

**JUNIOR KINDERGARTEN CURRICULUM (2019-2020)  
YEARLY OVERVIEW****Introduction**

The academic program at Redbricks is activity-based and experiential. Young Children learn best through first hand experiences, which help them to develop important knowledge, concepts, skills and attitudes. The curriculum focuses on the development of the whole child across physical, cognitive, language, social, emotional and creative areas.

Redbricks curriculum has well-developed Yearly Goals for each class, which sets out the expectations for what the children will be learning and in what ways they will be developing throughout the year. These goals are designed with inputs from developmental experts and child developmental science. Although, the guidelines of various examination boards, quality textbooks and norms followed in similar peer schools are also important considerations in the design of these goals.

The teachers in the school provide a variety of well-planned experiences inside and outside school through field visits, visiting experts, etc., to help the children reach all these goals. Continuous observation and assessment of each child's development against these goals is done, so that each child can be helped to develop at the best of his/her potential.

As a result of this curriculum, Redbricks Children develop proficiency in subject matter content and are also confident, fluent in speaking, able to handle various situations, have practical skills, take initiative, think in various ways, are curious, motivated for learning, etc. All these benefits help them succeed in primary school years and develop them as holistic individuals.

The pages attached outline the yearly curriculum for Junior Kindergarten at Redbricks for your better understanding.

**USEFUL WEBSITES FOR PARENTS TO REFER:**

1. [www.naeyc.org](http://www.naeyc.org) (refer the Position Statements section)
2. [www.ncert.nic.in](http://www.ncert.nic.in) (refer the Position Paper of National Focus Group on Early Childhood Education)
3. [www.cbse.nic.in](http://www.cbse.nic.in) (refer the "Report of the committee on pre-primary and preschool education in Delhi)
4. [www.OECD.com](http://www.OECD.com)
5. [www.childcareresearch.org](http://www.childcareresearch.org)
6. [www.eric.ed.gov](http://www.eric.ed.gov)

**YEARLY DEVELOPMENTAL GOALS  
JUNIOR KINDERGARTEN  
(3.5 TO 4.5 YEARS)**

**PHYSICAL DEVELOPMENT**

**Motor Development**

- Provide opportunities to demonstrate strength and coordination of large muscles (refining of single movements)

**Fine Motor Skills**

- Provide opportunities to demonstrate strength and coordination of small muscles
- Provide opportunities for various body movements-climbing, walking on incline, sliding/swinging independently)

**Sensory-Motor Skills**

- Provide opportunities to explore textures, smells and tastes

**Personal Safety**

- Provide opportunities to demonstrate knowledge of and avoid harmful objects and situations

**LANGUAGE, COMMUNICATION, READING AND WRITING**

**Development of language and communication**

- Should have opportunities to participate in a discussion by listening and responding with use of basic vocabulary
- Provide meaningful opportunities of language use (follow 2 to 3 instructions, answer verbally with gestures, explain a picture briefly)
- Enhance efficient communication (verbally, using gestures and body language)
- Encourage children to communicate needs, actions, ideas, feelings
- Provide opportunities to express grammatically in a correct manner (use of plurals, personal pronoun, formulate simple questions)
- Provide opportunities to progressively extend vocabulary
- Provide opportunities to use words like yesterday, today and tomorrow in their daily communication

**Development of reading and writing**

- Provide experiences to create interest in books, reading process

- Provide experiences to differentiate phonemes, and develop association between alphabets and sounds (A to Z- uppercase and lower case)
- Provide experiences to develop understanding that sounds are part of words or words are made of different sounds
- Provide opportunities for graphic representation and use it for communication (eg drawing, own written language)
- Provide opportunities to represent the sounds of alphabets in the written form (A to Z- uppercase and lowercase)

### COGNITION AND GENERAL KNOWLEDGE

- Provide experiences to participate in simple experiments in order to understand the environment better (learn to use magnifying glass, magnets)
- Provide opportunities to describe similarities and differences among very familiar groups (self and same gender friend, common animals, common trees, vegetables, etc.)
- Provide opportunities to participate in various experiences and explore new materials and in combinations
- Encourage task persistence and attentiveness (attention for 5 to 10 minutes, focus on tasks of interest)
- Provide opportunities to manifest creativity in daily activities (use imagination in game, symbolic play, role play)
- Provide opportunities for initiative in interactions and activities

### **Logic and Reasoning**

- Provide opportunities to understand cause and effect relationship (effect of one object on another, effect of simple actions)
- Provide opportunities to observe, compare and evaluate experiences, actions and events (association between objects and functions, opposite words, differences between similar pictures, classification on two dimensions)
- Provide opportunities to find multiple solutions to questions, tasks, problems and challenges

### **Mathematical and Numerical Knowledge**

- Enhance Mathematical knowledge and basic skills (name some numbers- they are not expected to spell them, use and count in daily activities; counting and recognize -1 to 19, ordinality-1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>; sequencing—2 to 5 sequences)
- Enhance knowledge and skills to operate with size, shape, weight, height, length, volume (have vocabulary and use in play, comparison of size and shape)
- Provide opportunities to sort, group, classify and organize objects on two dimensions

### **SOCIAL AND EMOTIONAL DEVELOPMENT**

- Enhance understanding about social roles and relationships and develop social skills (understand needs and interests of family members, and their relationships to each other)
- Enhance understanding of self (says own age, name and last name, refers to self as third person, recognizes belongings, knows main residential area)
- Provide opportunities to recognize, adapt and express feelings and emotions appropriately (emotions like joy, fright, anger; associating words and facial expressions, expression of concern for others in pain)
- Enhance trust and promote interaction with familiar adults (play and interact with adults positively, be able to receive affection)
- Provide opportunities to learn ways of seeking help from adults and others
- Create situations for peer interactions, initiation of activities (work and play with peers, express joy with others)
- Provide experiences to understand and recognize gender and physical differences
- Provide opportunities to create and follow simple rules and games with simple rules
- Encourage decision making with assistance from adults
- Provide opportunities for exchange and bargain

### **CREATIVE ARTS (ART & CRAFT, MUSIC, MOVEMENT)**

- Create opportunities to assume and dramatize a variety of roles by reflecting real life situations, act out parts of stories for the main character, and express ideas and feelings through actions
- Provide opportunities to move to different tempos, participate in dance activities, and create repetitive movements (finger play)
- Provide experiences of singing songs, melody, chants, rhymes
- Enhance expression through visual arts

**MAJOR MATH AND LANGUAGE CONCEPTS  
TO BE COVERED DURING THE YEAR 2019-20  
JUNIOR KINDERGARTEN**

<b>Concepts</b>	<b>Details</b>
Colours	Recapitulation of Primary colours (Red, Yellow, Blue, Black, White) Secondary Colours - Green, Brown, Orange, Grey, Pink
Shapes	Rectangle, Oval, Diamond, Star, Half circle, Heart
Pre - Math Vocabulary	Thick – Thin Fat - thin Long – Short Tall – short Shallow – Deep Light – Dark Open – Close Smooth-Rough On – Under Front – Behind In – Out (Space concept) Top-Bottom (Space concept) Far -Near Part – whole Full – half – empty
Seriation	3 level Seriation of Size and Quantity Small/ smaller/ smallest Big / bigger/ biggest Short/ shorter/ Shortest Long/ longer/ longest
Ordinals	First,Second,Third
Patterns	ABAB ( colours and shapes)
Number Sense	Recognition ,Counting and Writing ( 1-19) Quantify: 1-9,0,10, 11-19 Compare, order, sequence Verbally add and subtract (more, take away)
Language Skills (English)	Vocabulary building Recognition and Speaking the sounds of all the alphabets Recognition and Writing of all the capital and small alphabets (A/a to Z/z) Familiarizing them to the print of the letters / alphabets Familiarize to the idea that alphabets make words

**THEMES TO BE COVERED IN THE YEAR 2019-20**

- 1. My Family**
- 2. Plants -(Project Approach)**
- 3. Communication**
- 4. Stories-(Project Approach)**
- 5. Vehicles**
- 6. How Things Move**
- 7. Food**
- 8. Utensils(Project Approach)**
- 9. Seasons**
- 10. Water**