

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: Language & Literature (English)

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop **listening, speaking, pre-reading, and early writing skills**
 - Recognize **letters (A–Z) and their sounds**
 - Begin **blending sounds to form simple words**
 - Understand and enjoy **rhymes and short stories**
 - Express ideas in **simple sentences**
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Core Areas of Learning

1. Listening Skills

- Listening to instructions and responding appropriately
- Understanding simple stories and conversations

Activities:

- Story listening with questions
 - Action-based instructions
 - Listening games
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2. Speaking Skills

- Speaking simple sentences
- Self-introduction and conversation

Sample Expressions:

- “My name is ___”
- “I am ___ years old”
- “This is my book”

Activities:

- Show and tell
 - Role play
 - Conversation circle
-

3. Pre-Reading & Reading Skills

- Recognition of **capital and small letters (A–Z, a–z)**

- Phonic sounds (basic)
- Beginning blending (CVC words: cat, bat, sun)

Activities:

- Flashcards
 - Letter matching
 - Picture-word association
-

4.  Writing Skills

- Tracing and writing **A–Z and a–z**
- Writing simple words (2–3 letter words)
- Copy writing

Activities:

- Sand tracing
 - Air writing
 - Worksheets
-

5.  Phonics & Word Building

- Introduction to **phonetic sounds**
- Blending sounds to form words

Examples:

- c-a-t → cat
- b-a-t → bat

Activities:

- Sound games
 - Word building with cards
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6.  Vocabulary Development

Themes:

- Myself & Family
- Fruits & Vegetables
- Animals & Birds
- Colours & Shapes
- Body Parts
- Classroom Objects
- Transport & Community Helpers

Activities:

- Picture naming

- Word-picture matching
- Sorting games

7. 🎵 Rhymes & Poems

- 15–20 action rhymes

Examples:

- Humpty Dumpty
- Jack and Jill
- Baa Baa Black Sheep

Skills Developed:

- Rhythm
- Pronunciation
- Memory

8. 📖 Storytelling & Literature Exposure

- Listening to short stories
- Understanding characters and events

Activities:

- Picture stories
- Puppet shows
- Story sequencing

Suggested Monthly Breakdown

Month	Focus	Language Skills
April	Revision of Nursery	Oral skills
May	Letters A–F	Recognition & sounds
June	Letters G–L	Writing & phonics
July	Letters M–R	Word building
August	Letters S–Z	Blending
September	Small letters a–f	Writing practice
October	Small letters g–l	Reading
November	Small letters m–r	Words
December	Small letters s–z	Sentence readiness
January	CVC words	Reading simple words
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Play-based and activity-based learning**
 - **Phonics-based approach (not rote learning)**
 - **Multilingual bridge (home language to English)**
 - **Storytelling and art integration**
 - **Focus on comprehension and expression**
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Assessment Method

- **Continuous and observation-based**

Checklist:

- **Recognizes letters and sounds**
- **Can read simple words**
- **Can write letters and words**
- **Participates in speaking activities**

Tools:

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

- **Use phonics-based teaching methods**
 - **Encourage speaking without fear**
 - **Provide interactive learning experiences**
 - **Focus on individual progress**
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Integration with ESD (Education for Sustainable Development)

- **Stories based on:**
 - **Nature**
 - **Kindness**
 - **Environment**
 - **Activities like:**
 - **Vocabulary from nature**
 - **“Save environment” rhymes**
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Special Note for G-Next Model School

You can strengthen this subject by:

- **Integrating bilingual approach (English + Bengali)**
- **Using local stories and rural context**

- Developing **your own phonics-based TLMs (bamboo-based kits)**
- Linking with your **R&D Lab innovation work**

Subject: Numeracy (Mathematics)

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop strong **number sense (1–50)**
 - Understand **counting, comparison, and basic operations readiness**
 - Recognize **numbers, shapes, and patterns**
 - Build **logical thinking and problem-solving skills**
 - Apply numeracy in **daily life situations**
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Core Areas of Learning

1. **Number Recognition**

- Numbers **1–50** (reading and identifying)

Activities:

- Flashcards
 - Number charts
 - Number games
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2. **Counting Skills**

- Oral counting (1–50)
- Object counting (1–20)

Activities:

- Counting beads, sticks, seeds
 - Clap counting
 - Step counting
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3. **Number–Quantity Association**

- Matching numbers with objects (1–20)

Activities:

- Count and match
- Draw objects as per number

- Use of real-life materials
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4. Comparison of Numbers

- Concepts:
 - More / Less
 - Equal
 - Biggest / Smallest

Activities:

- Comparing groups of objects
 - Sorting activities
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5. Pre-Addition & Pre-Subtraction Concepts

- Understanding **addition as combining**
- Understanding **subtraction as taking away**

Activities:

- Use of objects (e.g., 2 apples + 1 apple)
 - Story-based problems
 - Play-based grouping
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6. Shapes & Geometry

- Identification of shapes:
 - Circle ○
 - Square □
 - Triangle △
 - Rectangle □

Activities:

- Shape sorting
 - Drawing shapes
 - Finding shapes in surroundings
-

7. Patterns & Sequencing

- Recognizing and completing patterns

Types:

- Colour patterns
- Shape patterns
- Number patterns (1,2,1,2)

Activities:

- Bead threading

- Block arrangement
- Pattern worksheets

8. Measurement (Informal)

- Big/Small
- Long/Short
- Heavy/Light
- Full/Empty

Activities:

- Comparing objects
- Water play
- Sand play

9. Spatial Awareness

- Concepts:
 - In/Out
 - Up/Down
 - Near/Far
 - Front/Back

Activities:

- Classroom games
- Object placement activities

10. Time & Daily Routine (Introduction)

- Day/Night
- Daily routine sequence

Activities:

- Routine chart
- Story-based understanding

17 Suggested Monthly Breakdown

Month	Topic	Focus
April	Revision	Numbers 1–10
May	Numbers 11–20	Recognition & counting
June	Numbers 21–30	Practice
July	Numbers 31–40	Writing & counting
August	Numbers 41–50	Complete recognition
September	Comparison	More/Less

Month	Topic	Focus
October	Shapes	Basic geometry
November	Patterns	Sequencing
December	Measurement	Big/Small etc.
January	Pre-addition/subtraction	Concept building
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Play-based and experiential learning**
- **Use of concrete objects before abstract concepts**
- **Learning through real-life situations**
- **No rote memorization**
- **Focus on conceptual understanding**

Assessment Method

- Continuous and observation-based

Checklist:

- Recognizes numbers
- Can count objects correctly
- Understands comparison
- Participates in activities

Tools:

- Worksheets
- Oral activities
- Activity portfolio

Teacher's Role

- Use **hands-on materials (TLMs)**
- Encourage **exploration and questioning**
- Provide **individual support**
- Connect numeracy with **daily life**


Integration with ESD (Education for Sustainable Development)

- Counting natural objects (leaves, seeds)
- Measuring water usage (full/empty)
- Sorting eco-friendly materials

Special Note for G-Next Model School

You can strengthen this subject by:

- Using **bamboo-based counting tools**
- Integrating numeracy with **agriculture (counting plants, seeds)**
- Linking with your **R&D Lab innovations**

 **Subject: Fine Motor Skill Activities**
Class: 2nd Year – Yellow (LKG)
(Foundational Stage | Age 4–5 years)

 **Learning Objectives**

By the end of the year, children will:

- Develop **strong finger and hand muscles**
 - Improve **hand-eye coordination**
 - Achieve better **pencil grip and control**
 - Gain readiness for **writing and classroom tasks**
 - Enhance **creativity, concentration, and independence**
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 **Core Areas of Development**

1.  Finger Strength & Dexterity

- Strengthening fingers for controlled movement

Activities:

- Clay/playdough modelling (rolling, pressing, shaping)
 - Squeezing sponge/soft balls
 - Finger gym exercises
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2.  Hand-Eye Coordination

- Coordinating vision with hand movements

Activities:

- Bead threading (small beads)
 - Lacing cards
 - Peg board activities
 - Sorting small objects
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3.  Grip & Writing Readiness

- Developing proper tripod grip

Activities:

- Crayon colouring within boundaries
 - Pencil control exercises
 - Dot-to-dot tracing
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4. 🎨 Art & Craft Skills

- Controlled creative expression

Activities:

- Paper folding (simple origami)
 - Tearing and pasting (patterns/designs)
 - Cutting along lines (safe scissors)
 - Collage making
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5. ✂️ Tool Handling Skills

- Using tools with control

Activities:

- Scissor cutting (straight, curved lines)
 - Glue application
 - Using tweezers/spoons for transfer
-

6. 🧵 Precision & Coordination

- Fine control of hand movements

Activities:

- Threading beads in sequence
 - Buttoning/unbuttoning
 - Zipping/unzipping
 - Opening/closing containers
-

7. 🌀 Pre-Writing & Writing Patterns

- Mastery of strokes and patterns

Patterns Covered:

- Standing lines | Sleeping lines
- Slanting lines / Curves
- Zig-zag lines / Loops
- Basic letter formation readiness

Activities:

- Sand tracing
- Air writing

- Worksheet tracing

8. Early Writing Practice

- Writing readiness progressing to writing

Activities:

- Writing capital and small letters
- Writing simple words
- Copy writing

Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Finger strength	Clay, squeezing
May	Coordination	Threading, sorting
June	Grip control	Colouring, tracing
July	Tearing/pasting	Collage work
August	Cutting skills	Straight & curved cutting
September	Tool handling	Glue, tweezers
October	Patterns	Advanced strokes
November	Precision work	Buttoning, zipping
December	Writing readiness	Letter tracing
January	Early writing	Letters & words
February	Revision	Integrated activities

Pedagogical Approach (NEP-2020)

- **Activity-based and experiential learning**
- **From simple to complex progression**
- **Hands-on practice with real materials**
- **Focus on skill development, not perfection**
- **Child-centric and flexible approach**

Assessment Method

- Continuous and observation-based

Checklist:

- Holds pencil correctly
- Completes tasks with control
- Shows coordination improvement

- Participates actively

Tools:

- Worksheets
 - Activity portfolio
 - Teacher observation records
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Teacher's Role

- Demonstrate correct techniques
 - Provide **guided practice**
 - Encourage **independent attempts**
 - Use **low-cost and local TLMs**
 - Give **positive reinforcement**
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Integration with ESD (Education for Sustainable Development)

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

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

- Designing **bamboo-based fine motor kits**
- Linking activities with **rural crafts**
- Showcasing student work in **community exhibitions**
- Integrating with your **R&D Lab innovations**

Subject: Gross Motor Skill Development Activities

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop **strength, balance, and coordination**
 - Improve **agility and flexibility**
 - Gain control over **body movements**
 - Build **team spirit and social interaction**
 - Develop healthy habits through **physical activity**
-

Core Areas of Development

1. Fundamental Movement Skills

- Walking, running, jumping, hopping, skipping

Activities:

- Free running and jogging
 - Jumping over low obstacles
 - Hopping on one foot
 - Skipping with rhythm
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2. Balance & Body Control

- Maintaining posture and stability

Activities:

- Walking on a straight/zig-zag line
 - Balancing on one foot
 - Simple yoga poses (tree pose, stretching)
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3. Locomotor Skills

- Movement from one place to another with control

Activities:

- Relay races
 - Crawling through tunnels
 - Ladder stepping activities
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4. Object Control Skills

- Handling and controlling objects

Activities:

- Throwing and catching balls
 - Rolling balls towards a target
 - Kicking and stopping a ball
-

5.  Coordination & Flexibility

- Smooth body movement and flexibility

Activities:

- Stretching exercises
 - Action-based movements
 - Mirror movement games
-

6.  Rhythmic Movement & Dance

- Movement with music and rhythm

Activities:

- Action rhymes
 - Free dance
 - Clapping and stepping patterns
-

7.  Strength & Endurance

- Building stamina and physical strength

Activities:

- Climbing structures (safe)
 - Sliding
 - Obstacle courses
-

8.  Team Play & Social Games

- Cooperative and group-based activities

Activities:

- Group games (passing ball, circle games)
 - Simple team races
 - Follow-the-leader games
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 **Suggested Monthly Activity Plan**

Month	Focus Area	Key Activities
April	Basic movements	Walking, running

Month	Focus Area	Key Activities
May	Jumping & hopping	Obstacle jumping
June	Balance	Line walking, yoga
July	Coordination	Ladder, crawling
August	Throw & catch	Ball games
September	Flexibility	Stretching
October	Rhythm	Dance & action songs
November	Strength	Climbing, obstacle course
December	Team games	Group play
January	Mixed skills	Integrated activities
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Play-based and outdoor learning**
- **Activity-oriented and experiential**
- **Inclusive participation for all children**
- **Focus on participation, not competition**
- **Ensure joyful and stress-free environment**

Assessment Method

- Continuous and observation-based

Checklist:

- Can run, jump, and balance
- Shows coordination
- Participates in group activities
- Demonstrates improved stamina

Tools:

- Observation records
- Activity performance notes

Teacher's Role

- **Ensure safe and secure play environment**
- Demonstrate activities clearly
- Encourage **active participation**
- Provide **equal opportunities**
- Motivate and appreciate effort

Integration with ESD (Education for Sustainable Development)

- Use **natural outdoor spaces**
- Games using **eco-friendly materials** (cloth balls, bamboo equipment)
- Promote:
 - Clean environment habits
 - Respect for nature
 - Outdoor awareness

Special Note for G-Next Model School

You can elevate this component by:

- Developing a **structured rural sports model**
- Using **bamboo-based play equipment**
- Integrating with **G-Next Sports initiative**
- Creating a **nature-based activity zone near your stream area**

Subject: Cognitive & Critical Thinking Activities

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop **logical thinking and reasoning skills**
- Improve **memory, attention, and concentration**
- Enhance **problem-solving abilities**
- Strengthen **observation and curiosity**
- Build early **decision-making and creativity**

Core Areas of Development

1. **Observation & Awareness**

- Identifying details, similarities, and differences

Activities:

- Picture observation and description
- Spot the difference

- Nature observation (plants, insects, objects)
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2. Classification & Sorting

- Grouping objects based on properties

Activities:

- Sorting by colour, size, shape, use
 - Categorizing (animals vs birds, fruits vs vegetables)
 - Matching activities
-

3. Memory & Recall

- Retaining and recalling information

Activities:

- Memory tray games (show-hide objects)
 - Sequence repetition (clap–tap–jump)
 - Story recall with simple questions
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4. Problem-Solving Skills

- Finding solutions through thinking

Activities:

- Simple puzzles (jigsaw, shape puzzles)
 - Maze games
 - Completing missing parts
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5. Sequencing & Logical Thinking

- Understanding order and patterns

Activities:

- Arrange pictures in sequence (daily routine, plant growth)
 - Pattern continuation (AB, ABC patterns)
 - “What comes next?” games
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6. Decision-Making Skills

- Making choices with reasoning

Activities:

- Choosing correct object for a task
 - Right/wrong situation cards
 - Role play scenarios
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7. Curiosity & Inquiry Skills

- Asking questions and exploring ideas

Activities:

- “Why” and “How” questions
- Predicting outcomes (“What will happen if...?”)
- Exploration corners

8. Creative & Imaginative Thinking

- Thinking beyond the obvious

Activities:

- Story completion
- Creative building (blocks, clay)
- Pretend play (market, school, home)

17 Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Observation	Picture talk
May	Sorting	Grouping activities
June	Memory	Show-hide games
July	Problem-solving	Puzzles, mazes
August	Sequencing	Routine cards
September	Logical thinking	Pattern games
October	Decision-making	Role play
November	Inquiry	Question-based learning
December	Creative thinking	Story building
January	Integrated skills	Mixed activities
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- **Play-based and inquiry-based learning**
- **Experiential and activity-driven**
- Encourage **thinking, not rote learning**
- Focus on **process over correct answers**
- Promote **curiosity and exploration**

Assessment Method

- Continuous and observation-based

Checklist:

- Observes and describes objects
- Sorts and classifies correctly
- Solves simple problems
- Shows curiosity and asks questions
- Participates actively

Tools:

- Activity portfolio
 - Anecdotal records
 - Teacher observation sheets
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Teacher's Role

- Ask **open-ended questions**
 - Encourage **independent thinking**
 - Provide **hands-on experiences**
 - Avoid giving direct answers immediately
 - Support each child's **learning pace**
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Integration with ESD (Education for Sustainable Development)

- Activities like:
 - Sorting natural vs man-made objects
 - Observing plant growth (cause-effect learning)
 - Problem-solving related to environment
 - Promote:
 - Curiosity about nature
 - Responsible thinking
-



Special Note for G-Next Model School

You can make this a **distinctive strength** by:

- Developing **problem-solving kits using bamboo and local materials**
- Linking thinking skills with **rural life situations (farming, nature cycles)**
- Integrating with your **R&D Lab innovations and experiential learning model**

Subject: Exercises of Practical Life Experiences

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop **independence in daily life activities**
 - Build **self-care and hygiene habits**
 - Improve **coordination, concentration, and responsibility**
 - Learn **social behaviour, manners, and discipline**
 - Apply **practical skills 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 (with steps)
 - Brushing teeth (guided practice)
 - Dressing independently (buttoning, zipping)
 - Wearing shoes and socks
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2. Food & Eating Skills

- Proper eating habits and table manners

Activities:

- Eating with spoon/fork
 - Drinking water without spilling
 - Serving simple snacks
 - Cleaning after eating
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3. Care of Environment

- Maintaining cleanliness and order

Activities:

- Arranging classroom materials
- Cleaning tables/chairs
- Dusting and wiping surfaces
- Watering plants

4. 🛒 Care of Personal Belongings

- Responsibility towards own items

Activities:

- Organizing school bag
 - Folding clothes/napkins
 - Keeping books and toys properly
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5. 🤝 Grace & Courtesy (Social Behaviour)

- Developing good manners and respect

Concepts:

- Saying “Please”, “Thank You”, “Sorry”
- Greeting (Good morning, Namaste)
- Waiting for turn
- Listening to others

Activities:

- Role play
 - Conversation practice
 - Circle time
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6. 🔄 Control of Movement & Coordination

- Performing tasks with precision and focus

Activities:

- Pouring water from jug to glass
 - Transferring grains with spoon/tongs
 - Opening and closing containers
 - Carrying objects carefully
-

7. 🧘 Independence & Routine Formation

- Following daily routines independently

Activities:

- Morning routine practice
 - Lining up and moving in order
 - Completing assigned tasks
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Month	Focus Area	Key Activities
April	Self-care	Hand washing, brushing
May	Eating habits	Spoon use, cleaning
June	Environment care	Arranging, cleaning
July	Social behaviour	Manners, greetings
August	Belongings	Organizing items
September	Pouring/transferring	Water/grains
October	Dressing skills	Buttoning, zipping
November	Plant care	Watering plants
December	Routine habits	Daily schedule
January	Independence	Doing tasks alone
February	Revision	Reinforcement

Pedagogical Approach (NEP-2020)

- Learning by doing (experiential learning)
- Real-life activity-based teaching
- Child-centered and inclusive
- Focus on habit formation and independence
- Encourage practice and repetition in meaningful contexts

Assessment Method

- Continuous and observation-based

Checklist:

- Performs self-care independently
- Follows instructions
- Maintains cleanliness
- Demonstrates good manners
- Completes tasks responsibly

Tools:

- Anecdotal records
- Daily routine observation
- Activity checklists

Teacher's Role

- Demonstrate activities clearly step-by-step
- Encourage **independent practice**

- Maintain **patience and consistency**
 - Use **real-life materials** (not only toys)
 - Reinforce **positive habits and behaviour**
-

Integration with ESD (Education for Sustainable Development)

- Activities like:
 - Saving water while washing hands
 - Proper waste disposal
 - Caring for plants
 - Promote:
 - Responsibility towards environment
 - Sustainable daily habits
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Special Note for G-Next Model School

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

- Integrating **rural life practices** (gardening, seed handling)
- Using **bamboo-based practical life kits**
- Linking with **community participation and ESD initiatives**
- Creating a **“Life Skills Lab”** within your campus

Subject: Social & Emotional Development Activities

Class: 2nd Year – Yellow (LKG)

(Foundational Stage | Age 4–5 years)

Learning Objectives

By the end of the year, children will:

- Develop **self-awareness and emotional understanding**
 - Express feelings using **words and actions appropriately**
 - Build **positive relationships with peers and adults**
 - Learn **cooperation, empathy, and respect**
 - Gain **confidence, independence, and self-regulation skills**
-

Core Areas of Development

1. **Self-Awareness**

- Recognizing self-identity, likes/dislikes, abilities

Activities:

- “All About Me” sharing
 - Mirror play (facial expressions)
 - Drawing self-portrait
-

2. ❤️ Emotional Expression & Regulation

- Identifying and managing emotions

Concepts:

- Happy, sad, angry, scared, excited

Activities:

- Emotion cards and discussion
 - “How do you feel today?” circle time
 - Calming techniques (deep breathing, quiet corner)
-

3. 🤝 Social Interaction Skills

- Building relationships and communication

Activities:

- Pair and group activities
 - Greeting and conversation practice
 - Cooperative games
-

4. 🧸 Sharing & Cooperation

- Learning to share and take turns

Activities:

- Group play with shared materials
 - Turn-taking games
 - Team-based tasks
-

5. 🌈 Empathy & Kindness

- Understanding and caring for others

Activities:

- Role play (helping a friend, caring for others)
 - Story-based discussions on kindness
 - “Kindness day” activities
-

6. 🏠 Sense of Belonging

- Feeling safe and connected in school

Activities:

- Welcome rituals
- Group songs and celebrations
- Classroom responsibility roles

7. 🌟 Confidence & Self-Esteem

- Building positive self-image

Activities:

- Show and tell
- Appreciation circle
- Taking small responsibilities

8. 🧘 Self-Regulation & Behaviour Control

- Managing behaviour and emotions

Activities:

- Following classroom rules
- Waiting patiently
- Calm-down techniques

Suggested Monthly Activity Plan

Month	Focus Area	Key Activities
April	Self-awareness	Self-introduction
May	Emotions	Emotion cards
June	Social interaction	Group play
July	Sharing	Turn-taking
August	Empathy	Role play
September	Belonging	Group activities
October	Confidence	Show and tell
November	Kindness	Helping activities
December	Emotional control	Calm-down corner
January	Self-regulation	Rule-following
February	Revision	Reinforcement

Developmental Indicators (Assessment Checklist)

✔ Social Development

- Interacts comfortably with peers

- Shares and takes turns
- Participates in group activities
- Follows simple rules

✓ **Emotional Development**

- Expresses emotions clearly
 - Shows empathy and kindness
 - Controls basic emotions
 - Seeks help when needed
-

Pedagogical Approach (NEP-2020)

- **Play-based and relationship-centered learning**
 - **Safe, inclusive, and nurturing environment**
 - **Learning through interaction and experience**
 - **Focus on emotional well-being and happiness**
-

Teacher's Role

- **Be warm, responsive, and empathetic**
 - **Model positive behaviour and language**
 - **Encourage open expression of feelings**
 - **Use gentle guidance instead of punishment**
 - **Observe and support each child individually**
-

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** by:

- Integrating **value-based rural education**
- Promoting **community harmony and cooperation**
- Linking with your **ESD-based school model**
- Creating a **“Happy Classroom Environment” framework.**

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

Class: 2nd Year – Yellow (LKG)
(Foundational Stage | Age 4–5 years)

 **Learning Objectives**

By the end of the year, children will:

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

 **Core Activity Areas**

 **1. Art & Craft Activities**

Focus: Creativity, precision, fine motor control

Activities:

- Colouring within boundaries
- Paper folding (simple origami)
- Tearing and pasting (design patterns)
- Cutting along lines (straight & curved)
- Leaf collage and nature art
- Clay modelling (shapes, objects)

Skills Developed:

- Creativity
 - Hand control
 - Visual expression
-

 **2. Music & Rhymes**

Focus: Rhythm, pronunciation, memory

Activities:

- Singing rhymes with actions
- Learning simple songs
- Clapping and rhythm patterns
- Musical movement

Sample Rhymes:

- Humpty Dumpty
- Jack and Jill
- Baa Baa Black Sheep
- If You're Happy and You Know It

Skills Developed:

- Listening & speaking
 - Rhythm and coordination
 - Memory
-

3. Storytelling

Focus: Language development, imagination, comprehension

Activities:

- Listening to short stories
- Picture-based storytelling
- Puppet shows
- Story sequencing and retelling

Skills Developed:

- Vocabulary
 - Listening comprehension
 - Emotional understanding
-

4. Outdoor Games

Focus: Physical fitness, teamwork, coordination

Activities:

- Running, jumping, hopping games
- Ball play (throw, catch, kick)
- Simple races and relay games
- Group play activities

Skills Developed:

- Gross motor skills
 - Social interaction
 - Coordination
-

5. Nature Activities

Focus: Environmental awareness, observation, curiosity

Activities:

- Nature walk and observation
- Leaf and flower collection
- Planting seeds and watering plants
- Identifying birds, insects, and natural objects

Skills Developed:

- Observation
- Love for nature
- Responsibility

Suggested Monthly Activity Plan

Month	Activity Focus	Key Activities
April	Art & Craft	Colouring, folding
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 games
January	Nature	Plant care
February	Integration	Mixed activities

Pedagogical Approach (NEP-2020)

- **Play-based and experiential learning**
- **Art-integrated approach**
- **Joyful and stress-free environment**
- **Inclusive and participatory learning**
- **Focus on process over perfection**

Assessment Method

- Continuous and observation-based

Checklist:

- Participates actively
- Shows creativity
- Enjoys music and stories

- Engages in group play
- Shows curiosity towards nature

Tools:

- Activity portfolio
 - Teacher observation notes
-



Teacher's Role

- Encourage **active participation of all children**
 - Provide **variety and flexibility in activities**
 - Use **local and eco-friendly materials**
 - Appreciate **effort and creativity**
 - Create a **joyful classroom environment**
-



Integration with ESD (Education for Sustainable Development)

- Use **natural and recycled materials** (leaves, seeds, bamboo)
 - Activities like:
 - Nature art
 - Tree planting
 - “Save environment” songs
 - Promote:
 - Love and respect for nature
 - Sustainable habits
-




Special Note for G-Next Model School

You can make this a **signature experiential component** by:


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


বিষয়: বাংলা ভাষা ও সাহিত্য
শ্রেণি: ২য় বর্ষ – Yellow (LKG)
(Foundational Stage | বয়স: ৪–৫ বছর)
NCF-FS 2022 ও NEP-2020 ভিত্তিক পাঠ্যক্রম

 শিক্ষণ উদ্দেশ্য

শিক্ষার্থীরা বছরের শেষে—

- বাংলা ভাষায় আত্মবিশ্বাসের সাথে কথা বলতে পারবে
- সহজ শব্দ ও বাক্য বুঝতে ও বলতে পারবে
- বাংলা বর্ণ চিনতে ও উচ্চারণ করতে পারবে
- প্রাথমিক পাঠ ও লিখনের প্রস্তুতি অর্জন করবে
- গল্প, ছড়া ও কার্যক্রমের মাধ্যমে ভাষা শেখার আনন্দ পাবে
- ছবি, পরিবেশ ও অভিজ্ঞতা থেকে ভাষা ব্যবহার করতে পারবে


 মূল শিক্ষণ ক্ষেত্রসমূহ

 ১. শ্রবণ দক্ষতা (Listening Skills)

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

কার্যক্রম:


- ছোট গল্প শোনা ও প্রশ্নের উত্তর
- নির্দেশ অনুসরণ খেলা
- প্রাণী, পাখি ও পরিবেশের শব্দ চেনা

 ২. মৌখিক ভাষা ও কথোপকথন (Speaking Skills)

- সহজ বাক্যে নিজের ভাব প্রকাশ করা
- পরিচিত বিষয় নিয়ে কথা বলা

কার্যক্রম:

- “আমার পরিবার”, “আমার স্কুল” বিষয়ে বলা
- ছবি দেখে বর্ণনা করা
- জোড়ায় কথোপকথন
- ভূমিকা খেলা (Role Play)

 ৩. বর্ণ পরিচয় ও ধ্বনি সচেতনতা

- বাংলা স্বরবর্ণ ও ব্যঞ্জনবর্ণের পরিচয়
- ধ্বনি শুনে বর্ণ চেনা

অন্তর্ভুক্ত বর্ণ:

- স্বরবর্ণ: অ–ঔ

- ব্যঞ্জনবর্ণ: ক-ঞ (ধাপে ধাপে)

কার্যক্রম:

- বর্ণ কার্ড ব্যবহার
- বর্ণ ও ছবি মিলানো
- ধ্বনি খেলা
- বালিতে/আকাশে বর্ণ আঁকা

৪. প্রাথমিক পাঠ দক্ষতা (Early Reading Skills)

- সহজ শব্দ চেনা ও পড়ার প্রস্তুতি

কার্যক্রম:

- ছবি দেখে শব্দ বলা
- দুই অক্ষরের শব্দ পরিচয়
- মিল শব্দ খেলা

উদাহরণ:

- মা, জল, ফুল, বল

৫. প্রাথমিক লিখন দক্ষতা (Early Writing Skills)

- বর্ণ লেখার প্রস্তুতি ও অনুশীলন

কার্যক্রম:

- দাগ টানা ও প্যাটার্ন
- বর্ণ ট্রেসিং
- বড় আকারে বর্ণ লেখা
- রং ও লেখার সমন্বিত কাজ

৬. ছড়া, গান ও আবৃত্তি

- বাংলা ছড়া ও গানের মাধ্যমে ভাষা বিকাশ

উদাহরণ:

- আয় আয় চাঁদ মামা
- হাতিমা টিম টিম
- খোকন খোকন ডাক পাড়ি
- বৃষ্টি পড়ে টাপুর টুপুর

কার্যক্রম:

- অঙ্গভঙ্গিসহ ছড়া
- দলীয় গান
- ছন্দময় খেলা

৭. গল্প বলা ও গল্প বোঝা

- গল্প শুনে বুঝতে ও বলতে পারা

কার্যক্রম:

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

৮. পরিবেশভিত্তিক ভাষা শিক্ষা

- পরিবেশ ও বাস্তব অভিজ্ঞতা থেকে শব্দভাণ্ডার গঠন

বিষয়:

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

কার্যক্রম:

- প্রকৃতি ভ্রমণ
- বাস্তব বস্তু পর্যবেক্ষণ
- ছবি আলোচনা

মাসভিত্তিক সম্ভাব্য পরিকল্পনা

মাস	শিক্ষণ ক্ষেত্র	কার্যক্রম
এপ্রিল	পরিচয় ও শ্রবণ	গল্প শোনা
মে	ছড়া ও গান	আবৃত্তি
জুন	স্বরবর্ণ পরিচয়	অ-ঔ
জুলাই	ব্যঞ্জনবর্ণ পরিচয়	ক-ঞ
আগস্ট	ধ্বনি সচেতনতা	মিল শব্দ
সেপ্টেম্বর	শব্দ পরিচয়	সহজ শব্দ
অক্টোবর	লিখন দক্ষতা	ট্রেসিং
নভেম্বর	গল্প বলা	ছবি গল্প
ডিসেম্বর	পরিবেশভিত্তিক ভাষা	প্রকৃতি
জানুয়ারি	পাঠ ও পুনরাবৃত্তি	সমন্বিত কাজ
ফেব্রুয়ারি	মূল্যায়ন	আনন্দমূলক মূল্যায়ন

শিক্ষণ পদ্ধতি (Pedagogical Approach)

NCF-FS 2022 অনুযায়ী:

- খেলাভিত্তিক ও কার্যক্রমভিত্তিক শিক্ষা
- গল্প, গান ও অভিজ্ঞতার মাধ্যমে শেখানো

- শিশুকেন্দ্রিক ও আনন্দময় পরিবেশ
- মাতৃভাষাভিত্তিক ভাষা শিক্ষা
- চাপমুক্ত ও অংশগ্রহণমূলক শিক্ষণ

মূল্যায়ন পদ্ধতি

- ধারাবাহিক ও পর্যবেক্ষণভিত্তিক মূল্যায়ন

মূল্যায়নের সূচক:

- ✓ গল্প শুনে বুঝতে পারে
- ✓ সহজ শব্দ বলতে পারে
- ✓ বর্ণ চিনতে পারে
- ✓ ছড়ায় অংশগ্রহণ করে
- ✓ ট্রেসিং ও লিখনে আগ্রহ দেখায়

উপকরণ:

- পর্যবেক্ষণ তালিকা
- কার্যক্রম ফাইল
- মৌখিক মূল্যায়ন
- ছবি ও ওয়ার্কশিট

শিক্ষকের ভূমিকা

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

ESD (Education for Sustainable Development) সংযুক্তি

কার্যক্রম:

- প্রকৃতি ও পরিবেশ নিয়ে গল্প ও ছড়া
- গাছ, পাখি ও প্রাণী সম্পর্কিত শব্দ শেখা
- স্থানীয় সংস্কৃতি ও লোকছড়া অন্তর্ভুক্ত করা

মূল্যবোধ:

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

জি-নেক্সট মডেল স্কুলের জন্য বিশেষ দিকনির্দেশনা

এই পাঠ্যক্রমকে আরও কার্যকর করা যেতে পারে—

- স্থানীয় লোকসংস্কৃতি ও বাংলা ছড়া অন্তর্ভুক্ত করে

- प्रकृति ० ग्रामीण जीवनेर अभिज्ञतार साथे भाषा शिक्षा युक्त करे
- वांशभित्तिक TLM ० भाषा उपकरण तैरि करे
- “Language & Nature Learning Corner” गडे तूले

विषय: हिन्दी भाषा एवं साहित्य
 कक्षा: 2nd Year – Yellow (LKG)
 (Foundational Stage | आयु: 4–5 वर्ष)
 NCF-FS 2022 एवं NEP-2020 आधारित पाठ्यक्रम

शिक्षण उद्देश्य

वर्ष के अंत तक बच्चे—

- हिन्दी भाषा को सुनने, समझने और बोलने में रुचि विकसित करेंगे
- सरल शब्दों और वाक्यों का प्रयोग कर सकेंगे
- हिन्दी वर्णों एवं ध्वनियों की प्रारम्भिक पहचान कर सकेंगे
- कहानी, कविता और गतिविधियों के माध्यम से भाषा सीखने का आनंद प्राप्त करेंगे
- चित्रों एवं परिवेश के आधार पर अपने विचार व्यक्त कर सकेंगे
- प्रारम्भिक पढ़ने एवं लिखने की तैयारी प्राप्त करेंगे

मुख्य शिक्षण क्षेत्र

1. श्रवण कौशल (Listening Skills)

- ध्यानपूर्वक सुनना एवं समझना
- सरल निर्देशों का पालन करना

गतिविधियाँ:

- छोटी कहानियाँ सुनना
- कविता एवं गीत सुनना
- “सुनो और करो” खेल
- पशु-पक्षियों की आवाज पहचानना

2. मौखिक भाषा एवं वार्तालाप (Speaking Skills)

- सरल शब्दों एवं वाक्यों में अपनी बात कहना
- परिचित विषयों पर बातचीत करना

गतिविधियाँ:

- “मेरा नाम...”, “मेरा परिवार...” बोलना
- चित्र देखकर वर्णन करना
- जोड़ी में बातचीत
- भूमिका अभिनय (Role Play)

abc 3. वर्ण पहचान एवं ध्वनि जागरूकता


- हिन्दी स्वरों एवं व्यंजनों की प्रारम्भिक पहचान
- ध्वनियों को सुनकर पहचानना

शामिल वर्ण:

- स्वर: अ-औ
- व्यंजन: क-ज (क्रमशः)

गतिविधियाँ:

- वर्ण कार्ड
- चित्र एवं वर्ण मिलान
- ध्वनि खेल
- हवा/रेत में वर्ण बनाना

 4. प्रारम्भिक पठन कौशल (Early Reading Skills)


- सरल शब्द पहचानना एवं पढ़ने की तैयारी

गतिविधियाँ:

- चित्र देखकर शब्द बोलना
- दो अक्षर वाले शब्द पहचानना
- मिलते-जुलते शब्दों का खेल

उदाहरण:


- जल, फल, घर, कमल

 5. प्रारम्भिक लेखन कौशल (Early Writing Skills)

- हाथ का नियंत्रण एवं लेखन की तैयारी

गतिविधियाँ:

- सीधी, गोल एवं तिरछी रेखाएँ बनाना
- वर्ण ट्रेसिंग
- बड़े आकार में वर्ण लिखना
- रंग एवं लेखन गतिविधियाँ

 6. कविता, गीत एवं लयात्मक गतिविधियाँ

- कविताओं एवं गीतों के माध्यम से भाषा विकास

उदाहरण:

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

गतिविधियाँ:

- क्रिया सहित कविता

- समूह गीत
- ताल एवं लय खेल

7. कहानी सुनना एवं समझना

- कहानी सुनकर समझना एवं उत्तर देना
- गतिविधियाँ:

- चित्र कहानी
- कठपुतली शो
- कहानी क्रम सजाना
- पात्र पहचानना

8. पर्यावरण आधारित भाषा शिक्षण

- आसपास के वातावरण से शब्दावली विकास

विषय:

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

गतिविधियाँ:

- प्रकृति भ्रमण
- वास्तविक वस्तुओं का अवलोकन
- चित्र चर्चा

संभावित मासिक योजना

माह	शिक्षण क्षेत्र	गतिविधियाँ
अप्रैल	परिचय एवं श्रवण	कहानी सुनना
मई	कविता एवं गीत	समूह कविता
जून	स्वर परिचय	अ-औ
जुलाई	व्यंजन परिचय	क-ज
अगस्त	ध्वनि जागरूकता	शब्द खेल
सितम्बर	शब्द पहचान	सरल शब्द
अक्टूबर	लेखन तैयारी	ट्रेसिंग
नवम्बर	कहानी गतिविधियाँ	चित्र कहानी
दिसम्बर	पर्यावरण आधारित भाषा	प्रकृति चर्चा
जनवरी	पठन एवं पुनरावृत्ति	समेकित गतिविधियाँ
फरवरी	मूल्यांकन	आनंदमय मूल्यांकन

शिक्षण पद्धति (Pedagogical Approach)

NCF-FS 2022 के अनुसार:

- खेल आधारित शिक्षण
- गतिविधि एवं अनुभव आधारित सीखना
- कहानी, गीत एवं संवाद आधारित भाषा शिक्षण
- बाल-केंद्रित एवं आनंदमय वातावरण
- मातृभाषा से सेतु निर्माण करते हुए हिन्दी शिक्षण

मूल्यांकन पद्धति

- सतत एवं अवलोकन आधारित मूल्यांकन

मूल्यांकन संकेतक:

- ✓ ध्यानपूर्वक सुनता/सुनती है
- ✓ सरल शब्द बोल सकता/सकती है
- ✓ वर्ण पहचान सकता/सकती है
- ✓ कविता एवं गतिविधियों में भाग लेता/लेती है
- ✓ ट्रेसिंग एवं लेखन में रुचि दिखाता/दिखाती है

उपकरण:

- अवलोकन सूची
- गतिविधि फोल्डर
- मौखिक मूल्यांकन
- चित्र एवं वर्कशीट

शिक्षक की भूमिका

- भाषा सीखने को आनंदमय बनाना
- बच्चों को बोलने एवं अभिव्यक्ति के अवसर देना
- स्थानीय संस्कृति एवं परिवेश को शामिल करना
- कहानी, गीत एवं खेल का नियमित उपयोग करना
- प्रत्येक बच्चे की गति के अनुसार सहयोग देना

ESD (Education for Sustainable Development) एकीकरण

गतिविधियाँ:

- प्रकृति एवं पर्यावरण पर आधारित गीत एवं कहानियाँ
- पेड़-पौधों, पशु-पक्षियों से संबंधित शब्द सीखना
- स्थानीय लोकगीत एवं संस्कृति का समावेश

मूल्य:

- प्रकृति के प्रति प्रेम
- सहयोग एवं सहानुभूति

- स्वच्छता एवं जिम्मेदारी
-



G-Next Model School हेतु विशेष सुझाव

इस पाठ्यक्रम को और प्रभावी बनाया जा सकता है—

- स्थानीय लोककथाओं एवं हिन्दी बालगीतों को शामिल करके
- प्रकृति एवं ग्रामीण जीवन से जुड़ी भाषा गतिविधियाँ विकसित करके
- बॉस आधारित TLM एवं भाषा सामग्री तैयार करके
- “Language & Nature Learning Corner” स्थापित करके