

Month 1: Setting the Foundation (Weeks 1–4)

Week 1 Theme: Welcome & Routine Introduction

Focus Areas: Settling into school, building trust, learning daily routines, introducing group interaction

Objective of the Week:

To help children feel safe, welcomed, and begin understanding the structure of a school day through engaging, repeatable routines.

Day 1: Welcome to School!

Activity: "Hello Song & Name Game"

- Sing a simple welcome song (e.g., "Hello, Hello, What's Your Name?").
- Sit in a circle; pass a soft toy and say your name with a smile. Children repeat.

Learning Outcome:

- Begin to feel comfortable in the school environment.
- Recognize own name and names of peers.

Materials:

- Soft toy (welcome mascot)
- Name tags for each child
- Chart with song lyrics and visuals

Teacher Development:

- Learn children's names quickly and correctly.
- Use friendly, calm body language to build trust.

Day 2: Circle Time Routine Practice

Activity: "Let's Learn the Circle Time Rules"

- Introduce simple rules using visual cards: Sit in a circle, quiet hands, listen, wait for your turn.
- Roleplay with puppets (e.g., Monkey follows rules, Lion doesn't). Children help correct Lion kindly.

Learning Outcome:

- Understand and practice classroom expectations.
- Develop listening and self-regulation.

Materials:

- Rule cards with pictures
- Hand puppets or soft toys for roleplay

Teacher Development:

- Use consistent language and gestures for rules daily.
- Be patient—repeat and model often.

Day 3: Daily Routine Introduction

Activity: "Picture Schedule Walkthrough"

- Show and discuss a visual daily routine chart (arrival, circle time, play, snack, home).
- Do a mini school tour: show where things happen (e.g., snack spot, washroom).

Learning Outcome:

- Begin to understand school flow.
- Feel more secure with predictable structure.

Materials:

- Visual routine chart
- Schedule cards or posters around the class

Teacher Development:

- Keep language clear and simple (e.g., “Now we play, then we eat”).
- Refer to the chart often throughout the day.

Day 4: My First Circle Time Jobs

Activity: “Let’s Help Each Other”

- Introduce small helper roles (line leader, song starter, light switch helper).
- Pick 1–2 helpers; use name cards to assign jobs with excitement.

Learning Outcome:

- Build a sense of belonging and responsibility.
- Learn names and classroom functions.

Materials:

- Helper name cards
- Job chart with icons

Teacher Development:

- Rotate roles daily so everyone gets a turn.
- Praise efforts loudly and publicly (e.g., “Look how Riya helped today!”)

Day 5: Routine Song & Movement Recap

Activity: “Routine Song & Dance”

- Review the week’s activities using a fun chant (e.g., “We Come to School” – brush teeth, pack bag, wear shoes...).
- Follow with a simple movement song to celebrate learning (e.g., “Head, Shoulders, Knees and Toes”).

Learning Outcome:

- Reinforce memory of school routines in a joyful way.
- Strengthen motor coordination and rhythm.

Materials:

- Music player or teacher-led singing
- Routine visuals for review

Teacher Development:

- Create your own chant using the school’s daily flow.
- Reflect on which songs and transitions calmed or energized children best.

Weekly Teacher Reflection & Development

Reflective Questions:

- Which children settled in easily? Who may need extra reassurance?
- Are children responding to visual cues and songs?
- Do I repeat transitions consistently to build confidence?

Development Goal:

- Create a “Routine Board” where children can help move cards for each activity.
- Observe emotional comfort levels and adjust pacing accordingly.

Week 2 Theme: Calendar & Weather Basics

Focus Areas: Days of the week, weather types, basic time awareness

Day 1: Introduction to Days of the Week

Activity: “Days Train” Song & Visual Chart

- Sing a “Days of the Week” song using visuals (e.g., “Sunday, Monday...” to the tune of “The Addams Family”).
- Point to each day on a magnetic board or flip chart.

Learning Outcome:

- Children recognize the names and order of days.
- Understand that the week has 7 days.

Materials:

- Days of the week chart or flashcards
- Train engine with 7 carriages labeled with days
- Song audio or video (optional)

Teacher Development:

- Practice the days song with gestures.
- Be ready to explain that Sunday is often a holiday and Monday is a school day.
- Learn simple hand signals for each day (e.g., Sunday = rest hands, Monday = book for school).

Day 2: Today, Yesterday, Tomorrow

Activity: “Day Detective” Game

- Use a calendar chart to identify “today’s day.”
- Ask questions like: “What day was yesterday?” “What day will be tomorrow?”
- Give children small clues and let them guess the days.

Learning Outcome:

- Understand the sequence of days.
- Use basic vocabulary related to time: today, yesterday, tomorrow.

Materials:

- Pocket calendar or printed weekly calendar
- Day cards for children to pick and place

Teacher Development:

- Use real-life examples (e.g., “Yesterday we had music class”) to explain concepts.
- Prepare simple questions to assess understanding through play.

Day 3: Introduction to Weather

Activity: “Weather Watch” – Chart Observation

- Take children near a window or outside briefly.
- Ask them how the weather feels (hot, cold, windy, rainy, sunny).
- Add a weather symbol on the class weather chart.

Learning Outcome:

- Identify and name basic weather conditions.
- Understand that weather changes every day.

Materials:

- Weather chart (sun, cloud, rain, wind, snow, etc.)
- Velcro weather symbols or magnet board
- Real photos of different weather

Teacher Development:

- Learn local weather vocabulary in the home language + English.
- Practice using child-friendly words to describe weather sensations (e.g., “It’s bright and sunny today!”).

Day 4: Weather Dress-up

Activity: “What Should We Wear?” Game

- Show a weather card (e.g., rainy).

- Let kids pick a toy or image of clothing that fits the weather (e.g., raincoat, boots).
- Use a doll or puppet to dress up for the weather.

Learning Outcome:

- Link weather to daily life (dressing appropriately).
- Enhance vocabulary (umbrella, jacket, etc.).

Materials:

- Toy wardrobe/dress-up doll or images
- Weather cards
- Real or toy clothes (hat, sunglasses, coat, etc.)

Teacher Development:

- Introduce new words slowly and repeat often.
- Use puppetry or storytelling to hold attention.

Day 5: Review & Recap

Activity: “Calendar Weather Song + Chart Time”

- Recap all days using the song.
- Let children help update the day and weather on the chart.
- Sing a weather song with actions (e.g., “Mr. Sun,” “Rain, Rain Go Away”).

Learning Outcome:

- Reinforce week and weather concepts through repetition.
- Develop confidence and participation in group routines.

Materials:

- Weekly calendar chart
- Weather chart
- Song visuals or props

Teacher Development:

- Encourage child leadership by letting a different child update the chart each day.
- Reflect on which songs and games engaged children the most.

Weekly Teacher Reflection & Development

Reflective Questions:

Which activities helped children remember the days/weather best?

Are all children able to follow the routine? If not, why?

Which songs or visuals created the most excitement?

Development Goal:

Create a bank of seasonal songs and weather-based movement games.

Observe 1-2 children closely to assess understanding of sequences

Week 3 Theme: Feelings Check-In

Focus Areas: Identifying, expressing, and managing basic emotions (happy, sad, angry, scared, excited)

Day 1: Introduction to Feelings

Activity: “Face That Feeling” Game

- Show emotion flashcards (happy, sad, angry, scared, excited).
- Ask: “Have you ever felt this way?” and let kids mimic the face.
- Use a mirror or puppet to help children see the expression.

Learning Outcome:

- Recognize and name basic emotions.
- Understand that everyone has different feelings.

Materials:

- Emotion flashcards or posters
- Hand mirror or emotion puppet

Teacher Development:

- Practice making clear, exaggerated expressions.
- Learn emotion names in children's home language and English.
- Encourage inclusive responses (no wrong answers for feelings).

Day 2: Feelings Chart – “How Do You Feel Today?”

Activity: Daily Feelings Check-in Chart

- Children choose their mood and place their name/photo under it (happy/sad/angry/scared).
- Invite volunteers to explain why they feel that way.

Learning Outcome:

- Begin to express emotions through words or choices.
- Build empathy by listening to others.

Materials:

- Class “Feelings Chart” with emotion faces
- Children's name/photo cards with Velcro/magnets

Teacher Development:

- Create a safe, non-judgmental space for expression.
- Model emotional language: “I feel tired today, so I need some quiet time.”

Day 3: Story Time – Understanding Emotions

Activity: Read & Reflect

- Read a short story (e.g., *The Color Monster* or *When I'm Feeling Angry*).
- Ask simple reflective questions: “Why was the monster sad? What helped him feel better?”

Learning Outcome:

- Understand that feelings can change and be managed.
- Begin to link feelings to causes.

Materials:

- Picture book about feelings (English or bilingual)
- Props or puppets for dramatization

Teacher Development:

- Use different tones for each emotion while reading.
- Prepare simple open-ended questions for discussion.
- Encourage all responses—no right or wrong.

Day 4: Movement Activity – “Emotions Freeze Dance”

Activity: Feel & Freeze

- Play music and let children dance.
- Pause and call out a feeling (“Freeze like you're scared!”). Children show the emotion with body language.
- Reflect together: “How does your body feel when you're angry/sad/happy?”

Learning Outcome:

- Connect emotions to physical expression.
- Develop body awareness and emotion control.

Materials:

- Music player

- Emotion flashcards or feeling dice (optional)

Teacher Development:

- Watch for children who express strongly and guide gently.
- Reinforce: “It’s okay to feel that way” + “What can we do to feel better?”

Day 5: Calming Strategies + Review

Activity: “Feel, Say, Do” Circle

- Teach and model simple calming strategies (deep breaths, hug a pillow, count to 5).
- Practice with all: “If I feel angry, I can take 3 deep breaths.”
- Review the week’s feelings with song or flashcard quiz.

Learning Outcome:

- Learn simple strategies to self-regulate emotions.
- Recall and name different feelings.

Materials:

- Emotion cards
- Breathing prop (e.g., paper flower or feather)
- Soft toy or calming object

Teacher Development:

- Practice breathing and mindfulness techniques.
- Reflect on which children need extra support or show strong emotions frequently.

Weekly Teacher Reflection & Development

Reflective Questions:

- Are children becoming more open in sharing their feelings?
- Which emotions are easiest/hardest for them to express?
- What strategies helped calm the group when emotions ran high?

Development Goal:

- Create a “Feelings Corner” in class with tools like soft toys, fidget objects, or books.
- Note and celebrate emotional growth and empathetic actions in children.

Week 4 Theme: Simple Rhymes & Movements

Focus Areas: Language development, rhythm, listening skills, gross motor coordination

Day 1: Action Rhyme – “Clap Your Hands”

Activity: Clap and Repeat Rhyme

- Sing a simple rhyme with claps (e.g., “Clap your hands, clap your hands, listen to the music and clap your hands!”).
- Repeat with other actions: stomp your feet, tap your knees, jump around.

Learning Outcome:

- Improve listening and following directions.
- Develop rhythm and coordination.
- **Materials:**
- None (optional: speaker for background music)

Teacher Development:

- Practice a cheerful tone and matching gestures.
- Emphasize rhythm—use a slow pace for children to follow easily.

Day 2: Finger Play – “Incy Wincy Spider”

Activity: Finger Movement Rhyme

- Perform “Incy Wincy Spider” with finger movements.
- Let children try and copy the hand motions.
- Repeat slowly and clearly, allowing all to join.

Learning Outcome:

- Enhance fine motor skills.
- Understand the meaning of the rhyme through movement.

Materials:

- None (optional: a finger puppet or soft toy spider)

Teacher Development:

- Rehearse hand gestures in front of a mirror.
- Encourage all attempts; praise effort over accuracy.

Day 3: Movement Rhyme – “If You’re Happy and You Know It”

Activity: Sing, Move, and Express

- Sing the rhyme with actions (clap, stomp, shout hooray).
- Add new verses (e.g., “If you’re sleepy and you know it, yawn and stretch!”).
- Involve kids in choosing actions.

Learning Outcome:

- Express emotions through movement.
- Improve listening comprehension and participation.

Materials:

- None

Teacher Development:

- Use expressive gestures and voice modulation.
- Give children opportunities to lead verses or invent actions.

Day 4: Rhyming Sound Awareness – “Rhyme & Move” Game

Activity: Rhyme & Freeze

- Say pairs of words. Children jump if they rhyme (cat-hat), freeze if they don’t (dog-car).
- Keep rhythm by clapping or using a tambourine.

Learning Outcome:

- Develop phonological awareness.
- Improve body control and turn-taking.

Materials:

- Word cards or list (rhyming and non-rhyming)
- Tambourine or hand drum

Teacher Development:

- Learn and practice a list of rhyming pairs.
- Be energetic and clear in word pronunciation.

Day 5: Review + Rhymes Parade

Activity: “Rhyme Rewind” Mini Performance

- Children perform their favorite rhyme from the week.
- Add props like hats, ribbons, or hand puppets.
- Encourage participation in small groups if shy.

Learning Outcome:

- Recall and enjoy learned rhymes.
- Boost confidence and communication.

Materials:

- Simple props: ribbons, hats, hand puppets
- Rhyme cue cards (with pictures)

Teacher Development:

- Offer lots of encouragement and positive feedback.
- Observe which rhymes engaged children most for future planning.

Weekly Teacher Reflection & Development

Reflective Questions:

- Which rhymes sparked the most participation or joy?
- Are children improving in listening and movement coordination?
- Did any child show interest in leading rhymes or creating new moves?

Development Goal:

- Build a rhyme bank (with lyrics + actions) for future use.
- Explore local language rhymes and blend them with English for inclusivity.

Month 2: Interaction & Engagement (Weeks 5–8)

Week 5 Theme: Weather Helper Role

Focus Areas: Weather observation, building responsibility, language development, confidence

Objective of the Week:

To introduce a rotating **"Weather Helper"** role where a child leads the class in identifying and reporting the day's weather, developing observation, responsibility, and speaking skills.

Day 1: Introduction to the Weather Helper

Activity: "Meet the Weather Helper" Roleplay

- Introduce the idea of a Weather Helper (like a little weather reporter).
- Teacher demonstrates: goes outside (or looks out), checks the sky, and reports: "Today is sunny!"
- Show the class where the Weather Chart is and how to update it.

Learning Outcome:

- Understand the concept of daily weather observation.
- Learn vocabulary: sunny, cloudy, rainy, windy, cold.

Materials:

- Weather chart with Velcro/magnets
- Weather symbols (sun, cloud, rain, etc.)
- Toy microphone or pointer (for fun)

Teacher Development:

- Model the role in a fun, clear way.
- Practice using simple, expressive language and gestures.
- Be enthusiastic and make it feel special.

Day 2: Observation Practice

Activity: "Let's Look Outside" Group Walk

- Take children to a window or outside. Ask questions: "What do you see in the sky?" "How does the wind feel?"
- Point to weather flashcards as you talk.
- Choose 1-2 children to mimic the weather with body actions.

Learning Outcome:

- Improve observation skills.
- Learn to connect words with real-world experiences.

Materials:

- Weather flashcards
- Magnifying glass or pretend binoculars for fun
- Mirror (to show expressions for different weather)

Teacher Development:

- Use guiding questions to help children express what they see.
- Build excitement about being a weather detective.

Day 3: First Weather Helper On Duty

Activity: "Weather Reporter Time"

- Assign the first child as the "Weather Helper."
- The child checks the weather (with support), picks the matching symbol, and sticks it on the weather chart.
- Teacher helps them say: "Good morning! I am the weather helper. Today is sunny and hot."

Learning Outcome:

- Practice turn-taking and public speaking.
- Build self-confidence in reporting and leadership.

Materials:

- Weather Helper badge or hat
- Chart + weather symbols
- Simple speaking prompt card ("Today's weather is...")

Teacher Development:

- Coach the helper gently—whisper prompts or speak together.
- Praise effort, not perfection.

Day 4: Weather Helper Routine Continues

Activity: "Pass the Badge" & Weather Matching Game

- A new helper is chosen. Previous helper helps hand over the badge.
- Play a quick matching game: Hold up a weather card, and kids run to a corner labeled "sun," "cloud," etc.

Learning Outcome:

- Understand and respect routines and turn-taking.
- Reinforce weather vocabulary.

Materials:

- Weather badges or stickers
- Weather corners/posters around the room
- Matching cards

Teacher Development:

- Observe how children adapt to responsibility.
- Reflect on how to involve shy children gently.

Day 5: Weather Helper Recap & Song

Activity: "Weather Parade + Song"

- All children take part in a quick weather roleplay. Each acts out one type of weather with gestures.
- Sing a weather song together (e.g., "What's the Weather Like Today?").
- Reflect: "How does the weather helper help us every morning?"

Learning Outcome:

- Consolidate weather learning with movement and song.
- Appreciate the idea of shared responsibility.

Materials:

- Music/audio for weather song

- Visual chart for lyrics and pictures
- Costumes/props for weather (optional – sun mask, umbrella, etc.)

Teacher Development:

- Encourage leadership without pressure.
- Build a mini “Weather Corner” in class with all materials for self-access.

Weekly Teacher Reflection & Development

Reflective Questions:

- Did children understand the role of the Weather Helper?
- Are they using new weather vocabulary confidently?
- How can I rotate the helper role fairly and support quieter children?

Development Goal:

- Create a “Helper of the Day” board for weather and other class tasks.
- Build a weather storybook from class drawings and photos over time.

Week 6 Theme: Calendar Counting Game

Focus Areas: Number recognition, counting, understanding sequence, introduction to calendar concepts

Objective of the Week:

To introduce children to the idea of a calendar and reinforce number recognition and counting skills through engaging and active games during circle time.

Day 1: Meet the Calendar

Activity: “What is a Calendar?” Discussion & Demo

- Show a large classroom calendar. Point out the month, days of the week, and dates.
- Ask questions like: “What day is it today?” “Who knows what comes after Monday?”
- Introduce the “Today’s Date” pointer.

Learning Outcome:

- Begin recognizing the calendar as a tool to track days.
- Recognize today, yesterday, and tomorrow conceptually.

Materials:

- Large classroom calendar
- “Today’s Date” pointer
- Days of the week flashcards

Teacher Development:

- Practice using calendar terms in simple sentences.
- Reinforce vocabulary (today, yesterday, tomorrow) in daily talk.

Day 2: Calendar Hopscotch Game

Activity: “Number Hop on the Calendar”

- Place number cards (1–10 or 1–15) on the floor in a calendar grid pattern.
- Call out a number; the child hops to it and says the number aloud.
- Ask: “What comes next?” to promote forward counting.

Learning Outcome:

- Recognize and count numbers in sequence.
- Improve gross motor coordination and listening.

Materials:

- Number cards (1–15)
- Space on floor for arranging in rows

Teacher Development:

- Emphasize fun while correcting gently.
- Encourage full-body engagement to keep energy positive.

Day 3: Missing Number Game

Activity: "Which Number is Missing?"

- Arrange number cards 1–10 on the board in a calendar format.
- Remove one card while children close eyes. Ask: "Which number is missing?"
- Children guess and take turns placing it back.

Learning Outcome:

- Practice number order and memory skills.
- Strengthen visual recognition of numbers.

Materials:

- Number cards with Velcro/magnets
- Chart/board space for display

Teacher Development:

- Observe who needs support with number sequence.
- Praise participation and logical guessing.

Day 4: Calendar Helper Role

Activity: "Be the Calendar Captain"

- Choose a **Calendar Captain** to lead the class: Point to the day, date, and weather.
- Ask: "What day was yesterday?" "What day comes next?" Let the class answer together.

Learning Outcome:

- Boost speaking confidence and group interaction.
- Reinforce days and numbers in a meaningful context.

Materials:

- Calendar chart
- "Calendar Captain" badge or sash
- Mini pointer stick

Teacher Development:

- Offer sentence prompts to help the helper (e.g., "Today is...")
- Support shy children gently into the role over time.

Day 5: Calendar Song & Recap Game

Activity: "Sing & Point + Count the Days" Game

- Sing a days-of-the-week song (e.g., "Sunday, Monday...") with calendar pointing.
- End with a fun quiz: "Who can find number 5?" "Who knows what comes after Wednesday?"

Learning Outcome:

- Reinforce days of the week and numbers through music.
- Build confidence with interactive calendar use.

Materials:

- Days-of-the-week song (audio or teacher-led)
- Pointer stick
- Small stickers/stars for participation

Teacher Development:

- Add rhythm and repetition to learning.
- Use fun tones and varied pace to keep energy up.

Weekly Teacher Reflection & Development

Reflective Questions:

- Are children recognizing calendar numbers and days more confidently?
- Do they engage better with movement-based games or verbal questions?
- Which child stood out as a confident helper or strong counter?

Development Goal:

- Create a **Calendar & Counting Corner** in class.
- Keep a list of counting rhymes/games to rotate for variety.

Week 7 Theme: "What's New?" Show & Tell

Focus Areas: Language development, self-expression, confidence building, listening skills

Objective of the Week:

To encourage children to **bring or talk about something new** in their life (toy, object, experience) and **share it with peers**, helping build communication skills and confidence.

Day 1: Introduction to Show & Tell

Activity: "My New Thing" Teacher Demo

- Teacher brings a small item (e.g., a keychain, photo, favorite pen) and says: "This is my new keychain. I got it from a shop. I like the red color."
- Use 3 guiding prompts: **What is it? Where is it from? Why do you like it?**
- Ask students to think about what they can bring or talk about this week.

Learning Outcome:

- Understand the structure of Show & Tell.
- Begin to describe objects and ideas using simple sentences.

Materials:

- Teacher's Show & Tell object
- Visual cue chart with prompts: What / Where / Why
- Smile/focus cards to guide listening

Teacher Development:

- Model calm and expressive speaking.
- Show enthusiasm to set the tone.

Day 2: My Turn to Share (Small Group Sharing)

Activity: "Mini Show & Tell" – 2–3 kids share

- Select 2–3 children to bring/talk about a new object or memory.
- Others listen quietly, and clap after each sharing.
- Use a toy mic or badge for the speaker.

Learning Outcome:

- Begin speaking in front of peers with support.
- Develop listening and turn-taking skills.

Materials:

- Toy microphone or "Speaker of the Day" badge
- Timer (2 minutes per child)
- Applause or clapping card

Teacher Development:

- Coach children before they share if needed.
- Help shy students by starting with "This is..." and letting them finish.

Day 3: Theme Show & Tell – Favorite Toy

Activity: "Bring a Favorite Toy" Day

- Children bring a favorite toy from home.
- Share: name of toy, what it does, why they love it.
- Encourage props, actions, or sound effects.

Learning Outcome:

- Improve expressive vocabulary and confidence.
- Begin using descriptive words.

Materials:

- Toys from home
- Toy name tags
- Picture cue cards (color, size, sound)

Teacher Development:

- Encourage children to describe using senses: What does it look/sound/feel like?
- Use positive language to encourage hesitant speaker.

Day 4: "What's New at Home?" Talk

Activity: "New Things We Did" Sharing

- Prompt: "Did you go somewhere new?" "Did you eat something new?"
- Draw a simple picture together on chart paper to represent one child's sharing.
- Group reflection: "We all do different fun things!"

Learning Outcome:

- Learn to talk about experiences and personal moments.
- Strengthen memory and recall.

Materials:

- Chart paper
- Markers/crayons
- Experience flashcards for ideas (e.g., park, cake, grandma)

Teacher Development:

- Gently help connect student responses to the theme.
- Validate each child's story with praise.

Day 5: Celebration Circle & Recap

Activity: "All-Star Speakers" Circle + Badge Awards

- Quick recap: Who shared what this week?
- Children vote (by clapping or thumbs-up) for most exciting/funny/new thing.
- Give a "Super Sharer" badge to all who participated.

Learning Outcome:

- Reinforce appreciation of differences.
- Encourage social interaction and peer recognition.

Materials:

- Star badges or stickers
- Picture recap cards (drawn or printed)
- Applause stick or celebration song

Teacher Development:

- Reflect on how each child responded to the experience.
- Create a "Show & Tell Wall" with drawings/photos from the week.

Weekly Teacher Reflection & Development

Reflective Questions:

- Did each child get a chance to share something?
- Who showed growth in confidence?
- Which format (object, memory, toy) worked best?

Development Goal:

- Start maintaining a simple **speaking checklist** for each child.
- Plan to integrate regular Show & Tell in future weeks (monthly/fortnightly).

Week 8 Theme: Theme Songs – Colors

Focus Areas: Color recognition, listening and language development, rhythm and movement

Objective of the Week:

To help children **recognize and name colors** through **fun songs and movement activities** during morning circle time, while enhancing memory, language, and group participation.

Day 1: Introduction to Colors Through Song

Activity: "Color Song Parade"

- Sing a simple and catchy color song like: "Red, Red, Show Me Red" (to the tune of "Twinkle Twinkle").
- Ask children to stand up and find something red in the room to touch.
- Repeat with 2–3 different colors.

Learning Outcome:

- Begin identifying basic colors in the environment.
- Develop auditory memory and physical coordination.

Materials:

- Color flashcards
- Classroom objects in red, yellow, green, blue
- Song chart with color lyrics

Teacher Development:

- Use clear singing voice and lively gestures.
- Encourage movement and point out correct colors positively.

Day 2: Color Song with Props

Activity: "Rainbow Scarf Dance"

- Give each child a colored scarf or ribbon. Play a "Rainbow Song" that names colors.
- Children wave their scarves when their color is called.
- End by arranging scarves in rainbow order.

Learning Outcome:

- Associate color names with visual cues.
- Improve listening and following instructions.

Materials:

- Colored scarves or ribbons (1 per child)
- Music player or teacher-led singing
- Rainbow chart

Teacher Development:

- Learn to manage movement-based circle time calmly.
- Use props creatively to maintain attention.

Day 3: Color Hunt Game

Activity: "Find & Match the Color" Song Game

- Sing a chant: "Find me something blue, something blue, just for you!"
- Children find and point to the matching color in the room or on clothes.
- Follow up with: "What color is your shirt?"

Learning Outcome:

- Identify and label colors independently.
- Begin noticing colors in daily surroundings.

Materials:

- Color labels around the classroom
- Teacher-led chant or drum beat to guide rhythm

Teacher Development:

- Practice quick observation of children's responses.
- Offer clues and encouragement without giving direct answers.

Day 4: Color Song Roleplay

Activity: "If You're Wearing Red, Stand Up" Song

- Sing: "If you're wearing red, stand up high,
If you're wearing red, wave to the sky!"
- Repeat with different colors (blue, green, yellow, etc.).
- Encourage children to look at friends' clothes too.

Learning Outcome:

- Build awareness of self and others through color recognition.
- Improve group interaction and focus.

Materials:

- Simple tune (no props required)
- Visual cue cards (optional)

Teacher Development:

- Observe which colors are more/less known to students.
- Use positive attention to highlight participation.

Day 5: Rainbow Recap Song & Art Link

Activity: "Sing the Rainbow" with Picture Cards

- Sing the "I Can Sing a Rainbow" song with big color cards or painted chart.
- Ask: "Can you name all the colors we sang?"
- Invite kids to point or come up to the board to match items.

Learning Outcome:

- Reinforce the full set of basic colors.
- Link visual, auditory, and verbal recognition.

Materials:

- Rainbow poster
- Color picture cards
- Stickers/stars for participation

Teacher Development:

- Reinforce all color names consistently and clearly.
- Use this session to assess who knows all colors confidently.

Weekly Teacher Reflection & Development

Reflective Questions:

- Which songs did children respond to most actively?
- Are children able to name and match colors independently?
- Did movement help increase engagement?

Development Goal:

- Build a **Color Song Bank** for regular review.
- Add a **Color of the Week** to the morning routine going forward.

Month 3: Concept Integration (Weeks 9–12)

Week 9: Theme – Animals

1. Daily Circle Time Activities:

Monday – Animal Sounds Guessing Game

Activity: Teacher makes an animal sound (e.g., “moo”, “baa”, “roar”) and children guess the animal.

Learning Outcome:

- Sound recognition
- Listening skills
- Animal identification

Materials: Picture cards of animals

Teacher Tips:

- Use enthusiastic voice modulation.
- Give clues if needed.

Tuesday – Animal Movements

Activity: Play “Move Like an Animal” (e.g., hop like a rabbit, crawl like a snake, walk like an elephant)

Learning Outcome:

- Gross motor development
- Understanding animal behavior

Materials: Open space, animal flashcards (optional)

Teacher Tips:

- Model movements first.
- Encourage every child to participate.

Wednesday – “Which Animal Lives Where?” Sorting Game

Activity: Match animals with their habitats (e.g., lion – jungle, fish – water, camel – desert)

Learning Outcome:

- Understanding animal habitats
- Logical thinking

Materials: Printed animal and habitat cards

Teacher Tips:

- Use a board or mat to place items.
- Ask open-ended questions: “Why do you think so?”

Thursday – Animal Song Time

Activity: Sing rhymes like “Old MacDonald”, “Five Little Ducks”, or “Walking in the Jungle” with animal props.

Learning Outcome:

- Language development
- Rhythm and memory

Materials: Puppets, soft toys, or printed animal masks

Teacher Tips:

- Encourage children to sing and act with you.
- Repeat songs over the week for reinforcement.

Friday – Show & Tell: My Favorite Animal

Activity: Each child shares (verbally or by showing a picture/toy) their favorite animal and a fact they know about it.

Learning Outcome:

- Communication skills
- Confidence building
- Vocabulary development

Materials: Animal toys, flashcards, children’s own toys/books

Teacher Tips:

- Help shy children with prompts or let them whisper to the teacher.
- Appreciate every child’s effort.

2. Learning Outcomes (By End of Week):

- Identify common animals and their sounds
- Understand how animals move and where they live
- Develop early classification skills (wild, domestic, aquatic)
- Improve speaking and listening skills
- Gain confidence through participation and expression

3. Materials Required (For the Week):

- Animal flashcards (sound, movement, habitat)
- Soft toys or puppets
- Music player or phone (for animal songs)
- Mats or space for movement
- Show & tell materials (optional)

4. Teacher Development Focus:

| Area | Development Guidance |
|----------------------|--|
| Voice modulation | Practice animal sounds and storytelling to engage children. |
| Observation | Notice which children respond well to sound, movement, or visuals. |
| Encouragement | Use positive reinforcement to build confidence in shy learners. |
| Creativity | Add fun transitions between animals using stories or mini role-play. |
| Cultural sensitivity | Use animals familiar to the local environment and some new for exposure. |

Week 10: Story Time with Expression

Overview & Objectives

The theme for this week is to foster expressive storytelling skills among LKG children by using varied expressions, sounds, actions, and interactive questioning. The aim is to:

- Enhance listening and comprehension skills.
- Improve expressive language through tone, facial expressions, and body language.
- Build confidence in speaking and storytelling.
- Strengthen emotional recognition as children relate to the characters and situations in stories.

Daily Activities Breakdown

Day 1: Expressive Storytelling Introduction

Activity:

- **"Meet the Story Characters"**

The teacher begins by selecting a simple story (e.g., "The Lion and the Mouse" or any short fable) and reads it aloud while intentionally exaggerating facial expressions and using varied voice tones.

- **Interactive Element:**

Pause at key parts of the story and ask questions such as, "How do you think the lion feels?" or "What do you see on my face now?"

Learning Outcome:

- Students learn to link specific emotions with facial expressions.
- They practice active listening and begin to recognize tone changes.

Materials:

- A large picture book or storybook with clear illustrations.
- Emotion flashcards to show alongside key moments.

Teacher Development:

- Practice reading with expressive variations beforehand.
- Mirror practice: Watch yourself in a mirror to refine exaggeration of expressions and body language.

Day 2: Character Voices & Role Play

Activity:

- **"Voice Modulation Fun"**

Continue with the same story or a new short narrative. This session emphasizes giving each character a unique voice.

- **Interactive Element:**

After a demonstration, invite individual children to repeat a few lines using the same voice style (e.g., a "squeaky mouse" or a "roaring lion").

Learning Outcome:

- Enhances auditory discrimination and expressive language.
- Develops the ability to differentiate character emotions and roles through voice.

Materials:

- Storybook pages with dialogue.
- Optional: Simple props (e.g., a lion's mane headband or mouse ears) to help evoke character roles.

Teacher Development:

- Experiment with varied voice pitches and record yourself if possible.
- Provide gentle corrections and celebrate every effort, reinforcing that making mistakes is part of learning.

Day 3: Incorporating Gestures & Movement

Activity:

- **“Action Story Time”**

Read or recount a story that includes natural actions (for example, a story about animals where the characters jump, run, or crawl).

- **Interactive Element:**

Ask the children to act out parts of the story at key moments. For example, when the story mentions “the elephant stomps,” the entire group can mimic stomping.

Learning Outcome:

- Encourages motor skill development through synchronized movements.
- Helps in reinforcing the narrative by linking physical actions to parts of the story.

Materials:

- Open space in the classroom.
- Story picture cards that emphasize action (e.g., an image of an elephant or a running rabbit).

Teacher Development:

- Prepare and practice the corresponding gestures to ensure clarity in demonstration.
- Observe the children's participation level and adjust the pace accordingly to keep everyone engaged.

Day 4: Sequencing & Interactive Questioning

Activity:

- **“Picture Card Sequencing”**

Use a set of picture cards that represent key events in a short story that was read earlier in the week.

- **Interactive Element:**

Invite children to come up and arrange the cards in the correct sequence. Then, ask them, “How do you feel when you see this part?” or “What expression should we show here?”

Learning Outcome:

- Reinforces narrative sequencing and comprehension.
- Encourages verbal expression of feelings and opinions, linking emotion with narrative events.

Materials:

- Laminated picture cards from the story.
- A magnetic or felt board for arranging the sequence.

Teacher Development:

- Familiarize yourself with the concept of sequencing and narrative structure.
- Develop prompts that help children articulate their thoughts and emotions related to the story.

Day 5: Puppet Show & Recap

Activity:

- **“Puppet Story Circle”**

Use puppets (hand or finger puppets) to retell the story of the week or a favorite story with expressive dialogue.

- **Interactive Element:**

Allow children to manipulate or even briefly control the puppets to say a line, add an expression, or perform an action.

Learning Outcome:

- Consolidates the week’s learning by engaging multiple senses (visual, auditory, kinesthetic).
- Enhances creative expression and public speaking skills in a low-pressure, playful setting.

Materials:

- A set of simple puppets (DIY sock or finger puppets work well).
- A small puppet stage or designated puppet area.

Teacher Development:

- Develop a short puppet script beforehand that covers key expressive moments in the story.
- Reflect on which storytelling techniques (expressive voices, gestures, etc.) resonated the most with the children and consider incorporating these into future sessions.

Learning Outcomes (By End of Week)

- **Expressive Understanding:**

Children will be able to relate different facial expressions and voice tones to various emotional states described in stories.

- **Enhanced Comprehension:**

Improved ability to recall details and sequence events in a narrative.

- **Communication Skills:**

Increased confidence in expressing themselves verbally, both in narrating stories and in interactive response.

- **Social and Motor Integration:**

Better coordination through action-based storytelling and group activities.

Materials Required for the Week

- Storybooks with clear and engaging illustrations.
- Emotion flashcards.
- Laminated picture cards (for sequencing).
- Puppets and optional puppet stage.
- Simple props to reinforce character roles (e.g., headbands, costume pieces).
- Open space for movement-based activities.
- Audio device (if background music or sound effects are used).

Teacher's Development Focus

Teacher's Development Focus

| Focus Area | Development Guidance |
|--------------------------|---|
| Voice Modulation & Tone | Practice reading stories aloud in different character voices. Record and review sessions to fine-tune clarity and expression. |
| Facial & Body Expression | Engage in mirror practices and gesture rehearsals. Attend workshops or watch online demos related to expressive storytelling to gather new ideas. |
| Classroom Management | Develop cues and signals to ensure smooth transitions between storytelling and interactive parts. Reinforce a supportive and encouraging environment. |
| Interactive Techniques | Experiment with varied questioning styles to draw out shy participants. Encourage peer-to-peer sharing and validate every effort. |
| Reflective Practice | Maintain a reflective journal on what techniques worked best, what challenges arose, and possible modifications to suit individual class needs. |

Additional Tips for Success

- **Preparation:**

Always rehearse the story and your expression techniques before the session, so you feel confident when you present.

- **Flexibility:**

Be prepared to adapt the storytelling based on the children's responses—if they're excited about a particular character or moment, spend more time on it.

- **Positive Reinforcement:**

Always provide positive feedback to encourage participation, ensuring every child feels heard and valued.

- **Use of Multimedia:**

If available, use supplementary audio or visual aids (like short animated clips) that can spark further interest or illustrate more complex emotional expressions.

Week 11: Seasons & Clothes

Overall Objectives

Content Knowledge:

- Help children recognize different seasons (summer, rainy, winter, and spring) by associating key weather characteristics (hot, rainy, cold, blooming).
- Assist children in identifying which clothes suit each season.

Skills Development:

- Develop vocabulary for seasons and clothing items.
- Enhance observation, classification, and fine motor skills through sorting and role-play.
- Encourage expressive communication by sharing personal experiences.

Social & Emotional:

- Foster group participation, turn-taking, and respectful listening.
- Build confidence through role-play and interactive discussions.

Daily Activity Breakdown

Day 1: “Meet the Seasons” – Introduction & Discussion

Activity:

- **Visual Presentation:** The teacher begins by showing large, colorful posters or flashcards representing each season (summer, rainy, winter, and spring).
- **Discussion:** Ask simple questions such as “What is the weather like in summer?” or “Which season makes you feel cold?”
- **Show & Tell:** Display a few clothing items (or pictures) associated with each season (e.g., sunglasses for summer, umbrella for rainy, jacket for winter, and light dress for spring) while discussing.

Learning Outcome:

- Recognize and name the four seasons.
- Associate basic weather characteristics with each season.
- Begin to link seasonal weather with appropriate clothes.

Materials:

- Posters/Flashcards of seasons
- Real or picture examples of seasonal clothing (sunglasses, umbrella, jacket, cap, etc.)
- A “Seasons Chart” on a board.

Teacher Development:

- Prepare clear, age-appropriate language cues and question prompts.
- Practice using expressive voice modulation to keep children engaged.
- Reflect on pacing—ensure there is enough time for children to answer and interact.

Day 2: Dress-Up Role-Play – “What Should I Wear?”

- **Activity:**
- **Dress-Up Corner:** Set up a small area with different clothes representing each season (e.g., summer shorts and t-shirt, rainy raincoat and boots, winter jacket and scarf, spring hat and light

sweater).

- **Role-Play:** Invite children, one or two at a time, to pick an outfit for a given season. Use a prompt such as “Today is a cold winter day. Which clothes should you wear?”
- **Discussion:** Ask the class for feedback and let children share why they chose that outfit.

Learning Outcome:

- Understand the practical link between weather and clothing choices.
- Enhance decision-making and expressive language.
- Build fine motor skills as children handle and try on clothes.

Materials:

- A collection of dress-up clothing items for each season.
- A small mirror to let children see themselves in costume.
- A simple checklist poster showing “Season – Clothing.”

Teacher Development:

- Organize the dress-up items in advance to ensure smooth transitions.
- Encourage every child to participate by gently prompting those who are shy.
- Reflect on student choices to note common misconceptions or interests.

Day 3: Seasons Song & Movement

Activity:

- **Seasons Song:** Teach a simple, catchy song (for example, “In the summer, we wear a cap, In the winter, we wear a jacket...”) that names each season and the corresponding clothing.
- **Movement:** Integrate gestures for each line (e.g., fanning your face for summer, shivering for winter, opening an imaginary umbrella for the rainy season, and mimicking flowers blooming for spring).
- **Group Participation:** Encourage children to sing along and perform the movements.

Learning Outcome:

- Strengthen memory and recall through music and movement.
- Enhance listening skills and develop gross motor coordination.
- Reinforce associations between seasons and clothing.

Materials:

- A lyrics chart of the Seasons Song.
- Visual cue cards that show each season and clothing items.
- Music player (optional) for rhythmic background tunes.

Teacher Development:

- Rehearse the song and its corresponding gestures ahead of time.
- Consider variations or additional verses if children are highly engaged.
- Observe which gestures and songs elicit the best participation for future planning.

Day 4: Seasonal Sorting Game – “Match the Clothes”

Activity:

- **Preparation:** Create several small groups of picture cards – some depicting seasons and others depicting clothing items.
- **Sorting Activity:** Ask children to work together (or in small groups) to match the clothing card with the correct season card.
- **Interactive Discussion:** Once sorted, review each match with the entire group, asking questions like “Why do we wear a jacket in winter?”

Learning Outcome:

- Develop classification and sorting skills.
- Reinforce vocabulary related to seasons and clothing.
- Encourage cooperative learning and communication.

Materials:

- Laminated picture cards of seasons and clothing.

- Sorting trays or boards labeled with each season.
- A collection of real-life clothing examples (optional).

Teacher Development:

- Prepare clear instructions and model the sorting activity.
- Develop strategies to support children who need extra help (e.g., one-on-one guidance).
- Reflect on group dynamics to include quieter learners by assigning roles.

Day 5: Review, Reflection & Seasonal Collage

Activity:

- **Review Circle:** Recap the week's learning through an interactive Q&A session. Ask children to share their favorite season and the clothes they would wear.
- **Art Activity:** Engage the class in creating a "Seasons & Clothes" collage. Each child contributes by drawing or pasting images (pre-printed items) of their favorite seasonal clothing.
- **Show & Tell:** Invite a few children to present their section of the collage and explain what they drew and why.

Learning Outcome:

- Consolidate the week's learning.
- Strengthen oral language and creative expression.
- Develop fine motor skills through art and presentation skills by sharing.

Materials:

- Construction paper, glue, crayons, and pre-printed images of seasons/clothes.
- A large bulletin board or chart paper for the collage.
- A "Seasons & Clothes" review poster.

Teacher Development:

- Facilitate a calm, supportive environment during the sharing session.
- Use reflective questions to gauge student understanding.
- Note effective methods and any challenges faced for future lesson planning.

Summary of Learning Outcomes (By End of the Week)

- **Cognitive:**
 - Children will recognize and name the seasons and identify clothes that match each season.
 - Develop a deeper understanding of weather changes and related cultural practices regarding clothing.
- **Language & Social:**
 - Improved vocabulary and sentence structure through interactive discussion.
 - Enhanced cooperation and turn-taking during group activities.
- **Motor Skills:**
 - Fine motor skills are honed through dressing-up and collage-making; gross motor skills improve during movement activities.
- **Emotional & Creative:**
 - Increased confidence when sharing ideas and preferences; encouraged creative expression through art and role-play.

Materials Required for the Week

- Visual aids: Posters, flashcards, and a Seasons Chart.
- Real or picture examples of seasonal clothing.
- Dress-up items (hats, jackets, umbrellas, etc.).
- Laminated picture cards for the sorting game.
- Art supplies (crayons, glue, construction paper, pre-printed images).
- Music player (if using background music for the song).

Teacher's Professional Development Focus

This detailed plan integrates interactive learning with creative activities to ensure that LKG students not

only understand the concept of seasons and the associated clothing but also engage actively in the learning process.

Would you like printable resources such as a Seasons & Clothes poster, flashcards, or role-play scripts for these activities?

| Area | Development Guidance |
|----------------------|--|
| Seasonal Vocabulary | Familiarize with easy English and local language terms (e.g., “coat” and “woollen kapda”). |
| Storytelling Skills | Practice voice tone changes for different weather conditions (cold = slow, summer = lively). |
| Visual Engagement | Use colorful and large visuals; rotate props to maintain curiosity. |
| Inclusion & Patience | Ensure every child gets a turn in dress-up or sorting, even if shy or slow. |
| Creativity | Make a simple classroom "season corner" with items and images added through the week. |

Let me know if you’d like printable flashcards, a song lyric sheet, or a story script for any day!

Week 12 Theme: Shapes Rhyme + Hunt

Overall Objectives:

- Recognition:** Children will learn to identify and name basic 2D shapes (circle, square, triangle, rectangle) through visual and auditory cues.
- Expression & Memory:** Through a rhythmic rhyme, children will improve their auditory memory and ability to connect language with

visual concepts.

- **Interactive Learning:** The shape hunt supports hands-on exploration and critical thinking as children search for shapes in their environment.
- **Classroom Engagement:** Enhance gross motor skills, observation, and cooperative learning by involving every child in different roles during circle time.

Day 1: Introduction & Shape Rhyme

Activity:

- Begin the session with a catchy rhyme that introduces each shape. For example:

*“Round like the sun, that’s a circle, my friend,
Four equal sides make a square without end,
Three points form a triangle, so neat and small,
And a rectangle stretches, long and tall!”*

- As you recite each line, hold up large, colorful cut-outs or flashcards of the corresponding shape.
- Invite children to repeat the rhyme with you and mimic your hand gestures (e.g., drawing a circle in the air).

Learning Outcome:

- Children will begin to associate words (circle, square, triangle, rectangle) with their corresponding visual features.
- Develop listening and memory skills through repetition.

Materials:

- Large foam or cardboard cut-outs and flashcards of basic shapes.
- Visual aids featuring everyday objects that resemble each shape.
- A rhyme chart displayed on a board for reference.

Teacher Development:

- Practice the rhyme in advance using expressive voice modulation and body language.
- Use mirror practice or record your delivery to ensure clarity and enthusiasm.
- Reflect on pacing: give ample time for repetition and response.

Day 2: Shape Action Song & Movement

Activity:

- Build on the rhyme by incorporating movement. Sing a song such as:

“Jump on a circle, clap for a square,

Spin like a triangle, stretch like a rectangle – share!”

- Demonstrate corresponding actions (jumping for a circle, clapping for a square, spinning for a triangle, stretching for a rectangle).
- Encourage the children to imitate your moves while continuing the song.

Learning Outcome:

- Reinforce shape recognition through kinesthetic learning.
- Develop gross motor skills and the ability to follow multi-step instructions.

Materials:

- A speaker or music player for background music (if available).
- Pre-prepared cue cards or props that signal each action.

Teacher Development:

- Observe and modify actions if children seem confused—simplify gestures if needed.
- Consider using a consistent gesture for each shape, so children quickly memorize the association.
- Prepare to praise and encourage all attempts to keep energy positive.

Day 3: “Shape of the Day” Focus & Interactive

Discussion

Activity:

- Choose one shape as “Shape of the Day” (for instance, triangle).
- Discuss its properties (e.g., “A triangle has three sides and three corners!”).
- Show several real-world objects that have a triangular shape (like a slice of pizza or a yield sign).
- Invite a few children to come up and share other items they think

are triangles.

Learning Outcome:

- Deepen understanding of specific shape characteristics.
- Enhance vocabulary and critical observation skills.

Materials:

- Shape flashcards and real-life object images or replicas.
- A “Shape of the Day” poster that can be updated daily.

Teacher Development:

- Research and prepare a list of everyday items that exemplify each shape.
- Develop simple, clear language explanations suitable for LKG-level understanding.
- Observe responses and note which examples spark extra interest or discussion.

Day 4: Shape Hunt Game

Activity:

- Hide laminated shape cards or paper cut-outs around the circle area or classroom.
- Explain that it’s a “Shape Hunt”: “I want you to be shape detectives. Look around and see if you can find a shape I learned about.”
- As each child finds a shape, they call out its name. Reinforce correct naming by having them point to the corresponding flashcard on the board.

Learning Outcome:

- Encourage active learning and develop visual discrimination skills.
- Foster critical thinking and descriptive language as children explain what they’ve found.

Materials:

- Laminated shape cards (or sturdy paper cut-outs).
- Small baskets or clipboards for collecting or keeping track of found shapes.
- A list or chart showing all shapes to be found.

Teacher Development:

- Prepare the hunt carefully by ensuring all shapes are easily visible

in safe locations.

- Develop verbal clues to help children locate less obvious items.
- Reflect on the game's success afterward to note if any modifications are needed for future hunts.

Day 5: Shape Sorting & Recap Song

Activity:

- Gather the children's found shapes or a prepared set of mixed shapes.
- Lay out labeled trays or baskets for each shape: one for circles, one for squares, one for triangles, and one for rectangles.
- Ask the children to sort the shapes into the correct trays. As they do so, encourage them to say the name of the shape aloud.
- End with a final review by singing the shape rhyme once more, reinforcing each shape's properties.

Learning Outcome:

- Consolidate learning through classification and repeated verbal reinforcement.
- Increase fine motor skills through the sorting process and teamwork.

Materials:

- Mixed shape cut-outs (or objects representing shapes).
- Labeled trays or baskets.
- A visual rhyme chart for review.

Teacher Development:

- Observe and note individual progress: which children need extra support naming shapes.
- Use positive reinforcement and gentle corrections to guide learning.
- Adapt the sorting process in future sessions based on observed group dynamics.

Summary of Learning Outcomes (By End of the Week):

Cognitive & Linguistic Skills:

- Recognize and name basic shapes (circle, square, triangle, rectangle).
- Develop auditory memory and language through catchy rhymes.

Motor & Social Skills:

- Improve gross motor coordination (action song) and fine motor skills (sorting).
- Encourage teamwork and cooperative play during shape hunt and sorting.

Conceptual Understanding:

- Connect abstract geometric shapes to concrete real-life objects.
- Enhance observational and classification skills.

Materials Required for the Week:

- Large colored flashcards/foam cut-outs of basic shapes.
- Laminated shape cards for hunt activities.
- Real-life objects or images exemplifying each shape.
- Labeled trays or baskets for sorting.
- A speaker/music player (if using background music).
- Posters or visual aids with the shape rhyme and definitions.

Teacher's Professional Development Focus:

This plan draws on best practices in early childhood education and incorporates movement, song, and hands-on learning to make abstract concepts like shapes both enjoyable and memorable for young learners. Would you like printable resources such as a shape rhyme poster, flashcards, or a sorting chart template?

Sources:

| Focus Area | Development Guidance |
|--|--|
| Expressive & Rhythmic Teaching | Practice the rhyme and accompanying gestures daily to build confidence and clarity. Record sessions if possible and solicit peer feedback. |
| Classroom Management & Engagement | Develop cues and strategies to manage transitions between activities (rhyme recitation, action song, hunt) smoothly. Engage every child by rotating roles. |
| Observation & Adaptation | Note individual children's responses and learning styles; adjust cues, instructions, and pace as needed. |
| Resource Creativity | Continuously update your resource bank with additional shape examples and real-world objects. Experiment with creative props to maintain high engagement. |
| Reflective Practice | Keep a reflective journal after each session to evaluate the effectiveness of activities and to identify areas for improvement in delivery and content. |

Month 4–5: Deeper Participation (Weeks 13–20)

- **Focus Areas:** Themes (Fruits, Transport), patterning games, environmental awareness, jobs/people who help us.
- **Child Goals:** Listening, vocabulary, sequencing.
- **Teacher Growth:** Observe who engages less, introduce sensory variations (touch, smell, sound).

Month 6: Mid-Year Reflection (Weeks 21–24)

- **Activities:** Review learned songs, role play, peer storytelling.
- **Teacher Development:** Take notes/video, reflect on what worked, plan based on student

strengths/challenges.

Months 7–10: Language, Culture, & Responsibility (Weeks 25–40)

- **Activities:**
- Weekly Letter/Word Focus (A for Apple, B for Ball...)
- Introduce Indian festivals, mini celebrations
- Child of the Week leads greeting or song
- Vocabulary Builders (e.g., “Big and Small” day)
- **Teacher Development:**
- Create a resource box
- Observe speaking skills progress
- Use music/art integration
- Begin peer support with other teachers

Months 11–12: Review, Memory & Celebration (Weeks 41–48)

- **Activities:**
- “Memory Monday” – What do you remember from last month?
- “Talent Tuesdays” – share song, dance or joke
- Group recaps and class stories
- Year-end “Circle Time Carnival” – one big fun session
- **Teacher Development:**
- Self-evaluate via checklist
- Collect child feedback via smiley/frowny cards
- Create personal “what I learned” log
- Record final group activity as a keepsake

Would you like me to format this into a printable chart, PDF, or Google Sheet for daily use? I can also prepare activity templates, teacher observation forms, or seasonal themes to plug in easily.

Overview of Morning Circle Time

Purpose:

Community Building: Every child feels welcomed and learns to share, listen, and respect others’ turns.

Learning Primer: Introduction of the day’s schedule, calendar, weather, and a themed mini-lesson that builds basic academic and social skills.

Social–Emotional Growth: Opportunities for children to express their feelings, engage in group discussion, and develop self-regulation.

Teacher's Role & Development Focus:

Managing a structured yet flexible routine.

Gradually shifting from teacher-led activities to more student-led routines.

Reflecting on each session via self and peer evaluations and participating in professional development activities.

Yearly Plan: Weekly Outline by Phases

Phase 1: Foundational Establishment (Months 1–2; Weeks 1–4)

Week 1: Introduction to the Routine

Activities for Children:

Greeting Song: Sing a simple “Good Morning” song using hand claps and movements.

Name Call & Attendance: Teacher greets each child by name as they join the circle.

Visual Calendar: Introduce a picture calendar; help children see “Today’s Date.”

Learning Outcomes:

Familiarization with the routine; recognition of names and the concept of attendance.

Teacher Development:

Practice clear enunciation of children’s names.

Observe initial body language and participation.

Keep brief notes (or a video log) to assess engagement.

Week 2: Calendar and Weather Awareness

Activities for Children:

Calendar Update: Guide children to place or move a marker to the current day.

Weather Discussion: Use simple weather picture cards (sunny, rainy, cloudy) and ask, “What is the weather like today?”

Learning Outcomes:

Understand the sequence of days; basic weather vocabulary.

Teacher Development:

Experiment with questioning strategies that invite multiple responses.

Reflect on what types of prompts yield the best engagement.

Week 3: Expressing Feelings

Activities for Children:

Feeling Chart: Introduce a “How Do You Feel Today?” chart with simple smiley or emotion faces.

Discussion: Ask each child to point to an emotion that matches their current mood.

Learning Outcomes:

Begin to verbalize feelings; practice empathy.

Teacher Development:

Learn to validate children’s emotions with reflective language.

Start a reflective journal entry on how the children’s emotional responses evolve.

Week 4: Simple Rhymes and Movement

Activities for Children:

Action Rhyme: Recite a short rhyme (for example, “If you’re happy and you know it...”) and incorporate corresponding actions.

Movement Break: Brief stretching or clapping exercises.

Learning Outcomes:

Develop memory and motor coordination.

Teacher Development:

Practice using expressive facial cues and gesture that motivate participation.

Note which physical activities keep children most focused and joyful.

Phase 2: Interactive Participation and Role Distribution (Months 3–4; Weeks 5–8)

Week 5: Introducing Helper Roles

Activities for Children:

Role Assignment: Appoint a “Weather Watcher” or “Calendar Helper” who assists in updating the calendar or weather chart.

Interactive Q&A: Ask the helper to describe what they see.

Learning Outcomes:

Encourage confidence and responsibility; reinforce observational skills.

Teacher Development:

Delegate responsibilities gradually.

Reflect on how children perform when given specific roles.

Seek peer feedback on group dynamics.

Week 6: Expanding the Calendar Routine

Activities for Children:

Counting Days: Use the calendar to practice counting (e.g., “Let’s count the days till Friday”).

Simple Sequencing: Ask, “What comes after Monday?”

Learning Outcomes:

Reinforce sequence and number order.

Teacher Development:

Experiment with different visual aids (stickers, pointer) to aid understanding.

Record observations of increased participation in counting.

Week 7: Show & Tell (What's New?)

Activities for Children:

Show & Tell: Each child gets a turn to bring or describe a small item.

Learning Outcomes:

Develop speaking skills, boost confidence, and foster peer learning.

Teacher Development:

Observe turn-taking and refine group management strategies.

Take notes on effective prompts to encourage quieter students.

Week 8: Introduction of Theme Songs (e.g., Colors)

Activities for Children:

Color Song: Teach a song focusing on colors. Use flashcards or props.

Matching Game: Ask children to find objects in the room that match a named color.

Learning Outcomes:

Identify basic colors; integrate auditory learning with visual recognition.

Teacher Development:

Develop multisensory teaching techniques.

Reflect on student engagement to determine if the musical component needs variation.

Phase 3: Integrating Thematic Mini-Lessons (Months 5–6; Weeks 9–12)

Week 9: Theme – Animals

Activities for Children:

Animal Flashcards and Sounds: Introduce different animals with cards and encourage imitating animal sounds.

Interactive Discussion: Ask “Which animal is your favorite?” and discuss why.

Learning Outcomes:

Build vocabulary and introductory classification skills.

Teacher Development:

Practice using dramatic techniques and props (e.g., stuffed animals) to enrich storytelling.

Adjust questioning techniques based on student responses.

Week 10: Story Time with Engagement

Activities for Children:

Read-Aloud: Tell a short story or poem using puppets or visual aids.

Follow-Up Questions: Ask simple comprehension questions after the story.

Learning Outcomes:

Improve listening skills and memory recall.

Teacher Development:

Refine storytelling techniques and pace.

Record which visual aids elicit the best participation and note areas for improvement.

Week 11: Theme – Transportation

Activities for Children:

Show & Discuss: Present small toy vehicles and discuss their uses.

Interactive Counting: Count the vehicles or match pictures to words (e.g., “bus”, “car”).

Learning Outcomes:

Introduce basic vocabulary and categorization; practice counting.

Teacher Development:

Develop interactive questioning techniques.

Use feedback to decide if additional props or visuals are needed.

Week 12: Shapes and Patterns

Activities for Children:

Interactive Shape Hunt: Show flashcards of basic shapes, then have children identify similar shapes in their environment.

Movement Game: “Find a circle” – children quickly point out circular objects.

Learning Outcomes:

Recognize basic shapes; understand the concept of pattern recognition.

Teacher Development:

Experiment with different pacing strategies to keep the activity focused.

Reflect on transition techniques from active to reflective phases.

Phase 4: Expanding Student Leadership and Active Learning (Months 7–10; Weeks 13–20)

Week 13: Leadership Roles – Student-Led Greetings

Activities for Children:

Rotating Greeter: Allow a child each day to start the meeting with a greeting and a small welcome message.

Learning Outcomes:

Increase self-confidence, develop leadership and public speaking skills.

Teacher Development:

Encourage and support shy students; note improvements in independent participation.

Hold a reflection session with peers to share strategies for boosting leadership.

Weeks 14–16: Balancing Active and Passive Routines

Activities for Children:

Active Movement: Start with a quick game (e.g., “Simon Says” or a short dance) to channel energy.

Quiet Time: Follow up with a calm story or fingerplay.

Show & Tell: Rotate a weekly “special item” show where one child shares something unique.

Learning Outcomes:

Enhance concentration and self-regulation.

Teacher Development:

Maintain a timer to keep segments concise (around 5–7 minutes each).

Reflect on which transitions work best and document any adjustments.

Weeks 17–20: Introducing Advanced Mini-Lessons

Activities for Children:

Counting Challenges: Integrate games that go beyond counting to 10 (for instance, counting small groups of objects).

Letter Recognition: Introduce a “Letter of the Week” (for example, focus on the letter “A” using tactile materials).

Interactive Questions: Use simple memory games (“What was yesterday’s weather?”).

Learning Outcomes:

Strengthen early numeracy and literacy skills.

Teacher Development:

Use brief assessments (oral questioning, visual cues) and keep a log of observed progress.

Attend webinars or professional workshops to integrate new ideas.

Phase 5: Reflection, Consolidation, and Celebration (Months 11–12; Weeks 21–24)

Week 21: Cumulative Review

Activities for Children:

Memory Wall: Create a wall or chart where students place stickers or draw pictures representing what they have learned over the year (weather, days, themes).

Discussion: Each child shares one favorite circle time activity.

Learning Outcomes:

Reflect on learning, reinforce memory and sequencing.

Teacher Development:

Organize a reflective session with peers and document which areas show significant growth.

Use recorded data or anecdotal notes to plan end-of-year reports.

Weeks 22–24: Year-End Celebration and Future Readiness

Activities for Children:

Performance: Prepare a class performance—a group recitation, song, or skit using favorite activities.

Recognition: Distribute simple certificates or awards (e.g., “Outstanding Helper,” “Super Listener”).

Celebratory Activity: Hold a fun gathering (dance, treat, game) marking the year’s end.

Learning Outcomes:

Build a sense of accomplishment and readiness for transitions.

Teacher Development:

Complete a comprehensive self-assessment and professional development report summarizing teaching growth over the year.

Solicit parent and peer feedback to inform plans for the next academic cycle.

Teacher Professional Development Recommendations

Throughout the year, teachers can reinforce and improve their teaching strategies during circle time by:

1. Self-Evaluation:

Record sessions (audio/video) where possible, and review them to analyze child engagement and clarity of instruction.

Keep a reflective journal that documents what worked well and what might be improved.

2. Peer Collaboration:

Organize regular meetings (or online discussions) with colleagues to share experiences and new ideas for interactive circle time sessions.

Observe each other’s sessions (in person or via video) to gain insights into best practices.

3. Professional Workshops & Webinars:

Attend early childhood education workshops and webinars focused on interactive group activities, classroom management, and innovative use of props/technology.

Implement one new strategy per month based on workshop learnings, and note its impact.

4. Feedback Collection:

Use simple tools (e.g., “smiley” cards or a brief discussion) to gauge children’s responses after each session.

In addition, seek feedback from parents regarding observed changes or improvements in their children’s communication and confidence.

5. Resource Development:

Develop a resource box of props, flashcards, and digital templates to streamline the planning process.

Regularly update teaching materials based on seasonal themes or new curriculum insights.

Final Thoughts

This one-year plan is intended to be both a roadmap for engaging morning circle time sessions and a guide for continuous teacher development. By beginning with a solid foundation and progressively introducing interactive, thematic, and student-led elements, you not only support your children’s academic and social growth but also enhance your own teaching expertise over the year.

Would you like printable templates or digital checklists that correspond with this weekly plan? They can help track progress and support your professional development objectives.

References:

(Basic principles of preschool routines)

(Guidelines on effective circle time and teacher reflections)

This plan is flexible, so feel free to adapt it based on the daily energy levels, the specific needs of your students, and your own professional growth goals.

Below is a comprehensive “Morning Circle Time” plan designed especially for LKG/UKG students. The plan is organized week by week (with each week spanning Monday to Friday) and includes daily themes, detailed activity instructions, objectives, the materials needed, and teacher guidance notes. This sample plan is designed to build essential language, social, emotional, and cognitive skills in young learners while creating a fun, structured start to the day. You can adjust details based on your classroom dynamics and local curriculum expectations.

General Objectives for Morning Circle Time

- **Language and Communication:** Promote active listening, vocabulary building, and expressive language.
- **Social Skills:** Encourage cooperation, sharing, and respectful communication.
- **Emotional Growth:** Help children identify, label, and express their feelings.
- **Cognitive Development:** Introduce basic concepts (colors, numbers, shapes) and stimulate curiosity.
- **Physical Movement:** Integrate songs and movement to release energy and reinforce learning.

Weekly Overview & Detailed Daily Activity Plans

Week 1: Welcome & Getting to Know Each Other

Theme Focus: Building a warm, inclusive community and developing self-awareness

Monday – “Greeting & Welcome”

- **Activity:**
- Use a “Greeting Song” while forming a circle. The teacher leads by singing a simple welcome rhyme (e.g., “Hello, hello, how are you? Let’s start our day!”).
- Go around the circle for a brief greeting from each child (using each child’s name).
- **Materials:**
- A prepared greeting song with motions (could be visual posters or a picture card showing a smile).
- **Teacher Guidance:**
- Model enthusiastic greetings.
- Emphasize correct name pronunciation to build each child’s self-esteem.
- Encourage shy children gently with supportive, one-on-one attention.

Tuesday – “All About Me”

- **Activity:**
- “Name Toss”: While seated in a circle, pass a soft ball or beanbag. When a child catches it, they introduce themselves with one fun fact (for instance, their favorite color or animal).
- **Materials:**
- A beanbag or soft ball.
- **Teacher Guidance:**
- Demonstrate the activity first.
- Encourage listening by prompting children to repeat each other’s names before tossing the ball.
- Use praise and positive reinforcement for sharing.

Wednesday – “Show and Tell”

- **Activity:**

- Invite children to bring a small personal item (a toy, a drawing, or a meaningful object from home) and briefly explain it.
- **Materials:**
- Children's personal items.
- **Teacher Guidance:**
- Explain the rules for turn-taking and respectful listening.
- Ask guiding questions ("What makes your toy special?") to help quieter children share.
- Provide supportive comments to boost confidence.

Thursday – "Story Time: All About Me"

- **Activity:**
- Read a short picture book centered on self-identity or feelings (e.g., "My Very Special Name" or similar titles).
- Pause for simple questions, such as "What do you like about yourself?" or "Can you show me your happy face?"
- **Materials:**
- A brightly illustrated storybook.
- **Teacher Guidance:**
- Read with expressive tone and clear enunciation.
- Use puppets or visual aids to illustrate feelings and themes.
- Encourage participation by inviting children to mimic actions or answer simple questions.

Friday – "Movement & Song Day"

- **Activity:**
- Incorporate a favorite action song ("If You're Happy and You Know It" or a custom welcome song) that combines singing with hand clapping or jumping.
- **Materials:**
- Audio (if available) for the song; otherwise, teacher leads vocally.
- **Teacher Guidance:**
- Engage every child with clear, slow instructions for each movement.
- Facilitate imitation and offer assistance as needed for motor skills.
- Monitor for overexcitement and help settle down the group afterward.

Week 2: My Family & Friends

Theme Focus: Exploring family roles, relationships, and friendship skills

Monday – "Family Picture Sharing"

- **Activity:**
- Ask children (or have parents provide in advance) to bring a family photo. In the circle, each child briefly introduces their family members.
- **Materials:**
- Family photos or pictures.
- **Teacher Guidance:**
- Use open-ended questions ("Can you tell me one thing you love about your family?").
- Reinforce positive social interactions and respect when others are sharing.

Tuesday – "Role Play: Family Roles"

- **Activity:**
- Set up simple role-play scenarios (e.g., a mock "grocery store" or "home") where children can pretend to be a family member.
- Encourage children to discuss what roles each family member has.
- **Materials:**
- Props such as toy phones, play food, dress-up items.
- **Teacher Guidance:**

- Guide the children with prompts (“Who is cooking? Who is setting the table?”).
- Ensure each child has a role, and offer gentle redirection if the play strays off-topic.

Wednesday – “Family Song & Dance”

- **Activity:**
- Teach a simple family-themed song (for example, “I Love My Family”). Include hand gestures (e.g., mimicking hugs, hand-over-heart).
- **Materials:**
- Lyrics on a chart or board, if available.
- **Teacher Guidance:**
- Ensure the lyrics are clear and repeat the song several times.
- Use enthusiastic body language to model participation.

Thursday – “Friendship Circle”

- **Activity:**
- Discuss what it means to be a good friend. Ask children to share examples of kind behavior.
- Have children form a circle and pass a “friendship token” (a soft object) while mentioning one kind act they have done or witnessed.
- **Materials:**
- A “friendship token” such as a heart-shaped pillow.
- **Teacher Guidance:**
- Validate each child's response and emphasize taking turns.
- Provide additional examples if needed and praise all contributions.

Friday – “Family & Friendship Collage”

- **Activity:**
- Create a group collage on a bulletin board where children attach paper cut-outs (or drawings) of family members and friends.
- Encourage children to come up and place their item, saying its name aloud.
- **Materials:**
- Pre-cut shapes, glue, markers, and a bulletin board.
- **Teacher Guidance:**
- Guide children to share nicely and help them place the collage items.
- Reinforce concepts of cooperation and celebrate the diversity of families.

Week 3: My School & Community Helpers

Theme Focus: Familiarizing children with the school environment and community roles

Monday – “School Environment Tour”

- **Activity:**
- Walk around the classroom or designated school areas while naming key areas (library, playground, staff room).
- Encourage children to point out features and ask questions.
- **Materials:**
- A simple map of the school (even a hand-drawn sketch can help).
- **Teacher Guidance:**
- Explain each area in simple terms.
- Pair children if needed to foster peer learning and safety.
- Reinforce rules related to each area (e.g., quiet in the library).

Tuesday – “Meet Our Helpers”

- **Activity:**
- Share pictures or introduce real (or imagined) community helpers (like the principal, nurse, bus driver) and discuss their roles.
- **Materials:**

- Photos, puppets, or simple costumes.
- **Teacher Guidance:**
- Use simple language (“The bus driver helps us travel safely!”).
- Ask questions to promote recall (“Who do you see helping today?”).
- Validate any personal experiences the children share regarding school helpers.

Wednesday – “Our Classroom Roles”

- **Activity:**
- Discuss classroom responsibilities and allow each child to have a small “job” (line leader, door holder, etc.).
- Use a chart to record the rotation.
- **Materials:**
- Job chart/board.
- **Teacher Guidance:**
- Explain that every role is important.
- Model the job for demonstration and then carefully assign the roles, ensuring fairness and celebrating each contribution.

Thursday – “Story Time: My School”

- **Activity:**
- Read a short story focusing on a child’s first day at school or a positive school experience.
- Ask guiding questions afterward, such as “What did you like most about the school in the story?”
- **Materials:**
- Age-appropriate storybook on school life.
- **Teacher Guidance:**
- Use expressive reading with voice variation.
- Foster discussion with gentle follow-up questions.
- Encourage shy participants by calling on them in a friendly manner.

Friday – “Thank You, Helpers!”

- **Activity:**
- Organize a “Thank You” song or chant honoring the school and community helpers.
- Optionally, craft a simple “Thank You” card display where each child draws or writes (with teacher assistance) a thank-you note.
- **Materials:**
- Craft materials (paper, crayons, stickers).
- **Teacher Guidance:**
- Explain why helpers are important.
- Work closely with children who need more assistance with writing/drawing.
- Celebrate the collective effort as a group with high fives or applause.

Week 4: Feelings & Expressions

Theme Focus: Recognizing and expressing emotions in a constructive way

Monday – “Faces and Feelings”

- **Activity:**
- Show large flashcards with different facial expressions (happy, sad, surprised, angry).
- Ask children to mimic the emotion shown and name a time they felt that way.
- **Materials:**
- Flashcards with clear, friendly illustrations.
- **Teacher Guidance:**
- Model the expressions yourself first.
- Ensure a safe space where children feel comfortable sharing, without forcing any child to reveal more than they wish.

Tuesday – “Emotion Song & Dance”

- **Activity:**
- Sing an emotion-themed song (such as one that includes simple phrases like “I feel happy, I feel sad”) with corresponding movements.
- **Materials:**
- A simple song and visual cues.
- **Teacher Guidance:**
- Encourage participation by singing along and clapping together.
- Make adjustments for children who may be reluctant or overwhelmed with the emotions portrayed.

Wednesday – “Story Time: My Big Feelings”

- **Activity:**
- Read a story that focuses on managing big feelings (there are many age-appropriate children’s books that address emotions).
- Pause to ask questions like “How do you think the character felt?” and “What would you do?”
- **Materials:**
- A carefully chosen storybook that addresses feelings.
- **Teacher Guidance:**
- Use gentle tone modulation when discussing intense emotions.
- Validate each child’s contribution and relate the story back to their everyday experiences.

Thursday – “Drawing My Feelings”

- **Activity:**
- Provide paper and crayons/markers. Ask each child to draw a picture that shows how they are feeling that day.
- Invite a few volunteers to share their artwork with the circle.
- **Materials:**
- Sheets of paper, crayons, markers.
- **Teacher Guidance:**
- Reinforce that there are no “wrong” feelings and every drawing is appreciated.
- Offer individual attention to help children articulate their drawing if needed (“I see you used bright colors—does that mean you’re feeling happy?”).

Friday – “Mindfulness & Calm Down”

- **Activity:**
- Lead a short mindfulness exercise or guided imagery session. For example, use a “balloon breath” exercise—inhale to imagine a balloon filling up, exhale to imagine it deflating.
- **Materials:**
- A visual aid (an image of a balloon) can be helpful.
- **Teacher Guidance:**
- Keep the instructions calm and slow, ensuring the tone of voice is soothing.
- Make sure children are seated comfortably and understand the simple steps.
- Reinforce that it’s okay to feel a wide range of emotions and that calming down is a part of learning to manage them.

Additional Teacher Tips for Successful Circle Time

- **Consistency & Routine:**

Establish a predictable structure each morning. Children thrive when they know what to expect. Modify themes weekly but keep a consistent framework (greeting, activity, closing ritual).

- **Flexibility:**

Adapt the activities according to the responsiveness of the children. Some days may need more movement, while others may benefit from quieter reflection.

- **Engagement Strategies:**

Use visual aids, puppets, songs, and real-life objects. Encourage participation with positive reinforcement and gentle cues.

- **Inclusion:**

Recognize the diverse backgrounds of students by inviting them to share personal experiences in ways that are comfortable for them.

- **Assessment & Reflection:**

Observe children's participation and gather informal feedback to adjust future circle time sessions. End each session with a brief recap of the day's learning.

This detailed plan can be extended or modified weekly by introducing new themes (such as "Seasons," "Animals," "Community Helpers" in subsequent weeks) and by gradually increasing the complexity of activities as children become more comfortable with speaking, sharing, and interacting. The primary goal remains to offer a structured yet playful environment that promotes learning, emotional well-being, and social competence in early childhood.