

ANNUAL CAMBRIDGE CURRICULUM FOR EY -1



SESSION 2026-27

Communication, Language and Literacy , Phonics and Handwriting

S.NO.	MONTH	TOPIC	SUBTOPIC
1.	APRIL & MAY	Pre-Writing Skills	<ul style="list-style-type: none">❖ Pattern Tracing & Fine Motor Skills- hand-eye coordination, and pre-writing readiness.• Paper tearing and pasting.• Clay/playdough modelling, crushing and squeezing.• Pouring and transferring materials (water, grains)• Rolling dough or clay into shapes.• Peeling stickers or labels.• Buttoning, zipping, opening and closing lids.• Stringing beads.• Scribbling with crayons, pencils, and colours.• Free drawing and colouring.• Writing-like behaviour (pretend writing, making marks)• Sensory tracing in semolina, sand, flour trays.• Finger tracing and air tracing activities.• Standing lines (vertical strokes)• Sleeping lines (horizontal strokes)• Slanting lines (diagonal strokes)• Curved patterns (C, U, circular shapes)• Tracing dotted patterns using crayons, pencils, and paints.• Finger tracing on different textures.• Drawing patterns drawing through guided and free-hand practise.• Painting lines and curves using brushes, sponges, stamps or fingers. <ul style="list-style-type: none">❖ Developing tripod grip.• Colouring with crayons and pencils.• Clay squeezing and pinching.• Picking small objects (beads, pulses)• Using short crayons and thick pencils for better grip.

**Cambridge
Phonics Approach
Group 1: N n, I i**

- ❖ **Reciting Rhymes and Action songs.**
 - Reciting rhymes with actions
 - Music and movement activities
 - Rhythm and clapping exercises.
 - Group participation and expression

- ❖ English letter phonic sound, letter formation and vocabulary building): Uppercase and Lowercase (N n, I i)
 - Recognition of uppercase and lowercase letters.
 - Matching capital letters with small letters.
 - Sorting letter cards.
 - Identifying letters in the environment.
 - Performing actions associated with each sound
 - Singing phonics songs.
 - Group recitation with actions.
 - Rhythm and movement-based learning.
 - Tracing dotted letters using crayons and pencils.
 - Finger tracing on textured surfaces
 - Air tracing before writing.
 - Colouring letter shapes.
 - Listening to segmented sounds.
 - Identifying and saying the blended word.
 - Sound blending games

**Pre-Literacy Skill
book**

- ❖ **Chapter-** The Rainbow Elephant
 - Discussion of story
 - Vocabulary building
 - Listen and respond appropriately in everyday situations, although not necessarily immediately.
 - Conversation and understanding the instructions.
 - Viewing picture cards and illustrations.
 - Identifying characters, colours, and key elements.
 - Answering simple questions based on the story.

- ❖ Concepts of Happy and Sad, Big and Small.

3.	AUGUST	<p>Cambridge Phonics Approach</p> <p>Group 1: S s Group 2: L l, M m, R r</p> <p>Pre-Literacy Skill book</p>	<ul style="list-style-type: none"> ❖ English letter phonic sound, letter formation and vocabulary building): Uppercase and Lowercase (S s, L l, M m, R r) ❖ Recap of letters: T t, A a, D d - Chapter- Meesha Makes Friends - Discussion of story - Vocabulary building - Listening attentively and responding to what they hear with questions and comments. - Conversation and understanding the instructions. - Use a range of appropriate vocabulary to describe objects and people that are of particular importance to them, to describe their experiences and to express ideas. - Show understanding of how and why questions and sometimes offer an appropriate answer. ❖ Concept of In and Out
4.	SEPTEMBER	<p>Cambridge Phonics Approach</p> <p>Group 2: E e, H h, C c, K k</p> <p>Pre-Literacy Skill book</p>	<ul style="list-style-type: none"> ❖ English letter phonic sound, letter formation and vocabulary building): Uppercase and Lowercase (E e, H h, C c, K k) ❖ Recap of letters: S s, L l, M m, R r - Chapter- The Last Lemon - Discussion of story - Vocabulary building - Listening attentively and responding to what they hear with questions and comments. - Conversation and understanding the instructions - Use appropriate language to describe the main characters, settings and events in stories. - Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas. ❖ Concept of Near and Far

7.	DECEMBER	<p>Cambridge Phonics Approach</p> <p>Group 4: Y y, U u, G g Group 5: J j</p> <p>Pre-Literacy Skill book</p>	<ul style="list-style-type: none"> ❖ English letter phonic sound, letter formation and vocabulary building): Uppercase and Lowercase (Y y, U u, G g, J j) ❖ Recap of letters: V v, W w, B b - Chapter- Dan the Flying Man - Discussion of story - Vocabulary building - Listening attentively and responding to what they hear with questions and comments. - Conversation and understanding the instructions. - Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment. ❖ Concept of Fast and Slow
8.	JANUARY	<p>Cambridge Phonics Approach</p> <p>Group 5: X x, Q q</p> <p>Pre-Literacy Skill book</p>	<ul style="list-style-type: none"> ❖ English letter phonic sound, letter formation and vocabulary building): Uppercase and Lowercase (X x, Q q) ❖ Recap of letters: Y y, U u, G g, J j ❖ Chapter- Bear on a Bike ❖ Discussion of story ❖ Vocabulary building ❖ Listening attentively and responding to what they hear with questions and comments. ❖ Conversation and understanding the instructions ❖ Begin to retell a familiar story verbally, including some relevant information. ❖ Concept of Hot and Cold
9.	FEBRUARY AND MARCH	<p>Cambridge Phonics Approach</p>	<ul style="list-style-type: none"> ❖ Recap of letters done so far. ❖ Begin to blend and segment the sounds they hear in simple spoken words, for example, saying 'c-oa-t, coat'. ❖ Identify some regular letter sound correspondences in familiar words, for example, letters in their own name, or letters in words in everyday print (e.g. signs, packaging) or familiar books. ❖ Concepts of Young and Old, Day and Night

HINDI

1.	APRIL & MAY	कहानी व कविता	<ul style="list-style-type: none">❖ सुनने का कौशल• अलग-अलग आवाज़ों को पहचानना• शिक्षक की बात ध्यान से सुनना❖ मौखिक अभिव्यक्ति• अपना नाम और उम्र बताना।• अपनी ज़रूरत बताना• कहानी सुनकर अपने विचारों को सरल वाक्यों में प्रस्तुत व प्रकट कर पाना।• कहानी सुनने के बाद प्रश्नों के उत्तर देना।• अपने पसंदीदा पात्र के बारे में बताना।• “मुझे यह कहानी क्यों पसंद आई?” जैसे सरल वाक्य बोलना।• चित्र देखकर कहानी दोहराना।❖ सस्वर वाचन❖ कविता गायन❖ रंगों की दुनिया❖ फलों के नाम❖ सब्जियों के नाम❖ मेरा शरीर (आँख, नाक, हाथ, पैर)❖ मैं और मेरा परिवार (माता, पिता, भाई, बहन)❖ पशु-पक्षी और उनकी आवाज़
2.	JULY	व्यंजन	<ul style="list-style-type: none">❖ अक्षर पहचानो- क, ख, ग, घ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान• फ्लैशकार्ड द्वारा अक्षर पहचान।• चित्र देखकर अक्षर बताना।• अक्षर से शब्द जोड़ना।• मौखिक अभ्यास एवं पुनरावृत्ति।

3.	AUGUST	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो- च, छ, ज, झ ❖ अक्षर क, ख, ग, घ की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान • विभिन्न ध्वनियों में अंतर पहचानना। • सरल निर्देशों का पालन करना। • अपनी आवश्यकताओं को शब्दों में व्यक्त करना। • सामान्य शब्दावली का सही प्रयोग करना। • प्रारंभिक अक्षरों को पहचानकर उनसे जुड़े शब्द बताना।
4.	SEPTEMBER	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो- ट, ठ, ड, ढ ❖ अक्षर च, छ, ज, झ की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान
5.	OCTOBER	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो - त, थ, द, ध ❖ अक्षर ट, ठ, ड, ढ की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान
6.	NOVEMBER	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो - न, प, फ ❖ अक्षर त, थ, द, ध की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान
7.	DECEMBER	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो - ब, भ, म, य ❖ अक्षर न, प, फ की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान
8.	JANUARY	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो - र, ल, व ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान ❖ अक्षर ब, भ, म, य की पुनरावृत्ति
9.	FEBRUARY & MARCH	व्यंजन	<ul style="list-style-type: none"> ❖ अक्षर पहचानो - श, ष, स, ह ❖ अक्षर र, ल, व की पुनरावृत्ति ❖ अक्षर से शुरू होने वाले शब्दों का ज्ञान ❖ चित्र पहचानकर अक्षर बताना।

MATHEMATICS

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1.	APRIL & MAY	Numbers Recognition and Writing - 1 & 2 Oral Counting 1-10 Shapes	<ul style="list-style-type: none"> - Oral counting 0-10 - Recognition, counting and writing of numbers 1 and 2. - Concept of one and more than one. - Count by saying number concept - Match without counting. - Joins in number rhymes and songs and refer to numbers in practical activities. <p>-Identifying various shapes around.</p> <ul style="list-style-type: none"> - Relating shapes to the real objects around like the door is rectangular, the ball is round like a circle etc. -Classifying or sorting shapes of various sizes by understanding their properties, according to their appearance.
2.	JULY	Numbers Recognition and Writing – 2 & 3 Oral Counting 1-20 Rolling and sliding	<ul style="list-style-type: none"> - Oral counting 0-20 - Recognition, counting and writing of numbers 2 and 3. - Number stories and Rhymes - Concept of zero as none, zero to many. <p style="text-align: center;">❖ Concept of Roll and Slide.</p>
3.	AUGUST	Numbers Recognition and Writing - 4&5 ORDINAL NUMBERS	<ul style="list-style-type: none"> -Recognition of Numbers 0 to 10 through flash cards. -Associating Numbers in their immediate surroundings like car number plate, phone, clock, calendar etc. -Represent numbers, for example, using fingers, making marks, drawing pictures or attempting to write numerals. - Oral Counting from 0-20 - Numbers 4 and 5 (Counting, Writing and Recognition) - Ordinal Numbers and Sequencing (First, second and third) - Begins to use ordinal numbers from 1st to at least 3rd in practical contexts, for example, toys or people in a line, running races.

4.	SEPTEMBER	Numbers Recognition and Writing- 6& 7	<ul style="list-style-type: none"> - Oral Counting from 1-30 - Numbers 6 and 7 (Recognition, Counting, and Writing) - Reinforcement of Numbers 1- 5 - Count and match up to number 5
5.	OCTOBER	Number Recognition and Writing- 8 Comparison	<ul style="list-style-type: none"> - Oral Counting from 1-30 - Recognition and Writing of Number 8 - Reinforcement of Numbers 1-7 - Patterns - Concept of Comparison (more, less, same, different etc.) - Compare and describe collections of objects or pictures, and things that cannot be touched, using words such as more and fewer
6.	NOVEMBER	Number Recognition and Writing- 9 Counting Objects	<ul style="list-style-type: none"> - Oral Counting from 1-40 - Recognition, counting and writing of Number 9 - Recap of Numbers 1 to 9 - Concept of 'Zero as None'. - Count objects like blocks, rajma beans etc. by one-to-one correspondence. - Count on from a given number like 2 were there and one more block is 3. - Able to count and match
7.	DECEMBER	Number Recognition and Writing- 10 Concept of zero More or less Dodging Numbers	<ul style="list-style-type: none"> - Oral Counting from 1-50 - Recognition, counting and Writing Number 10 - Recap of Numbers 1 to 10 - Concept of 'Zero as None'. - Identification of more or less objects in pictures and through real objects. -Concept of one or more than one. Writing Numbers from 1-10 in an order, in dodging numbers. -Ordinal and Cardinal numbers.

8.	JANUARY	<p>After Numbers</p> <p>Concept of Money</p>	<p>-Revision of counting and writing the numbers in an order as per the concept.</p> <p>-Identification of notes and coins</p> <p>-Handle money (real, pretend) in their play, recognising differences in colour, shape, size and mass.</p>
9.	FEBRUARY & MARCH	<p>Missing Numbers</p> <p>Patterns</p> <p>Forward Counting & Backward Counting</p>	<ul style="list-style-type: none"> - Oral Counting from 1-60 - Reinforcement of Numbers 1-10 - After Numbers - Missing Numbers <p>-Tracing various patterns on feely cards, joining the dots etc.</p> <p>-Identifying patterns in real-world surroundings.</p> <ul style="list-style-type: none"> - Extending repeated patterns like ab ab, abc abc etc. <ul style="list-style-type: none"> - Able to count from any given number up to 50. - Count backward from 10 to 0.

UNDERSTANDING THE WORLD

1.	APRIL & MAY	Myself My Family My School	<ul style="list-style-type: none">-Talking about yourself (Name, boy/girl, clothes we wear etc.)-Identifying body parts and their functions-Exploring 5 Senses and their roles.-Understanding growth and changes in the body.-Talking about their favourite toy.-Identifying a boy and a girl. -Identifying and sharing about their family members like father, mother, sister, brother, grandfather, and others.-Identifying big/ small family.-Talk about members of their immediate family, for example, the family members they live with.-Show a sense of belonging to their family.-Describing a special family moment. -Getting to know the name of the school, class teachers as well as subject teachers.-Exploring classroom areas, washroom, swings area, etc.
2.	JULY	Plants	<ul style="list-style-type: none">-Observing the plants, flowers, and trees around them.-Explore and talk about a range of different plants in their local environment, for example, colour, size, smell.-Identifying big trees and small plants, climbers, creepers etc.- Classifying leaves on the basis of size, colour, shape and texture.-Creating an object using different leaves.-Identifying the different parts of a plant (flower, stem, leaves, fruit)-Use senses (sight, hearing, taste, smell and touch) to explore and talk about a range of edible parts of plants, for example, 'I hear a crunch when I bite the apple.'-Elements of growth that plants need (sun, water, air and soil)- Understanding the journey of a plant (from seed to a plant)-Follow instructions to grow plants from seeds and talk about their observations as the plants grow.

			<ul style="list-style-type: none"> -Explore making sounds in different ways, for example, tapping a surface, shaking beads in a container, humming. - Developing vocabulary related to sounds like the tinkling of coins, rustling of leaves, chirping of birds, etc) -Creating simple sound makers by using the things around (like, Paper Cup Music Maker) -
6.	NOVEMBER	<p>Transport</p> <p>How Things Move</p> <p>Electricity</p>	<ul style="list-style-type: none"> -Identification and classification of various means of transport: <ul style="list-style-type: none"> - Land Transport - Air Transport - Water Transport -Observing things around to understand how different things move like round and round, up and down, back and forth and in a straight line. -Creating things like airplanes, boats, pinwheels and exploring how they move. -Handle objects in their play that move in different ways and use everyday language to talk about the movement, for example, cars, trains, windmills. -Recognise that some things need electricity to work, for example, electronic toys, digital devices. -Recognise that electricity can be dangerous, and behave safely around it. -Understanding the need for 'Electricity' -Observing things that work on electricity. -Sensitizing children about using electricity effectively (switching off the lights and fans before leaving the room, playing with toys and not electricity.)
7.	DECEMBER	Different Professions	<ul style="list-style-type: none"> - Identifying various professions. - Understanding the role of different professions and their importance in our society. - Identifying the uniforms and tools of different professions.

PHYSICAL DEVELOPMENT

	<u>PHYSICAL DEVELOPMENT</u>		
1.	April, May & July	Moving Well (Locomotor Skills)	<ul style="list-style-type: none"> - Move freely and with pleasure and confidence in a range of ways, attempting many new large and small movement skills, including running smoothly and skilfully, with changes in speed. - Take part in activities that require a level of balance, for example, stand on one foot for a few seconds, walk along a line, stand on a low narrow beam.
2.	August & September	Moving Well (Locomotor Skills)	<ul style="list-style-type: none"> - Show some ball control, including catching, rolling, bouncing, throwing overarm and kicking a ball. - Walk upstairs by alternating their feet and come down using two feet to each step. - Show some control when handling small objects and construction toys, for example, stacking a number of building blocks.
3.	October & November	Understanding the Movement (Body Control)	<ul style="list-style-type: none"> - Explore different ways of moving, including during play-based activities. - Respond appropriately to movement instructions, including in imaginative contents, for example, 'Stomp like an elephant.', 'Leap from rock to rock.', 'Twist to see if the pirate is chasing you.' - Talk about their movements using everyday language, for example, crawl, roll. - Develop their own movement skills through practise and in response to guidance and praise.
4.	January	Taking Part in Movement Activities (Object Control)	<ul style="list-style-type: none"> - Take part in simple individual and cooperative movement activities, possibly being more willing to take part in some activities than others. - Begin to show respect for others in group movement activities, including by taking turns.
5.	February & March	Taking Part in Movement Activities (Object Control)	<ul style="list-style-type: none"> - Show recognition that equipment and space need to be used safely by following safety rules. - Show some confidence to take risks and challenge themselves physically, for example, once they can balance on a low narrow beam, starting to take a few cautious steps along it.