

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

SUBJECT DOMAIN	CONCEPTS	COMPETENCIES	SKILLS FOCUSED	LEARNING OUTCOMES
(April – June)	1. Walking (on a plank)	Balance, coordination and flexibility.	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>Increased independence</li> </ul>
PHYSICAL DEVELOPMENT	1. Food	Shows liking and understanding of nutritious food and does not waste food (C-1.1)	<ul style="list-style-type: none"> <li>Healthy eating habits</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and recognizing the benefits of healthy foods.</li> </ul>
	1. Self-care and Hygiene (handwashing)	Practices basic Self-Care and Hygiene (C-1.2)	<ul style="list-style-type: none"> <li>Independence</li> </ul>	<ul style="list-style-type: none"> <li>Develop a habit of washing hands regularly.</li> </ul>
(April – June)	<ul style="list-style-type: none"> <li>Self-awareness (Name, Gender, Age)</li> </ul>	Recognizing personal characteristics. Recognizing 'self' as an individual (C-4.1)	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Able to express themselves.</li> <li>Awareness of self in relation to other people.</li> <li>Increased self-awareness.</li> </ul>
(April – June)	1. Pre-number concepts (Big and small)	<ul style="list-style-type: none"> <li>Understanding size-related concepts.</li> <li>Understands and extends simple patterns to their surroundings. (C-8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Understanding of Concepts</li> <li>Identification</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Can differentiate the size of objects.</li> <li>Can identify big and small objects in surrounding.</li> </ul>
CONGNITIVE DEVELOPMENT				

SUBJECT DOMAIN	CONCEPTS	COMPETENCIES	SKILLS FOCUSED	LEARNING OUTCOMES
	2. Number value (1 &2)	<ul style="list-style-type: none"> <li>Understanding the concepts of quantity.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Understanding of Concepts</li> <li>Computing</li> </ul>	<ul style="list-style-type: none"> <li>Able to associate number digits with their values.</li> </ul>
	3. Number (1&2)	<ul style="list-style-type: none"> <li>Identify the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Identification</li> </ul>	
	4. Colours (Red, Yellow, blue)	<ul style="list-style-type: none"> <li>Demonstrates an understanding of colour vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Identification</li> <li>Classification</li> <li>Generalization</li> </ul>	<ul style="list-style-type: none"> <li>Identification and naming of colours (primary colours) in everyday objects.</li> </ul>
	5. Shapes (Square, Rectangle)	<ul style="list-style-type: none"> <li>Describe shapes characteristics.</li> <li>Understands and extends simple patterns to their surroundings. (C-8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Identification</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Identify and correctly name shapes.</li> </ul>
<b>LANGUAGE AND LITERACY DEVELOPMENT</b>	(April – June) 1. Letter: (A B C D E)	<ul style="list-style-type: none"> <li>Demonstrates an understanding of letter formation.</li> <li>Recognizes letters of the alphabet (C-10.3)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Identification</li> <li>Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and write the letters of the English alphabet.</li> <li>Finger Dexterity.</li> </ul>
	2. Phonics  æ   b   k   d   e	<ul style="list-style-type: none"> <li>Develops phonological awareness and blends phonemes into words (C-10.1)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Reading</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Associate letters with their sound.</li> <li>Able to blend and form words.</li> <li>Able to identify and read sight words.</li> </ul>
	3. Letter word: <ul style="list-style-type: none"> <li>A: Apple, Ant, Alligator, Apricot, Axe, Abacus</li> <li>B: Ball, Balloon,</li> </ul>	<ul style="list-style-type: none"> <li>Associates word with the letter sound.</li> <li>Awareness of letters, reading and comprehension (C – 10.1,</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Listening</li> <li>Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the sound of individual letters.</li> <li>Associate pictures/words with their beginning letter.</li> </ul>

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	Bicycle, Bee, Bear, Bag <ul style="list-style-type: none"> <li>• C: Cat, Cake, Cap, Camel, Crab, Car</li> <li>• D: Drum, Duck, Doll, Deer, Doctor, Dolphin</li> <li>• E: Elephant, Egg, Engine, Eggplant, Envelope.</li> </ul>	10.3)		
<b>(April – June)</b>  <b>AESTHETIC AND CULTURAL DEVELOPMENT</b>	1. <u>Rhymes</u> <ul style="list-style-type: none"> <li>• Twinkle, Twinkle</li> <li>• Johny, Johny</li> <li>• Hickory, Dickory dock</li> </ul> 2. <u>Songs</u> <ul style="list-style-type: none"> <li>• ABC Song</li> <li>• God is good to me</li> </ul> 3. <u>Recitation</u> <ul style="list-style-type: none"> <li>• Philippians</li> </ul> 4. <u>Art</u> <ul style="list-style-type: none"> <li>• Palm printing</li> <li>• Doodle</li> <li>• Thumb printing</li> <li>• Pasting</li> <li>• Colouring</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing clear pronunciation of words.</li> <li>• Develop listening skills.</li> <li>• Building a foundation for reading.</li> <li>• Listens and appreciates simple songs, rhymes and poems (C-9.1)</li> <li>• Explores and plays with own voice and body (C-12.2)</li> <li>• Can follow instructions.</li> <li>• Innovates for self-expression (C-12.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Self-Expression</li> <li>• Singing – in tune and pitch</li> <li>• Speaking</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Can sing the rhymes/songs with action</li> <li>• Improved coordination and motor skills through action/rhymes</li> <li>• Develop oral language skills</li> <li>• Enhance their memory skills</li> <li>• Develop vocabulary</li> <li>• Develop creativity</li> <li>• Enhance their imagination</li> <li>• Develop finger dexterity</li> <li>• Can colour neatly</li> </ul>