 3D shapes:
 - Cube, Sphere, Cone

Activities:

- Shape identification in surroundings
 - Drawing and sorting shapes
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7. Patterns & Sequencing

- Recognizing and extending patterns

Types:

- Colour patterns
- Shape patterns
- Number patterns

Activities:

- Bead threading
 - Pattern cards
 - Block arrangements
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8. Measurement (Informal & Introductory Formal)

- Long/Short
- Heavy/Light
- Full/Half/Empty

Activities:

- Comparing objects
 - Water and sand play
 - Using non-standard units
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9. Spatial Awareness

- In/Out
- Near/Far
- Up/Down
- Left/Right

Activities:

- Classroom movement games
- Object placement activities

10. Time & Calendar Awareness

- Day/Night
- Days of the week
- Sequence of daily routine

Activities:

- Daily routine charts
- Story-based time understanding

Suggested Monthly Breakdown

Month	Topic	Focus
April	Revision	Numbers 1–20
May	Numbers 21–50	Recognition & writing
June	Numbers 51–100	Complete number sense
July	Counting	Objects & oral
August	Comparison	$>$, $<$, $=$
September	Addition	Concept building
October	Subtraction	Concept building
November	Shapes	2D & 3D
December	Patterns	Sequencing
January	Measurement & Time	Practical understanding
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Concrete to abstract learning approach**
- **Play-based and activity-based learning**
- **Use of real-life materials and situations**
- **Experiential and hands-on learning**
- **Focus on concept clarity, not rote memorization**



Assessment Method

- Continuous and competency-based

Checklist:

- Recognizes and writes numbers
- Counts objects correctly
- Performs simple addition/subtraction
- Understands basic concepts

Tools:

- Worksheets
 - Oral activities
 - Activity portfolio
 - Observation records
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Teacher's Role

- Use **TLMs (beads, sticks, seeds, bamboo tools)**
 - Encourage **logical thinking and questioning**
 - Provide **step-by-step guidance**
 - Connect numeracy with **daily life experiences**
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Integration with ESD (Education for Sustainable Development)

- Counting and measuring using **natural materials**
 - Activities like:
 - Counting plants/seeds
 - Measuring water (full/half)
 - Sorting eco-friendly materials
 - Promote:
 - Awareness of resources
 - Sustainable practices
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Special Note for G-Next Model School

You can make this a **model numeracy program** by:

- Designing **bamboo-based math kits**
- Integrating numeracy with **agriculture and rural life**
- Linking with your **R&D Lab innovations**
- Creating **outdoor math learning zones**

Subject: Fine Motor Skill Activities
Class: 3rd Year – Blue (UKG)
(Foundational Stage | Age 5–6 years)

 **Learning Objectives**

By the end of the year, children will:

- Develop **strong finger muscles and dexterity**
 - Achieve **proper pencil grip and writing control**
 - Improve **hand-eye coordination and precision**
 - Perform **complex fine motor tasks independently**
 - Enhance **creativity, concentration, and neatness**
-

 **Core Areas of Development**

1.  Finger Strength & Dexterity

- Strengthening fine muscles for writing and control

Activities:

- Advanced clay/playdough modelling (shapes, objects)
 - Squeezing, pinching, rolling activities
 - Finger gym exercises
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2.  Hand-Eye Coordination

- Precise coordination of hand movements

Activities:

- Bead threading (small beads, patterns)
 - Lacing cards with designs
 - Peg board and sorting activities
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3.  Grip & Writing Control

- Mastery of tripod grip and pencil control

Activities:

- Colouring within boundaries
 - Shading and pattern colouring
 - Pencil control worksheets
-

4.  Tool Handling Skills

- Using tools with accuracy and confidence

Activities:

- Cutting along straight, curved, and zig-zag lines
 - Using glue properly
 - Using tweezers/tongs for object transfer
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5. Art & Craft Precision Work

- Creative work with control and neatness

Activities:

- Paper folding (simple origami)
 - Collage making (pattern-based)
 - Craft using natural materials (leaves, seeds)
 - Clay modelling (animals, objects)
-

6. Coordination & Daily Life Skills

- Fine coordination in real-life tasks

Activities:

- Buttoning/unbuttoning
 - Zipping/unzipping
 - Tying simple knots (introductory)
 - Opening/closing containers
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7. Advanced Pre-Writing & Writing Patterns

- Mastery of strokes and structured writing patterns

Patterns Covered:

- Curves, loops, zig-zag, spirals
- Letter formation patterns
- Word spacing and alignment

Activities:

- Sand tracing
 - Air writing
 - Notebook writing practice
-

8. Writing Practice (Integration with Literacy)

- Independent writing skills

Activities:

- Writing capital and small letters
- Writing words and simple sentences

- Dictation practice (words/sentences)

 **Suggested Monthly Activity Plan**

Month	Focus Area	Key Activities
April	Finger strength	Clay modelling
May	Coordination	Threading, lacing
June	Grip control	Colouring, shading
July	Cutting skills	Straight & curves
August	Craft work	Collage, folding
September	Tool handling	Tweezers, glue
October	Patterns	Advanced strokes
November	Precision work	Buttoning, tying
December	Writing readiness	Letter formation
January	Writing practice	Words & sentences
February	Revision	Integrated activities

 **Pedagogical Approach (NEP-2020)**

- **Activity-based and experiential learning**
- **Progression from simple to complex tasks**
- **Integration with literacy development**
- **Focus on skill mastery and independence**
- **Encourage creativity and exploration**

 **Assessment Method**

- Continuous and observation-based

Checklist:

- Holds pencil correctly
- Writes with control and clarity
- Completes tasks neatly
- Shows coordination and precision

Tools:

- Worksheets
- Activity portfolio
- Teacher observation records

 **Teacher's Role**

- Demonstrate techniques clearly
 - Provide **guided and independent practice**
 - Encourage **neatness and patience**
 - Use **low-cost, local materials**
 - Give **positive reinforcement**
-

Integration with ESD (Education for Sustainable Development)

- Use **eco-friendly materials**:
 - Leaves, seeds, मिट्टी, bamboo
 - Activities like:
 - Nature collage
 - Seed art
 - Clay modelling
 - Promote:
 - Sustainable use of materials
 - Respect for environment
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Special Note for G-Next Model School

You can make this a **signature innovation area** by:

- Developing **bamboo-based fine motor kits**
- Integrating **rural crafts and local art forms**
- Linking with your **R&D Lab for TLM design**
- Organizing **student craft exhibitions**

Subject: Gross Motor Skill Development Activities

Class: 3rd Year – Blue (UKG)

(Foundational Stage | Age 5–6 years)

Learning Objectives

By the end of the year, children will:

- Develop **strength, stamina, balance, and coordination**
 - Improve **agility and flexibility**
 - Gain better **control over body movements**
 - Participate confidently in **individual and team activities**
 - Build **healthy habits through regular physical activity**
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Core Areas of Development

1. Fundamental Movement Skills

- Walking, running, jumping, hopping, skipping with control

Activities:

- Running with direction changes
 - Jumping over obstacles
 - Hopping on one foot (balance + rhythm)
 - Skipping with coordinated movement
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2. Balance & Body Control

- Maintaining posture and stability in movement

Activities:

- Walking on straight, curved, and zig-zag lines
 - Balancing on one foot (longer duration)
 - Simple yoga poses (tree pose, stretching)
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3. Locomotor & Coordination Skills

- Smooth and coordinated movement

Activities:

- Relay races
 - Crawling, climbing, and ladder stepping
 - Obstacle course activities
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4. **Object Control Skills**

- Controlling objects with hands and feet

Activities:

- Throwing and catching (short and medium distance)
 - Rolling ball to a target
 - Kicking and stopping a ball
 - Aiming and hitting targets
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5. **Flexibility & Body Coordination**

- Controlled and flexible body movement

Activities:

- Stretching exercises
 - Action-based movement sequences
 - Mirror movement games
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6. **Rhythmic Movement & Dance**

- Movement with rhythm and coordination

Activities:

- Action rhymes with complex steps
 - Dance movements with beats
 - Clapping and stepping patterns
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7. **Strength & Endurance**

- Building stamina and physical strength

Activities:

- Climbing (safe structures)
 - Sliding, swinging
 - Continuous running and endurance games
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8. **Team Play & Sports Readiness**

- Participation in group and team-based activities

Activities:

- Team relay games
 - Circle games
 - Follow-the-leader and group coordination tasks
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Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Basic movements	Running, jumping
May	Jumping & hopping	Obstacle play
June	Balance	Line walking, yoga
July	Coordination	Ladder, crawling
August	Object control	Ball games
September	Flexibility	Stretching
October	Rhythm	Dance, action songs
November	Strength	Climbing, obstacle course
December	Team play	Group games
January	Endurance	Continuous activities
February	Revision	Integrated play

Pedagogical Approach (NEP-2020)

- **Play-based and outdoor-oriented learning**
- **Experiential and activity-driven approach**
- **Inclusive participation (all children involved)**
- **Focus on participation, not competition**
- **Ensure joyful, safe, and stress-free environment**

Assessment Method

- Continuous and observation-based

Checklist:

- Runs, jumps, and balances confidently
- Demonstrates coordination
- Participates in group activities
- Shows improved stamina and control

Tools:

- Observation records
- Activity performance notes

Teacher's Role

- **Ensure safe and structured play environment**
- **Demonstrate movements clearly**
- **Encourage maximum participation**

- Provide **equal opportunity to all children**
 - Motivate and appreciate effort
-

Integration with ESD (Education for Sustainable Development)

- Use **natural outdoor spaces for activities**
 - Games using **eco-friendly materials** (cloth balls, bamboo equipment)
 - Promote:
 - Clean playground habits
 - Respect for environment
 - Love for outdoor activities
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Special Note for G-Next Model School

You can make this a **flagship component** by:

- Integrating with **G-Next Sports initiative**
- Developing **structured rural sports modules**
- Using **bamboo-based playground equipment**
- Designing a **nature-integrated activity zone near the stream**

Subject: Cognitive & Critical Thinking Activities

Class: 3rd Year – Blue (UKG)

(Foundational Stage | Age 5–6 years)

Learning Objectives

By the end of the year, children will:

- Develop **logical reasoning and analytical thinking**
 - Strengthen **problem-solving and decision-making skills**
 - Enhance **memory, attention, and concentration**
 - Build **curiosity, inquiry, and creativity**
 - Apply thinking skills to **real-life situations**
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Core Areas of Development

1. Observation & Awareness

- Identifying details, patterns, similarities, and differences

Activities:

- Picture observation and description
 - Spot the difference (advanced)
 - Nature observation (plants, insects, surroundings)
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2. Classification & Categorization

- Grouping based on multiple attributes

Activities:

- Sorting by colour, size, shape, use, and function
 - Categorizing (living/non-living, land/water animals)
 - Multiple-criteria sorting
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3. Memory & Recall

- Retaining and recalling sequences and information

Activities:

- Memory tray games (more objects)
 - Sequence repetition (clap–tap–jump–turn)
 - Story recall with detailed questions
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4. Problem-Solving Skills

- Thinking logically to solve simple problems

Activities:

- Jigsaw puzzles (more pieces)
 - Maze solving
 - Completing patterns and missing parts
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5. Sequencing & Logical Thinking

- Understanding order, cause-effect, and logical flow

Activities:

- Arrange picture sequences (e.g., plant growth, daily routine)
 - Cause-effect activities (If...then...)
 - “What comes next?” games
-

6. Decision-Making Skills

- Making choices with reasoning

Activities:

- Situation-based questions
 - Choosing correct tools/objects for tasks
 - Role play (problem situations)
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7. Curiosity & Inquiry Skills

- Asking questions and exploring answers

Activities:

- “Why” and “How” discussions
 - Predicting outcomes
 - Exploration corners
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8. Creative & Imaginative Thinking

- Thinking beyond the obvious and creating new ideas

Activities:

- Story completion and creation
 - Creative building (blocks, clay, natural materials)
 - Pretend play (school, market, farm)
-

17 Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Observation	Picture analysis
May	Classification	Sorting games

Month	Focus Area	Key Activities
June	Memory	Recall activities
July	Problem-solving	Puzzles, mazes
August	Sequencing	Story/order cards
September	Logical thinking	Pattern games
October	Decision-making	Role play
November	Inquiry	Question-based learning
December	Creative thinking	Story creation
January	Integrated thinking	Mixed activities
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Inquiry-based and experiential learning**
- **Learning through exploration and discovery**
- **Encourage thinking, reasoning, and questioning**
- **Focus on process over correct answers**
- **Promote curiosity-driven learning**

Assessment Method

- Continuous and observation-based

Checklist:

- Observes and describes accurately
- Classifies and categorizes correctly
- Solves simple problems independently
- Shows curiosity and asks questions
- Demonstrates logical thinking

Tools:

- Activity portfolio
- Anecdotal records
- Teacher observation sheets

Teacher's Role

- Ask **open-ended and probing questions**
- Encourage **independent thinking**
- Provide **hands-on problem-solving opportunities**
- Avoid giving direct answers immediately

- Support each child's **pace and style of thinking**
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Integration with ESD (Education for Sustainable Development)

- Activities like:
 - Observing plant growth (cause-effect learning)
 - Sorting natural vs man-made objects
 - Problem-solving related to environment
 - Promote:
 - Critical thinking about surroundings
 - Responsibility towards nature
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Special Note for G-Next Model School

You can make this a **signature innovation domain** by:

- Designing **problem-solving kits using bamboo and local materials**
- Integrating with **rural life situations (farming cycles, seasons)**
- Linking with your **R&D Lab for experiential learning models**
- Developing a **Thinking Lab / Innovation Corner**

Subject: Social & Emotional Development Activities

Class: 3rd Year – Blue (UKG)

(Foundational Stage | Age 5–6 years)

Learning Objectives

By the end of the year, children will:

- Develop strong **self-awareness and emotional understanding**
 - Express feelings appropriately using **words and actions**
 - Build **positive relationships and teamwork skills**
 - Show **empathy, kindness, and respect for others**
 - Demonstrate **self-confidence, independence, and self-regulation**
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Core Areas of Development

1. Self-Awareness

- Understanding self-identity, strengths, and preferences

Activities:

- “All About Me” presentations
 - Self-portrait drawing and description
 - Sharing likes/dislikes
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2. Emotional Expression & Regulation

- Recognizing and managing emotions

Concepts:

- Happy, sad, angry, scared, excited, worried

Activities:

- Emotion cards and discussions
 - “How do I feel today?” sharing circle
 - Calm-down strategies (deep breathing, quiet corner)
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3. Social Interaction Skills

- Effective communication and interaction

Activities:

- Pair and group conversations
 - Greeting and polite communication
 - Cooperative learning tasks
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4. 🧸 **Sharing, Cooperation & Teamwork**

- Working and playing together

Activities:

- Turn-taking games
 - Group projects
 - Team-based classroom tasks
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5. 🌈 **Empathy & Kindness**

- Understanding others' feelings and helping behaviour

Activities:

- Role play (helping a friend, caring for others)
 - Story-based discussions on kindness
 - “Kindness chart” activities
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6. 🏠 **Sense of Belonging & Responsibility**

- Feeling connected and responsible in school/community

Activities:

- Classroom duties (line leader, helper)
 - Group celebrations
 - Participation in school events
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7. ✨ **Confidence & Self-Esteem**

- Developing positive self-image

Activities:

- Show and tell
 - Appreciation circle
 - Performing in front of class
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8. 🧘 **Self-Regulation & Behaviour Management**

- Managing behaviour and emotions appropriately

Activities:

- Following rules and routines
 - Waiting patiently
 - Conflict resolution with guidance
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Month	Focus Area	Key Activities
April	Self-awareness	Self-introduction
May	Emotions	Emotion recognition
June	Interaction	Group conversations
July	Sharing	Turn-taking games
August	Empathy	Role play
September	Belonging	Group participation
October	Confidence	Show and tell
November	Kindness	Helping activities
December	Emotional control	Calm-down techniques
January	Self-regulation	Rule-following
February	Revision	Reinforcement

Developmental Indicators (Assessment Checklist)

✓ **Social Development**

- Interacts confidently with peers
- Shares and cooperates
- Participates in group activities
- Follows rules and routines

✓ **Emotional Development**

- Identifies and expresses emotions
- Shows empathy and kindness
- Manages emotions appropriately
- Demonstrates confidence

Pedagogical Approach (NEP-2020)

- **Child-centered and relationship-based learning**
- **Play-based and experiential approach**
- **Safe, inclusive, and nurturing environment**
- **Focus on emotional well-being and happiness**
- **Learning through interaction and real-life situations**

Teacher's Role

- **Be warm, empathetic, and supportive**
- **Model positive behaviour and communication**
- **Encourage open expression of feelings**

- Use **gentle guidance instead of punishment**
 - Provide **individual attention and support**
-

Integration with ESD (Education for Sustainable Development)

- Promote values like:
 - Respect
 - Cooperation
 - Peaceful coexistence
 - Activities like:
 - Caring for plants and animals
 - Group responsibility tasks
-

Special Note for G-Next Model School

You can make this a **core identity pillar** by:

- Integrating **value-based rural education and community harmony**
- Promoting **peer leadership and responsibility roles**
- Linking with your **ESD-based school transformation model**
- Creating a **“Happy & Mindful Classroom Framework”**

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

Class: 3rd Year – Blue (UKG)
(Foundational Stage | Age 5–6 years)

 **Learning Objectives**

By the end of the year, children will:

- Develop **creativity, imagination, and aesthetic sense**
 - Enhance **language, motor, and social skills**
 - Build **confidence and stage participation skills**
 - Strengthen **rhythm, expression, and communication**
 - Develop a deeper **connection with nature and environment**
-

 **Core Activity Areas**

 **1. Art & Craft Activities**

Focus: Creativity, precision, independent expression

Activities:

- Advanced colouring (within boundaries, shading)
- Paper folding (origami – simple models)
- Tearing, pasting, and collage (theme-based)
- Cutting (straight, curved, zig-zag patterns)
- Clay modelling (animals, objects, scenes)
- Craft using natural/recycled materials

Skills Developed:

- Creativity and imagination
 - Fine motor control
 - Visual expression
-

 **2. Music & Rhymes**

Focus: Rhythm, pronunciation, memory, expression

Activities:

- Singing rhymes with coordinated actions
- Learning simple songs (group and solo)
- Clapping patterns and rhythm exercises
- Musical movement and dance

Sample Rhymes/Songs:

- Action rhymes (English & bilingual)
- Simple patriotic/nature songs

Skills Developed:

- Listening and speaking
 - Rhythm and coordination
 - Confidence and performance
-

3. Storytelling

Focus: Language development, imagination, comprehension

Activities:

- Listening to longer and structured stories
- Picture-based storytelling and sequencing
- Story retelling in own words
- Puppet shows and role play

Skills Developed:

- Vocabulary and sentence formation
 - Listening comprehension
 - Imagination and emotional understanding
-

4. Outdoor Games

Focus: Physical fitness, teamwork, coordination

Activities:

- Running, jumping, hopping, skipping
- Ball games (throw, catch, kick, aim)
- Relay races and group games
- Simple sports readiness activities

Skills Developed:

- Gross motor development
 - Teamwork and cooperation
 - Coordination and stamina
-

5. Nature Activities

Focus: Environmental awareness, observation, responsibility

Activities:

- Nature walks and observation tasks
- Leaf, flower, and seed collection

- Planting seeds and caring for plants
- Identifying birds, insects, and natural elements

Skills Developed:

- Observation and curiosity
- Love and respect for nature
- Responsibility and care

Suggested Monthly Activity Plan

Month	Activity Focus	Key Activities
April	Art & Craft	Colouring, folding
May	Music & Rhymes	Action songs
June	Storytelling	Story listening
July	Outdoor Games	Running, ball play
August	Nature Activities	Nature walk
September	Art & Craft	Clay modelling
October	Music & Rhythm	Dance & patterns
November	Storytelling	Puppet show
December	Outdoor Games	Team play
January	Nature Activities	Plant care
February	Integration	Mixed activities

Pedagogical Approach (NEP-2020)

- **Play-based and experiential learning**
- **Art-integrated and activity-driven approach**
- **Joyful, inclusive, and child-centric environment**
- **Focus on participation and process, not perfection**
- **Encourage self-expression and creativity**

Assessment Method

- Continuous and observation-based

Checklist:

- Participates actively in activities
- Shows creativity and imagination
- Engages in music and storytelling
- Works cooperatively in groups
- Shows curiosity towards nature

Tools:

- Activity portfolio
 - Teacher observation notes
 - Performance records
-

Teacher's Role

- Encourage **maximum participation**
 - Provide **variety and flexibility in activities**
 - Use **local, eco-friendly, and low-cost materials**
 - Appreciate **effort and creativity**
 - Create a **safe and joyful environment**
-

Integration with ESD (Education for Sustainable Development)


- Use **natural and recycled materials** (leaves, seeds, bamboo)
 - Activities like:
 - Nature art and eco-craft
 - Tree planting and care
 - Environmental songs and stories
 - Promote:
 - Love for nature
 - Sustainable habits and awareness
-

Special Note for G-Next Model School

You can make this a **flagship experiential module** by:


- Integrating **bamboo-based craft and learning kits**
- Developing a **nature learning zone near your stream area**
- Linking activities with **rural life, culture, and sustainability**
- Organizing **annual activity exhibitions and community participation days**


বিষয়: বাংলা ভাষা ও সাহিত্য
শ্রেণি: ৩য় বর্ষ – Blue (UKG)
(Foundational Stage | বয়স: ৫–৬ বছর)
NCF-FS 2022 ও NEP-2020 ভিত্তিক পাঠ্যক্রম

 শিক্ষণ উদ্দেশ্য

শিক্ষার্থীরা বছরের শেষে—

- বাংলা ভাষায় স্পষ্টভাবে কথা বলতে ও ভাব প্রকাশ করতে পারবে
- সহজ বাক্য ও ছোট গল্প পড়তে পারবে
- বাংলা বর্ণ, শব্দ ও বাক্য লিখতে পারবে
- গল্প, কবিতা ও কার্যক্রমের মাধ্যমে ভাষার সৌন্দর্য উপলব্ধি করবে
- শ্রবণ, বলা, পড়া ও লেখার প্রাথমিক দক্ষতা অর্জন করবে
- পরিবেশ ও অভিজ্ঞতার সাথে ভাষা ব্যবহার করতে পারবে


 মূল শিক্ষণ ক্ষেত্রসমূহ

 ১. শ্রবণ দক্ষতা (Listening Skills)

- মনোযোগ দিয়ে গল্প, কবিতা ও নির্দেশ শোনা
- শুনে বুঝে প্রতিক্রিয়া দেওয়া

কার্যক্রম:


- গল্প শুনে প্রশ্নের উত্তর দেওয়া
- নির্দেশ অনুসরণ খেলা
- পরিবেশের শব্দ চেনা ও বলা

 ২. মৌখিক ভাষা ও কথোপকথন (Speaking Skills)

- স্পষ্ট ও অর্থপূর্ণ বাক্যে কথা বলা
- অভিজ্ঞতা ও ছবি দেখে বর্ণনা করা

কার্যক্রম:

- “আমার পরিবার”, “আমার বিদ্যালয়” বিষয়ে বলা
- ছবি বর্ণনা
- দলীয় আলোচনা
- ভূমিকা খেলা (Role Play)

 ৩. বর্ণ ও ধ্বনি জ্ঞান

- বাংলা স্বরবর্ণ ও ব্যঞ্জনবর্ণের পূর্ণ পরিচয়
- ধ্বনি ও বর্ণের সম্পর্ক বোঝা

অন্তর্ভুক্ত বিষয়:

- স্বরবর্ণ: অ–ঔ

- ব্যঞ্জনবর্ণ: ক-হ
- যুক্তাক্ষরের প্রাথমিক পরিচয় (ক্ষ, ত্র, ঙ্গ – পরিচয়মূলক)

কার্যক্রম:

- বর্ণ কার্ড
- ধ্বনি ও ছবি মিলানো
- বর্ণ সাজানো খেলা

৪. পাঠ দক্ষতা (Reading Skills)

- সহজ শব্দ, বাক্য ও ছোট অনুচ্ছেদ পড়া
- ছবি দেখে অর্থ বোঝা

কার্যক্রম:

- শব্দ ও বাক্য পাঠ
- ছবি ও শব্দ মিলানো
- গল্প পড়ে প্রশ্নের উত্তর

উদাহরণ:

- “আমার একটি বল আছে।”
- “পাখি আকাশে উড়ে।”

৫. লিখন দক্ষতা (Writing Skills)

- বর্ণ, শব্দ ও সহজ বাক্য লেখা

কার্যক্রম:

- বর্ণ ও শব্দ লেখা
- ছবি দেখে শব্দ লেখা
- ছোট বাক্য লেখা
- স্রুতিলিখন (সহজ শব্দ)

৬. শব্দভাণ্ডার উন্নয়ন

বিষয়ভিত্তিক শব্দ:

- পরিবার
- ফল ও ফুল
- প্রাণী ও পাখি
- বিদ্যালয়
- ঋতু ও প্রকৃতি

কার্যক্রম:

- শব্দ খেলা
- ছবি দেখে নাম বলা
- শব্দভাণ্ডার চার্ট

🎵 ৭. ছড়া, কবিতা ও গান

- ছন্দ, উচ্চারণ ও ভাষার সৌন্দর্য বিকাশ

উদাহরণ:

- আয় আয় চাঁদ মামা
- বৃষ্টি পড়ে টাপুর টুপুর
- খোকা গেল স্কুলে

কার্যক্রম:

- অঙ্গভঙ্গিসহ আবৃত্তি
- দলীয় গান
- তাল ও ছন্দ খেলা

📖 ৮. গল্প বলা ও গল্প বোঝা

- গল্প শুনে বুঝতে ও পুনরায় বলতে পারা

কার্যক্রম:

- ছবি গল্প
- পাপেট শো
- গল্পের ক্রম সাজানো
- চরিত্র চেনা ও আলোচনা

🌿 ৯. পরিবেশভিত্তিক ভাষা শিক্ষা

- বাস্তব অভিজ্ঞতা ও প্রকৃতি থেকে ভাষা শেখা

বিষয়:

- প্রকৃতি
- কৃষিকাজ
- পশুপাখি
- স্থানীয় সংস্কৃতি

কার্যক্রম:

- প্রকৃতি ভ্রমণ
- বাস্তব বস্তু পর্যবেক্ষণ
- পরিবেশ নিয়ে আলোচনা

📅 17 মাসভিত্তিক সম্ভাব্য পরিকল্পনা

মাস	শিক্ষণ ক্ষেত্র	কার্যক্রম
এপ্রিল	পুনরাবৃত্তি	বর্ণ ও শব্দ
মে	ধ্বনি ও বর্ণ	ক-হ
জুন	শব্দ গঠন	সহজ শব্দ
জুলাই	বাক্য গঠন	মৌখিক ও লিখিত

মাস	শিক্ষণ ক্ষেত্র	কার্যক্রম
আগস্ট	পাঠ দক্ষতা	বাক্য পাঠ
সেপ্টেম্বর	লিখন দক্ষতা	শব্দ ও বাক্য
অক্টোবর	গল্প ও কবিতা	গল্প বলা
নভেম্বর	শব্দভাণ্ডার	বিষয়ভিত্তিক শব্দ
ডিসেম্বর	পরিবেশভিত্তিক ভাষা	প্রকৃতি আলোচনা
জানুয়ারি	পাঠ ও লিখন অনুশীলন	সমন্বিত কাজ
ফেব্রুয়ারি	মূল্যায়ন	আনন্দমূলক মূল্যায়ন

শিক্ষণ পদ্ধতি (Pedagogical Approach)

NCF-FS 2022 অনুযায়ী:

- খেলাভিত্তিক ও অভিজ্ঞতাভিত্তিক শিক্ষা
- গল্প, গান ও কথোপকথনের মাধ্যমে শেখানো
- শিশুকেন্দ্রিক ও আনন্দময় পরিবেশ
- মাতৃভাষাভিত্তিক ভাষা বিকাশ
- ধাপে ধাপে পাঠ ও লিখনের প্রস্তুতি

মূল্যায়ন পদ্ধতি

- ধারাবাহিক ও দক্ষতাভিত্তিক মূল্যায়ন

মূল্যায়নের সূচক:

- ✓ গল্প শুনে বুঝতে পারে
- ✓ সহজ বাক্যে কথা বলতে পারে
- ✓ শব্দ ও বাক্য পড়তে পারে
- ✓ শব্দ ও বাক্য লিখতে পারে
- ✓ ছড়া ও গল্পে অংশগ্রহণ করে

উপকরণ:

- পর্যবেক্ষণ তালিকা
- মৌখিক মূল্যায়ন
- ওয়ার্কশিট
- কার্যক্রম ফাইল

শিক্ষকের ভূমিকা

- ভাষা শেখাকে আনন্দময় ও অর্থপূর্ণ করা
- শিশুদের কথা বলার সুযোগ দেওয়া
- স্থানীয় ভাষা ও সংস্কৃতিকে গুরুত্ব দেওয়া
- গল্প, গান ও খেলাভিত্তিক কার্যক্রম ব্যবহার করা
- প্রতিটি শিশুর শেখার গতি অনুযায়ী সহায়তা করা

ESD (Education for Sustainable Development) সংযুক্তি

কার্যক্রম:

- প্রকৃতি ও পরিবেশভিত্তিক গল্প ও কবিতা
- গাছ, নদী, পাখি নিয়ে আলোচনা
- স্থানীয় লোকসংস্কৃতি অন্তর্ভুক্ত করা

মূল্যবোধ:

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



জি-নেক্সট মডেল স্কুলের জন্য বিশেষ দিকনির্দেশনা

এই পাঠ্যক্রমকে আরও সমৃদ্ধ করা যেতে পারে—

- স্থানীয় লোকগল্প ও বাংলা সাহিত্য উপাদান অন্তর্ভুক্ত করে
 - গ্রামীণ জীবন ও প্রকৃতির অভিজ্ঞতার সাথে ভাষা শিক্ষা যুক্ত করে
 - বাঁশভিত্তিক ভাষা TLM ও রিডিং কর্নার তৈরি করে
 - “Nature & Language Learning Zone” গড়ে তুলে
-



বিষয়: হিন্দি ভাষা এবং সাহিত্য

কক্ষা: 3rd Year – Blue (UKG)

(Foundational Stage | আয়ু: 5–6 বছর)

NCF-FS 2022 এবং NEP-2020 আধারিত পাঠ্যক্রম



শিক্ষণ উদ্দেশ্য

বর্ষ কে অঁত তক বচ্চে—

- হিন্দি ভাষা মেঁ স্পষ্ট এবং আত্মবিশ্বাস কে সাথ বোল সকেঁগে
 - সরল শব্দ, বাক্য এবং ছোটী কহানিয়াঁ পড় সকেঁগে
 - হিন্দি বর্ণ, শব্দ এবং ছোট বাক্য লিখ সকেঁগে
 - কবিতা, কহানী এবং গতিবিধিয়াঁ কে মাধ্যম সে ভাষা কা আনন্দ প্রাপ্ত করেঁগে
 - সুননা, বোলনা, পড়না এবং লিখনা — ইন চারোঁ ভাষা কৌশলোঁ কা প্রারম্ভিক বিকাশ করেঁগে
 - অপনে পরিবেশ এবং অনুভবোঁ সে ভাষা কা প্রয়োগ কর সকেঁগে
-



মুখ্য শিক্ষণ ক্ষেত্র



1. শ্রবণ কৌশল (Listening Skills)

- ধ্যানপূর্বক কহানী, কবিতা এবং নির্দেশ সুননা

● सुनकर समझना एवं प्रतिक्रिया देना
गतिविधियाँ:


- कहानी सुनकर प्रश्नों के उत्तर देना
- निर्देश पालन खेल
- वातावरण की ध्वनियाँ पहचानना

 2. मौखिक भाषा एवं वार्तालाप (Speaking Skills)

- सरल एवं स्पष्ट वाक्यों में विचार व्यक्त करना
- परिचित विषयों पर बातचीत करना

गतिविधियाँ:

- “मेरा परिवार”, “मेरा विद्यालय” पर बोलना
- चित्र वर्णन
- समूह चर्चा
- भूमिका अभिनय (Role Play)

 3. वर्ण एवं ध्वनि ज्ञान


- हिन्दी स्वरों एवं व्यंजनों की पूर्ण पहचान
- ध्वनि एवं वर्ण के संबंध को समझना

शामिल विषय:

- स्वर: अ-औ
- व्यंजन: क-ह
- संयुक्त अक्षरों का प्रारम्भिक परिचय (क्ष, त्र, ज)

गतिविधियाँ:

- वर्ण कार्ड
- ध्वनि एवं चित्र मिलान
- वर्ण क्रम खेल

 4. पठन कौशल (Reading Skills)

- सरल शब्द, वाक्य एवं छोटे अनुच्छेद पढ़ना
- चित्र देखकर अर्थ समझना

गतिविधियाँ:

- शब्द एवं वाक्य पढ़ना
- चित्र एवं शब्द मिलान
- छोटी कहानी पढ़कर उत्तर देना

उदाहरण:

- “राम स्कूल जाता है।”
- “चिड़िया पेड़ पर बैठी है।”

5. लेखन कौशल (Writing Skills)

● वर्ण, शब्द एवं सरल वाक्य लिखना
गतिविधियाँ:

- वर्ण एवं शब्द लेखन
 - चित्र देखकर शब्द लिखना
 - छोटे वाक्य लिखना
 - श्रुतिलेख (सरल शब्द)
-

6. शब्दावली विकास

विषय आधारित शब्द:

- परिवार
- फल एवं फूल
- पशु-पक्षी
- विद्यालय
- ऋतु एवं प्रकृति

गतिविधियाँ:

- शब्द खेल
 - चित्र देखकर नाम बताना
 - शब्दावली चार्ट
-

7. कविता, गीत एवं लयात्मक गतिविधियाँ

- लय, उच्चारण एवं भाषा सौंदर्य का विकास

उदाहरण:

- मछली जल की रानी है
- चंदा मामा दूर के
- नानी तेरी मोरनी

गतिविधियाँ:

- क्रिया सहित कविता
 - समूह गीत
 - ताल एवं लय खेल
-

8. कहानी सुनना एवं कहानी कहना

- कहानी सुनकर समझना एवं दोहराना

गतिविधियाँ:

- चित्र कहानी
- कठपुतली शो
- कहानी क्रम सजाना
- पात्र पहचान एवं चर्चा

9. पर्यावरण आधारित भाषा शिक्षण

- वास्तविक अनुभव एवं प्रकृति से भाषा सीखना

विषय:

- प्रकृति
- खेती एवं ग्रामीण जीवन
- पशु-पक्षी
- स्थानीय संस्कृति

गतिविधियाँ:

- प्रकृति भ्रमण
- वास्तविक वस्तुओं का अवलोकन
- पर्यावरण चर्चा

17 July संभावित मासिक योजना

माह	शिक्षण क्षेत्र	गतिविधियाँ
अप्रैल	पुनरावृत्ति	वर्ण एवं शब्द
मई	ध्वनि एवं वर्ण	क-ह
जून	शब्द निर्माण	सरल शब्द
जुलाई	वाक्य निर्माण	मौखिक एवं लिखित
अगस्त	पठन कौशल	वाक्य पढ़ना
सितम्बर	लेखन कौशल	शब्द एवं वाक्य
अक्टूबर	कहानी एवं कविता	कहानी कहना
नवम्बर	शब्दावली विकास	विषय आधारित शब्द
दिसम्बर	पर्यावरण आधारित भाषा	प्रकृति चर्चा
जनवरी	पठन एवं लेखन अभ्यास	समेकित गतिविधियाँ
फरवरी	मूल्यांकन	आनंदमय मूल्यांकन

शिक्षण पद्धति (Pedagogical Approach)

NCF-FS 2022 के अनुसार:

- खेल आधारित एवं अनुभवात्मक शिक्षण
- कहानी, गीत एवं संवाद आधारित भाषा शिक्षा
- बाल-केंद्रित एवं आनंदमय वातावरण
- मातृभाषा से सेतु बनाते हुए हिन्दी शिक्षण
- धीरे-धीरे पठन एवं लेखन की ओर अग्रसर करना

मूल्यांकन पद्धति

- सतत एवं दक्षता आधारित मूल्यांकन

मूल्यांकन संकेतक:

- ✓ कहानी सुनकर समझता/समझती है
- ✓ सरल वाक्यों में बोल सकता/सकती है
- ✓ शब्द एवं वाक्य पढ़ सकता/सकती है
- ✓ शब्द एवं वाक्य लिख सकता/सकती है
- ✓ कविता एवं कहानी गतिविधियों में भाग लेता/लेती है

उपकरण:

- अवलोकन सूची
- मौखिक मूल्यांकन
- वर्कशीट
- गतिविधि फाइल



शिक्षक की भूमिका

- भाषा सीखने को आनंदमय एवं अर्थपूर्ण बनाना
- बच्चों को बोलने एवं अभिव्यक्ति के अवसर देना
- स्थानीय संस्कृति एवं परिवेश को शामिल करना
- कहानी, गीत एवं खेल आधारित गतिविधियों का प्रयोग करना
- प्रत्येक बच्चे की गति के अनुसार सहायता प्रदान करना

 **ESD (Education for Sustainable Development) एकीकरण गतिविधियाँ:**

- प्रकृति एवं पर्यावरण आधारित कहानियाँ एवं कविताएँ
- पेड़, नदी, पशु-पक्षियों पर चर्चा
- स्थानीय लोक संस्कृति का समावेश

मूल्य:

- प्रकृति के प्रति प्रेम
- सहयोग एवं सहानुभूति
- जिम्मेदारी एवं स्वच्छता



G-Next Model School हेतु विशेष सुझाव

इस पाठ्यक्रम को और समृद्ध बनाया जा सकता है—

- स्थानीय लोककथाओं एवं हिन्दी बाल साहित्य को शामिल करके
- ग्रामीण जीवन एवं प्रकृति आधारित भाषा गतिविधियाँ विकसित करके
- बाँस आधारित भाषा TLM एवं रीडिंग कॉर्नर तैयार करके
- “Nature & Language Learning Zone” स्थापित करके

