

# KG – CURRICULUM ENGLISH

Month	Topic	Teaching method	Learning outcome	Art integration
April	Recapitulation of capital letters A-Z, writing of small letters a-f with phonics, phonics song, <i>when you happy and you know it</i> .	Start by introducing the letters one at a time. Display a visual aid (flashcard, poster) with the letter and its corresponding image. Writing each letter step by step using a large writing surface. Encourage children to follow along using their fingers or writing tools. Use simple words that start with the target letters to emphasize the sounds.	Students will learn to write and recite the alphabet from A to Z. The lesson emphasizes letter sounds using simple words that start with the target letters.	Provide colouring sheets with small letters a-f and images that match their phonetic sounds for students to colour and trace.
May	Writing of alphabet g-n with phonics, <i>wheels on the bus</i>	Start by introducing the letters one at a time. Display a visual aid (flashcard, poster) with the letter and its corresponding image. Writing each letter step by step using a large writing surface. Encourage children to follow along using their fingers or writing tools. Use simple words that start with the target letters to emphasize the sounds.	Students will have a solid foundation in recognizing and writing the alphabet. They will improve their phonic awareness and ability to associate sounds with letters.	Create an alphabet path on the floor with small letters g-n. Have students walk along it, saying the letter and its sound.
July	Revision of previously done small letters. Writing of alphabet o-z with phonics, <i>phonics song, I hear thunder</i>	Show flashcards of the alphabet a-n with their corresponding sound. Writing correct formation of the alphabet (o-z) on the board and encouraging the students to follow the same in their notebooks.	They will improve their phonic awareness and ability to associate sounds with letters.	Fill a tray with sand and have students use their fingers or a stick to write small letters o-z while saying their sounds.
August	Writing of small letters, a-z, with phonics, vowels, and consonants, Introduction of vowel 'a' sound CVC words, writing of 'at' words with pictures (words should be according to the student's level), <i>Old MacDonald had a farm</i>	Show flashcards of the alphabet a-z with their corresponding sound. Writing of correct formation of the alphabet on the board and encourage them to follow the same in their notebooks in sequence. The narration of the story of vowels, hand print on notebook and writing of vowels on the fingertips, Writing separately vowels and conson	Students will gain a strong foundation in phonics and letter formation. They will understand the concept of vowels and their significance in words. Basic word formation skills, particularly CVC words	Play a bingo game where each square contains a small letter (a-z), and the caller says the phonetic sound for the students to identify and mark on their cards.

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<b>September</b>	Writing of 'an', 'ag', 'ap', and 'ad' words with pictures, CVC words song, <i>where is the family- here I am</i>	Using flashcards for the 'a' sound word. Writing of CVC words in a notebook with pictures. Clap on the odd word, correct the jumbled word, and recite the rhyming words.	Students will develop a stronger grasp of the 'a' sound and CVC word formation. Interactive learning will reinforce their understanding of phonics and word structures.	Provide a list of 'an,' 'ag,' 'ap,' and 'ad' words and a set of corresponding pictures. Have students match each word to its correct picture, and create small booklets with pictures and spaces for students to write 'an,' 'ag,' 'ap,' and 'ad' words that describe the pictures.
<b>October</b>	Introduction of 'o' sound words, 'ot' , 'op', 'og' od' words with pictures, CVC word song, <i>I see the moon</i>	Using flashcards for 'o' sound words. Writing of CVC words in a notebook with picture. Clap on the odd word, correct the jumbled word, recite the rhyming words.	Students will develop a stronger grasp of the 'o' sound and CVC word formation. Interactive learning will reinforce their understanding of phonics and word structures.	Make word puzzles where students assemble letters to form 'ot', 'op', 'og', and 'od' words, and then match them to the corresponding pictures.
<b>November</b>	Introduction of 'i' sound words, 'it', 'ip', 'ig' id', and 'in' words with pictures, CVC words song	Using flashcards for 'i' sound words. Writing of CVC words in a notebook with pictures. Clap on the odd word, correct the jumbled word, recite the rhyming words worksheets, live worksheets	"Students will have developed a stronger grasp of the 'i' sound and CVC word formation. Interactive learning will reinforce their understanding of phonics and word structures. "	Hide word cards with 'it,' 'ip,' 'ig,' and 'id' words around the classroom or outside, and have students find the cards and draw the corresponding pictures.

<b>December</b>	Writing of 'u' sound words – 'up', 'un', ut, ub words, 'e' sound words – 'et', 'en', ed, 'eg' words, CC words song, <i>I am a little teapot</i>	Using flashcards for 'u' and 'e' sound words. Writing of CVC words in a notebook with picture. Clap on the odd word, correct the jumbled word, recite the rhyming words worksheets, live worksheets.	"Students will develop a stronger grasp of the 'u', 'e' sounds and CVC word formation.	Provide a list of 'up,' 'un,' 'ut,' and 'ub' words and a set of corresponding pictures. Have students match each word to its correct picture

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January	Introduction of four- letter rhyming words, one and many, Marryhad a little lamb	Creating word puzzles where children have to match rhyming words to complete the puzzle. Use of flashcards that depict a single object to represent “one,” and a group of objects to represent “many.”	Children will develop the abilityto identify and match rhyming words, enhancing their phonenic awareness and vocabulary. They will understand the visual representation of “one” and “many,” improving their quantitative understanding. The activity promotes critical thinking, problem-solving, and collaborative learning through interactive word puzzles and quantity matching.	Give children a collection of objects (e.g., blocks, toys, or buttons) and ask them to count how many are in the group. Discuss the difference when there is “one” versus“many.” Create bingo cards with four-letter rhyming words (e.g., cat, hat, rat) and call out words for children to find and mark on their cards.
February	Introduction of this/that, the introduction of position words – in, on revision of all the previous work, Recapitulation of all the previously done rhymes	Visual Aids and Props, Outdoor Scavenger Hunt:	Scavenger hunts encourage childrento observe their surroundings closely to identify objects that are “in” or “on” other objects. Students will understand the difference between“in” and “on” through hands-on experiences and visual cues, like seeing a toy placed “in” a box and “on” a surface.	Organize a scavenger hunt outdoors and instructchildren to find and describe objects using “this” and “that.” Hide small objects around the room and provide clues using “in” and “on” (e.g., “Find something in the toy box” or “Locate something on the table”).