

# **CURRICULUM AREAS & ACTIVITIES**

**For**

**NURSERY CLASSES  
(+2 to +3 years)**

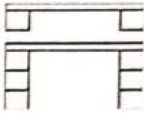


**DAV CENTRE FOR ACADEMIC EXCELLENCE**

**DAV College Managing Committee  
Chitra Gupta Road, New Delhi-110055**



## A. PLAY

S.NO.	ACTIVITY	PROCEDURE
1.	<b>FIGURINE PLAY</b> (with dolls, cars, etc.)	Children are given a 'set' of figurine dolls and teacher encourages/builds up the play activity so that each child plays with them.
2.	<b>CONSTRUCTION TOYS PLAY</b>	
	a) BLOCKS	<p>(i) Given three coloured cubes (4") each, teacher demonstrates the construction of a tower on the display table and draws the same on the board. Then, she encourages children to build the same. Those who complete it fast are given additional cubes upto five.</p> <p>(ii) Children are given two cubes and a rectangle and asked to build a bridge (as shown).  Children who complete the same are also encouraged to try the additional patterns.</p>
	b) PLASTICINE	Children are given plasticine and asked to play with it (making balls/rolling/pinching).
	c) RINGS	Children are given a stand and a set of graded rings. The teacher asks them to insert the rings in the stand. The children are expected to insert the rings, at first randomly and then, in a graded manner.
	d) NESTING BASKETS	Children are given half the set of baskets and asked to complete the Nestings. Then, all the baskets are given and children are expected to complete the whole set.
	e) PLASTICINE AND TEMPLATES	Children are given plasticine and asked to make impressions with the help of templates.
	f) BEADING	Children are given large beads and a thick thread with a plastic needle and shown how to thread it. They are encouraged to – <ul style="list-style-type: none"> <li>— thread 3 large beads. (size of an egg)</li> <li>— thread 5 medium size beads.</li> <li>— thread 3 small beads.</li> </ul>
	g) THREADING A BOARD	Children are given a board with two holes and a thread with the needle and shown how to thread the board. They must progress upto eight holes.
	h) BUTTONING BOARD	Children are given a frame with large coat buttons and asked to unbutton four buttons.

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3.	i) KNOT	Children are given thick nylon ropes and shown to make one simple knot.
	j) CLAY	Children are given clay and asked to make simple models.
	<b>SENSORY PLAY</b>	
	a) TACTILE BOARDS	Children are given rough and smooth boards and asked to feel them with their hands. They are finally given five different types of rough to smooth boards and asked to grade them.
	b) TASTE	Sweet/Sour/Bitter.
4.	c) SMELL	Ask the children to smell aroma and pungent things and discriminate between the same.
	d) TUNING FORKS	High/Low sounds are made and children are asked to notice how they are different.
	<b>OUTDOOR PLAY</b>	
	a) RUN AND HOP TEMPLATES	Children are asked to: <ul style="list-style-type: none"> <li>— run 10 metres from a starting line.</li> <li>— run holding hands in 2's from a starting point.</li> <li>— hop from one line to another, 3-5 feet apart.</li> <li>— hop in 2's from one line to another, 3-5 feet apart.</li> <li>— run from one line to another holding a book/a ball, 10 feet apart.</li> <li>— skip a rope held by the teacher.</li> </ul>
b) OBSTACLES	Children are asked to: <ul style="list-style-type: none"> <li>— run over a rope, 6-8 inches above the ground.</li> <li>— run under a rope, 1½ feet above the ground.</li> <li>— run over a tyre.</li> </ul>	
	c) CATCH AND THROW	(i) Children are given a bean bag and asked to throw it in front of him/behind/to the left/to the right.
		(ii) Toss and catch the bean bag while sitting.
(iii) Toss and catch the bean bag while standing.		
(iv) Move the ball from one hand to the other.		
(v) Put the ball down and pick it up.		
(vi) Roll the ball around while sitting.		
(vii) Balance the ball and catch with two hands.		

S.NO.	ACTIVITY	PROCEDURE
5.	d) BALANCING	(i) Balancing on a straight chalk line.
		(ii) Touch your knees while on the line.
		(iii) Touch your toes while on the line.
		(iv) Arms above your head.
		(v) Walk over a line.
		(vi) Walk over a line holding a bean bag/a ball.
		(vii) Walk over a line while clapping hands.
		(viii) Walk over a line/under a rope.
		(ix) Walk over a line/a rope/a stick.
		(x) Climbing Jungle Gym.
6.	<b>ROLE PLAY</b>	(i) Children are given masks of animals and encouraged to act.
		(ii) Green grocer's shop scenes are pasted on the backdrop, at least six conversational dialogues are arranged. One child can play the shopkeeper, another his assistant and another the customer. Follow up can be done with a few visits to a nearby shop.
		(iii) Role play of household work— cleaning/arranging/cooking/eating, etc., or daily routine may be enacted.
		(iv) Role play of doctor/assistant/patients.
		(v) Role play, by children, of the people trapped in a building which is on fire. Some telephone the firebrigade and some put out the fire.
6.	<b>FREE PLAY</b>	Sand and water play. (Children can play and have the activities of serving, pouring, measuring, mixing, sinking, floating and making models.)




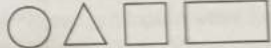
## B. LANGUAGE

S.NO.	ACTIVITY	PROCEDURE
1.	<b>LISTENING SKILL</b>	A story is narrated by the teacher with actions and feelings, using pictures and puppets.
	a) STORY TELLING	Children should be asked questions on: — names of characters. — action of the story. — end of the story. — whether the children liked the story or there is any other feeling.  <b>(Note:</b> Pictures with word labels in lower case should be displayed.)
	b) STORIES ON CD	Pre-recorded stories of 8-10 minutes duration are played for the children.
	c) SONGS	Simple songs are sung by the teacher.
	d) ATTENTION TO SOUNDS	(i) Children are made to sit in silence in the class and name the sounds that they hear. (ii) Children are taken for a walk in the compound and they listen to the sounds they hear and name them, e.g. car/train/leaves/dog, etc.
	e) ANIMAL SOUNDS	(i) Sounds of the animals—Dog/Cat/Horse/Sheep/Lion/Tiger/Elephant/Monkey/Crow/Sparrow/Pigeon/Koel are played on the recorder. (ii) Pictures of the animals with the word labels are shown. Children are encouraged to identify the animals from the sound. (iii) Field trip to the Zoo may be arranged at the beginning of this activity.
	f) LOUD & SOFT SOUNDS	Recorded sounds of animals and natural sounds, like clapping/whistling/human speech/thunder/sound of car, train, aeroplane, etc., are to be played. Children identify loud and soft sounds.
	g) NEAR & FAR SOUNDS	Children are encouraged to listen to sounds coming from FAR to NEAR and going from NEAR to FAR of car/train/aeroplane, etc., and other different beats.
	h) DIRECTION OF SOUND	Children are made to sit in a circle and one child stands blindfolded in the centre. A bell/a hooter is passed around and the blindfolded child points towards the source of the sound.

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	i) BEAT PATTERNS	Teacher claps a beat pattern/or blows a whistle in a pattern. Children are encouraged to repeat the rhythm. (I) _____ (I) _____ (II) _____ (I) (II) _____ (II) _____ (II) _____ (II) (I) _____ (II) _____ (II) _____ (II) (II) _____ (I) _____ (II) _____ (I) (I) _____ (II) _____ (III) _____ (I) _____ (II) _____ (III) (III) _____ (II) _____ (I) _____ (III) _____ (II) _____ (I)
	j) FUN WITH SOUNDS	(i) Children are encouraged to choose a rhyme or a song that explores speech sounds and then act accordingly. Some of the songs can be – Wheels of the bus, Old McDonald, etc. Children can also be encouraged to imitate the sounds of a horn, wiper of a bus, oink of a pig, neigh of a horse, etc. (ii) Children are asked to sit in a circle. Teacher begins by producing a body percussion sound, such as clapping of hands, stamping of feet and patting the tummy. The same is passed to the child sitting next to the teacher and carries on. Teacher may change the action at any place of time.
	k) FOLLOW DIRECTIONS	Children are given simple commands. One boy follows the command and other children imitate the commands in action. Commands to be learnt are – COME/SIT/WALK/SPEAK OR SAY/STAND/GO/ RUN/BE SILENT.
2.	<b>SPEAKING SKILL</b>	(i) Children learn to say with understanding: My name is ..... My Teacher's name is ..... My Friend's name is ..... Hello/Bye/I am going  (ii) Children should be able to speak sentences of NOUN + VERB NOUN + VERB + ADVERB


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		(iii) Children should be able to speak about weather. For example, It is raining. It is hot. It is dark. (iv) Children should learn the names of the parts of body. (v) Children should be able to name classroom objects.
3.	<b>READING SKILL</b>	
	a) HANDLING BOOKS	Children are given books to handle and encouraged to turn the pages. It may not be important at this stage that the book should be held the right way up. Taking care of book, replacing, etc., are the main objectives.
	b) LISTENING	Stories are read aloud from the books or story-cards by the teacher.
	c) DISCRIMINATION	Sorting, matching and pairing objects according to kind, colour, size, texture and shape.
	d) READING	Children are encouraged to read books with picture-stories.

## C. MATHEMATICS

S.NO.	ACTIVITY	PROCEDURE
1.	<b>SONGS</b>	Number songs/rhymes/stories.
2.	<b>IDENTIFICATION</b>	(i) Identifying objects in a box or mystery bag. (ii) Matching objects according to picture, colour and shape. (iii) Sorting objects according to picture, colour and shape. (iv) Pairing objects according to picture, colour and shape. (v) Missing objects from a tray to be identified by a child.
3.	<b>NUMBERS</b>	(i) Verbal counting, using objects, upto 10. Writing value upto 5 using objects, e.g.  (ii) Writing numerals 1 to 5, joining dots, tracing around a template/a stencil.
4.	<b>COMPARISONS</b>	Size – big/small, long/short.
5.	<b>SHAPES</b>	(i) Introducing circle, triangle, square and rectangle.  (ii) How many sides and corners these shapes have? (iii) How the above mentioned shapes are different from each other?



## D. ART & CRAFT

S.NO.	ACTIVITY	PROCEDURE
1.	<b>PAINTING</b>	Hand Printing. Sponge Printing. Potato Printing. Vegetable Printing. Finger Printing. Painting using a big thick brush. Mixing Primary Colours. Random drawing with crayons.
2.	<b>MOULDING AND MODELLING</b>	With Plasticine/Clay (The activities which can be done are feeling/rolling/twisting/stretching/pinching/making balls.)
3.	<b>CRAFT</b>	(i) Tearing newspaper and rolling. (ii) Tearing coloured paper and pasting. (iii) Pasting materials of different texture, e.g. chalk, sand, etc. (iv) Collage of seeds of rice/wheat/gram. (v) Collage of leaves. (vi) Folding paper to shapes.
4.	<b>COLOURING</b>	(i) Filling large animal outlines with pencil colours or crayons. (ii) Colouring geometric shapes with colours.
5.	<b>ROPE/CORD</b>	Using nylon cord to fit into cutout shapes on a board. 

## E. NATURE STUDY

S.NO.	ACTIVITY	PROCEDURE
1.	<b>WATER AND RAIN</b>	(i) Children are introduced to the concept of rain and are encouraged to talk about the rainy season. They are asked questions about the uses of water. (ii) Dramatisation of absence of water. (iii) Dramatisation of too-much of rain. (iv) Children are asked to collect rain water in beakers and compare the quantity with each other using the words 'more/less' water. (v) Muddy water is collected in a tall jar at the beginning of the class. Children are asked-what will happen to the water if it is kept standing-collect observations at the end of the day. (vi) Objects which float/sink in water are demonstrated, after eliciting children's expectations. (vii) Living things in the water (plants/fishes/other animals). (viii) A plant is grown in the class compared to a plant grown in the lawn. (ix) Uses of water for personal hygiene. (x) Sounds of water. (xi) Ice and water. (xii) Growing things in water (onions, etc.). (xiii) Clouds - Rain - Water (how are they related).
2.	<b>NATURE WALK</b>	(i) Children are taken for a walk in the surrounding area or zoo to see big/small trees, parts of trees/plants, flowers/fruits/birds. (ii) Difference between Man-Made and Nature-Made things.
3.	<b>SUN</b>	(i) As a source of light—game using coloured glasses. (ii) As a source of heat—keeping objects in the sun and the shade—using magnifying glass to burn paper.

