

RAYBURN HIGH SCHOOL
New Lamka(H), CCPUR
CURRICULUM FOR QUARTERLY-I
(APRIL – JUNE) 2025-2026
LKG

SUBJECT DOMAIN	CONCEPTS	COMPETENCIES	SKILL FOCUSED	LEARNING OUTCOMES	ASSESSMENT STRATEGIES
PHYSICAL DEVELOPMENT	1. Healthy and Unhealthy Foods	C 1.1: Shows a liking for and understanding of nutritious food and does not waste food	<ul style="list-style-type: none"> • Identification • Classification • Awareness (Healthy habit) 	<ul style="list-style-type: none"> • Identify and recognise healthy and unhealthy foods • Make healthy choices • Apply knowledge in daily life 	<ul style="list-style-type: none"> • Food sorting game
	2. - Walking in a straight line. - Walking backward. - Walking in a zig-zag line. - Climbing stairs - Walking on a plank	C 1.5: Shows awareness of safety in movements (walking) and acts appropriately.	<ul style="list-style-type: none"> • Safety awareness • Follow instruction 	<ul style="list-style-type: none"> • Demonstrate control over their bodies while walking • Students can navigate through spaces without bumping into each other • Students can follow simple instructions. 	<ul style="list-style-type: none"> • observation
		C 3.2: Shows balance, co-ordination and flexibility in various activities	<ul style="list-style-type: none"> • Gross motor • Balance and co-ordination 		
	3. Washing hands	C 1.2: Practice basic self-care and hygiene	<ul style="list-style-type: none"> • Awareness • Handwashing Frequency • Hand washing technique 	<ul style="list-style-type: none"> • Understanding the importance of hand washing • Identify when to wash hands • Demonstrate proper hand washing technique 	<ul style="list-style-type: none"> • observation

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	4. Play dough Creations	C 3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • fine motor • Creativity 	<ul style="list-style-type: none"> • Develop hand-eye coordination through manipulating and shaping play dough • Develop finger dexterity through rolling, shaping and moulding playdough 	<ul style="list-style-type: none"> • Observation • Product-Based Assessment
PHYSICAL DEVELOPMENT	1. Healthy habits (Wellness skill book) Pg.24	C 1.2: Practice basic selfcare and hygiene	<ul style="list-style-type: none"> • Hygiene • Nutrition • Self-help skills 	<ul style="list-style-type: none"> • Identify and demonstrate healthy habits. • Demonstrate increased self-care. 	<ul style="list-style-type: none"> • Written worksheet
	2. Sing and Move (Wellness skill book) Pg.26	C 3.2: Shows balance co-ordination and flexibility in various physical activities	<ul style="list-style-type: none"> • Gross motor • Body control 	<ul style="list-style-type: none"> • Develop their gross motor skills such as co-ordination, balance, movement. 	<ul style="list-style-type: none"> • Performance Based assessment
	3. Being Organised (Wellness skill book) Pg.8,9	C 1.3: Keeps school/class room hygiene and organized	<ul style="list-style-type: none"> • Responsibility • Good habits 	<ul style="list-style-type: none"> • Demonstrate responsibility for their belongings. • Develop independence. 	<ul style="list-style-type: none"> • Written worksheet
	4. Keeping clean (Awareness skill book) Pg.7,8	C 1.4 Practice safe use of materials and simple tools	<ul style="list-style-type: none"> • Vocabulary • Personal Hygiene • Tool identification • Awareness 	<ul style="list-style-type: none"> • Identify various tools used for personal hygiene. • Demonstrate knowledge of how to use hygiene tools correctly and safely. 	<ul style="list-style-type: none"> • Written worksheet

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PHYSICAL DEVELOPMENT	5. Primary Colours	C 2.1 Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> • identification 	<ul style="list-style-type: none"> • Identify and name the three primary colours (red, blue, yellow) • Apply their knowledge to real-world situation as in colouring. 	<ul style="list-style-type: none"> • Colouring worksheet
	6. Bead Threading	C 3.3 Shows precision and control in working with their hand and fingers	<ul style="list-style-type: none"> • Fine motor • Hand eye co-ordination 	<ul style="list-style-type: none"> • Develop hand-eye coordination. • Improve finger dexterity and flexibility. 	<ul style="list-style-type: none"> • observation
PHYSICAL DEVELOPMENT	1.Pass the ball (Wellness skill book) Pg.2.9	C 3.2 Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> • Gross motor • Team work • Objects control • Foot-eye coordination • Kicking technique 	<ul style="list-style-type: none"> • Able to control the ball using their legs. • Improve foot-eye coordination and reaction time. • Learn proper kicking technique. 	<ul style="list-style-type: none"> • observation
	2. Keeping Safe: Good Touch and Bad touch (Wellness skill book) Pg. 15,16)	C 1.6 Understand unsafe situations and ask for help	<ul style="list-style-type: none"> • Safety skills 	<ul style="list-style-type: none"> • Identify safe and unsafe situations. • Identify safe people. • Knows measures to take when situation feels unsafe. 	<ul style="list-style-type: none"> • Written worksheet
	3. Directions (Up, Down, Left, Right)	C 2.2 Develop visual memory for symbols and representations	<ul style="list-style-type: none"> • Spatial Awareness • Vocabulary 	<ul style="list-style-type: none"> • Able to name and point to the directions (left, Right, up, Down) correctly. 	<ul style="list-style-type: none"> • Game based Assessment

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	4. Pompom sorting	C 3.3 Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Fine motor • Hand-eye coordination 	<ul style="list-style-type: none"> • Develop hand-eye coordination. • Improve finger dexterity and flexibility. 	<ul style="list-style-type: none"> • Sorting Game
SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT	1. Awareness on self	C 4.1: Starts recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> • Communication • Awareness 	<ul style="list-style-type: none"> • Develop self-awareness and ability to express themselves. • Self-confidence boost. • Improve communication skills. 	<ul style="list-style-type: none"> • Conversation
	2. Feelings and emotions (Wellness skill book) Pg. 2-4	C 4.7 Understands and responds positively to different thoughts preferences, and emotional needs of other children.	<ul style="list-style-type: none"> • Identification • Expressing and managing emotions • Vocabulary 	<ul style="list-style-type: none"> • Identify and recognize basic emotions. • Develop a vocabulary to describe their emotions and feelings. • Under the causes of different emotions and ways to regulate them. • Develop self-awareness, empathy and resilience. 	<ul style="list-style-type: none"> • Written worksheet
	1.Repecting differences (Wellness skill book) Pg. 6,7	C 4.7: Understands and responds positively to different thoughts, preferences, and emotional need of other children.	<ul style="list-style-type: none"> • Social skills • Empathy • Inclusivity 	<ul style="list-style-type: none"> • Recognize individual differences. • Value diversity and respect differences. • Develop empathy and inclusiveness. • Recognize and respect feelings. 	<ul style="list-style-type: none"> • Observation

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SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT	2. Problem solving skills Pg.12-14	C 3.2: Understands and responds positively to different thoughts, preferences and emotional need of other children	<ul style="list-style-type: none"> • Critical thinking • Independence 	<ul style="list-style-type: none"> • Develop critical thinking and creative thinking. • Improve problem solving and decision-making skills. 	<ul style="list-style-type: none"> • Performance based Assessment (Puzzle)
	1. Keeping safe – Good secrets and bad secrets (Wellness skill book) Pg.17	C 4.7 Understand and responds positively to different thoughts, preferences and emotional need of other children.	<ul style="list-style-type: none"> • Identification • Awareness 	<ul style="list-style-type: none"> • Distinguish between good and bad secrets. • Evaluate situations and seek help when needed • Understand personal boundaries and practice assertive communication. • Build trust. 	<ul style="list-style-type: none"> • Scenario based assessment
	2. Being polite (Wellness skill book) Pg. 18)	C 4.6 shows kindness and helpfulness to others (Including animals, plants) when they are in need.	<ul style="list-style-type: none"> • Observation • Imitation 	<ul style="list-style-type: none"> • Develop communication skills and emotional intelligence. • Improve social skills and build positive relationships. 	<ul style="list-style-type: none"> • Anecdotal record
AESTHETIC & CULTURAL DEVELOPMENT	1. Colouring (Creative art skill book) Pg. 1 & 2	C 12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three dimensional art work in varying sizes.	<ul style="list-style-type: none"> • Fine motor • Creativity & self-expression • Colour recognition 	<ul style="list-style-type: none"> • Able to improve their hand-eye coordination and dexterity. • Able to develop a proper grip and control over colouring tools • Can express their creativity and imagination through colouring • Able to complete colouring tasks and develop a sense of accomplishment. 	<ul style="list-style-type: none"> • Art assessment

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AESTHETIC & CULTURAL DEVELOPMENT	1. Bubble Wrap Printing (Creative Art skill book) Pg.3	C 12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three dimensional art work in varying sizes.	<ul style="list-style-type: none"> • Fine motor • Creativity • Exploration 	<ul style="list-style-type: none"> • Can explore a new artistic technique and experiment with different patterns. • Able to create unique design and patterns using warp printing • Able to improve their hand-eye coordination and fine motor skills. 	<ul style="list-style-type: none"> • Activiti based assessment
	2. Dancing	12.2 Explores and plays with a variety own voice, body spaces and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> • Gross motor • Self-expression 	<ul style="list-style-type: none"> • Able to develop coordination and balance through movement. • Able to develop a proper grip and control over colouring tools • Can express their creativity and imagination through colouring • Can develop social skills, such as cooperation and communication. 	<ul style="list-style-type: none"> • Observation
	1. Trace and colour (Creative art skill book) Pg.5	C 12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three dimensional art work in varying sizes.	<ul style="list-style-type: none"> • Fine motor • Hand-eye coordination • Colour recognition 	<ul style="list-style-type: none"> • Able to improve their hand-eye coordination and fine motor skills. • Can develop a proper pencil grip and control • Able to trace and colour within the dotted lines. 	<ul style="list-style-type: none"> • Art assessment

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AESTHETIC & CULTURAL DEVELOPMENT	2. Singing (The more we get together)	12.2 Explores and plays with a variety own voice, body spaces and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> • Confidence • Vocal skills 	<ul style="list-style-type: none"> • Able to develop phonological awareness through rhyming and rhythm. • Able to learn new vocabulary through song lyrics • Can build confidence through singing and performing. 	<ul style="list-style-type: none"> • Oral assessment
	3. Self Portrait	C 12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts.	<ul style="list-style-type: none"> • Fine motor • Creativity • Self-awareness 	<ul style="list-style-type: none"> • Develop drawing skills • Develop self-awareness and express ones personality and emotions • Improve fine motor skills. 	<ul style="list-style-type: none"> • Art Assessment

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COGNITIVE DEVELOPMENT	1. Sequencing (stem skills) Pg.3	C 7.1: Observes and understands different categories of objects and relationship between them	<ul style="list-style-type: none"> • Understanding • Problem solving 	<ul style="list-style-type: none"> • Understand that sequence refers to the order of events • Develop critical thinking and problem-solving skills. • Develop organisational skills and relate it to real life daily sequence situations. 	<ul style="list-style-type: none"> • Performance based assessment • (Puzzle)
	2. Problem solving (Stem skills) Pg. 2-4	C 7.1 Observe and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> • Critical thinking • Independence 	<ul style="list-style-type: none"> • Develop spatial awareness and visual recognition of shapes and patterns • Develop persistence, resilience, critical, thinking etc. 	<ul style="list-style-type: none"> • Puzzle
	3. Algorithm (stem skills) pg. 8,9	C 7.1 Observe and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> • Creativity • Logical thinking • Problem solving 	<ul style="list-style-type: none"> • Develop step by step thinking skills, imagination, logical reasoning. • Recognize patterns and sequence 	<ul style="list-style-type: none"> • Performance Based assessment • (Maze)
	1. Loop (stem skills) Pg. 10,11	C 4.1: Observe and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> • Problem solving skills • Logical thinking 	<ul style="list-style-type: none"> • Understand and recognize cycles and patterns in everyday life. • Develop logical thinking and self-expression • Improve 	<ul style="list-style-type: none"> • Written worksheet

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COGNITIVE DEVELOPMENT	2.Logical thinking (stem skills) Pg.1	C 7.1: Observe and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> • Critical thinking • Problem solving 	<ul style="list-style-type: none"> • Develop analytical skills and problem-solving abilities. • Develop cause and effect relationship and reasoning ability • Able to analyse and make decision. 	<ul style="list-style-type: none"> • Performance Based Assessment
	1.Pre number concepts (Numeracy skill book) Pg-1-12	C 4.7 Sorts objects into groups and sub-groups based on more than one property.	<ul style="list-style-type: none"> • Classification comparison 	<ul style="list-style-type: none"> • Understand and compare quantities, types, size position, etc. Sort objects by shapes, colours, size or other attributes. 	<ul style="list-style-type: none"> • Activity based assessment Written worksheet
	2. Shapes (Numeracy skill book) Pg. 14-24	C 8.2 Identifies and extends simple patterns in their surroundings, shapes and numbers.	<ul style="list-style-type: none"> • Recognition • Vocabulary Spatial awareness 	<ul style="list-style-type: none"> • Identify and name basic shapes. • Recognize shapes in everyday objects • Describe basic attributes of shapes. 	Written worksheet
	3. Numbers (1-10) (Numeracy skill book) Pg.26-36	C 8.3 Counts up to 10 both forwards and backwards.	<ul style="list-style-type: none"> • Counting • Recognition Presentation 	<ul style="list-style-type: none"> • Identify and name no. 1-10 • Able to count objects 1-10 • Understand that each object corresponds to one no. • Understand the sequence of no. Able to write 1-10 	<ul style="list-style-type: none"> • Oral & written worksheet

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COGNITIVE DEVELOPMENT	4. My senses. (Awareness skill book) Pg. 6	C 7.1 Observe and understands different categories of objects and relationship between them.	<ul style="list-style-type: none"> • Identification • Vocabulary 	<ul style="list-style-type: none"> • Identify and name the five senses • Observe and describe the world around them using their senses. 	<ul style="list-style-type: none"> • Written worksheet
	5. My House (Awareness skill book) Pg.9	C 7.1 Observes and understands different categories of objects and relationship between them.	<ul style="list-style-type: none"> • Spatial awareness • Vocabulary • Identification 	<ul style="list-style-type: none"> • Identify and name different rooms in a house • Describe the purpose and characteristics of different rooms • Relate different objects to the room they belong. 	<ul style="list-style-type: none"> • Written worksheet
	1. Brain booster (Stem skills) Pg.15-16	C 7.1 Observes and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> • Critical thinking Memory and concentration 	<ul style="list-style-type: none"> • Improve their memory Develop their ability to focus and concentrate 	<ul style="list-style-type: none"> • observation
	2. Magnet play (Stem skill) Pg.17-18	C 7.2 Observes and understand cause and effect relationships in nature by forming simple hypothesis and use observations to explain their hypothesis	<ul style="list-style-type: none"> • Concept • Critical Thinking Scientific Temperament 	<ul style="list-style-type: none"> • Explore and identify materials that are magnetic and non-magnetic Develop hand-eye coordination through magnetic play 	<ul style="list-style-type: none"> • Performance based assessment
	3. Numbers (Numeracy skill book) Pg. 43-52	C 8.3 Count up to 20 both forwards and backwards	<ul style="list-style-type: none"> • Counting • Recognition Representation 	<ul style="list-style-type: none"> • Identify and name no. 11-20 • Able to count objects 11-20 Understand that each object corresponds to a number. 	<ul style="list-style-type: none"> • Oral & written worksheet

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	4. Animals and their babies (Awareness skill book) Pg. 20	C 7.1 Observe and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> Identification Vocabulary 	<ul style="list-style-type: none"> Identify and name different animals and their babies. Develop vocabulary related to different animals and their babies. 	Oral/ Written worksheet
	5. Animals' homes (Awareness skill book) Pg.23	C 7.1 Observes and understands different categories of objects and relationship between them.	<ul style="list-style-type: none"> Identification Vocabulary 	Identify and name different types of animal homes.	Written worksheet
	6. Animals <ul style="list-style-type: none"> •Water animals •Birds •Insects (Awareness skill book) Pg.25,26 & 33	C 7.1 Observe and understands different categories of objects and relationship between them	<ul style="list-style-type: none"> Vocabulary Classification Identification 	<ul style="list-style-type: none"> Identify and name of different groups of animals (water animals, birds, insects) Understand basic characteristic of each animal. 	Written worksheet

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LANGUAGE & LITERACY DEVELOPMENT	1. Sleeping lines <ul style="list-style-type: none"> • Standing lines • Slanting lines • Curved lines (Literacy skill book) Pg.1 -4	C 10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> • Fine motor skills recognition 	<ul style="list-style-type: none"> • Recognise and identify different types of lines (sleeping, standing, slanting and curved lines) 	<ul style="list-style-type: none"> • Line drawing Assessment
	2. Rhymes <ul style="list-style-type: none"> • The ABCD song Pg.26 • The wheels on the bus Pg.40 • Rhymes Book Pg.26,40 	C 9.1 Listen to appreciate simple songs, rhymes and poems.	<ul style="list-style-type: none"> • Phonological awareness • Vocabulary Listening & speaking skills 	<ul style="list-style-type: none"> • Develops phonological awareness through exposure to rhyming words • Develop vocabulary Able to recite the rhymes. 	<ul style="list-style-type: none"> • Oral assessment
	1. Alphabets <ul style="list-style-type: none"> • Aa upto Hh (literacy skill book) Pg.7 -30	C 10.3 Recognizes all the letters of the alphabet of the script and uses this knowledge to read and write words	<ul style="list-style-type: none"> • Recognition • Phonics • Sequence • Picture-word accociation 	<ul style="list-style-type: none"> • Recognise and identify upper case and lower case (Aa – Hh). • Understand the sequence of the alphabet. • Able to read and write letters correctly Picture word association 	<ul style="list-style-type: none"> • Oral & written assessment
	2. Rhymes <ul style="list-style-type: none"> • In my house • After a bath • Put your left hand up • My Friends (Rhymes Book) Pg-1,2,4	C 9.1 Listens to appreciate simple songs, rhymes and poems.	<ul style="list-style-type: none"> • Vocabulary • Listening and speaking • Phonological awareness 	<ul style="list-style-type: none"> • Develops phonological awareness through exposure to rhyming words • Develop vocabulary Able to recite the rhymes. 	<ul style="list-style-type: none"> • Oral assessment

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LANGUAGE & LITERACY DEVELOPMENT	3. Story • Lost Toy (Story in Pictures)	C 9.5 Comprehends narrated/readout stories and identifies characters, story line and what the author wants to say.	<ul style="list-style-type: none"> Comprehension Vocabulary Story telling	<ul style="list-style-type: none"> Develop vocabulary Demonstrate, understanding of story elements (Characters, events)	Oral assessment
	4. Letter sounds Aa upto Ll (Phonics skill book) Pg.3 - Pg.4	Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/ syllables.	<ul style="list-style-type: none"> Phonemics awareness letter-sound association	<ul style="list-style-type: none"> Understand the relationship between letters and sounds. Recognise and identify phonemes associated with letters.	Oral assessment
	5. Recitations • Books of the bible	C 9.1 Listens to and appreciates simple songs, rhymes and poems.	<ul style="list-style-type: none"> Memorisation Vocabulary	<ul style="list-style-type: none"> Learn new vocabulary Improve memory and build confidence. Able to recite with correct pronunciation	Oral assessment
	1. Alphabets • Ii upto Ll (Literacy Skill book) Pg. 31 upto Pg. 42	C 10.3 Recognises all the letters of the alphabet of the script and uses this knowledge to read and write words.	<ul style="list-style-type: none"> Recognition Phonics Pictures-word association	<ul style="list-style-type: none"> Recognise and identify upper case and lower case (Ii upto Ll). Understand the sequence of the alphabet. Able to read and write letters correctly. Picture word association.	Oral assessment
	2. Rhymes • Wild animals • Five little ducks • I'm a little tadpole 3. Three little monkeys	C 9.1 Listens to appreciate simple songs, rhymes and pomes	•	<ul style="list-style-type: none"> Develops phonological awareness through exposure to rhyming words Develop vocabulary Able to recite the rhymes. 	Oral assessment