



www.naturenurture.in



The Complete Learning Program

Flagship NatureNurture Learning Program

Bespoke Program for only the most progressive schools of the country

TABLE OF CONTENTS

No.	Particulars	Page Number
1	<i>Part 1: Designing customised learning outcomes</i>	4
2	<i>Part 2: Organisation of Calendar and preparation of daily activity based lesson plans</i>	6
3	<i>Part 3: Creation of customised books, materials and resources for the teaching learning processes branded with Your name.</i>	8
5	<i>Part 4: Creation of Student Assessment Mechanisms equipped with early aptitude and interest diagnosis for effective career planning.</i>	28
5	<i>Part 5: Creation of Audit and Monitoring Mechanisms to run school effectively.</i>	30

NATURENURTURE

Sneak Peek into our Learning Outcomes



Reading



Physical Development



Creative Thinking & Expression



Cognitive Thinking Social Studies



Event & Celebrations



Health, Wellness & Self Help Skills



Health and Safety



Environment & Ecology



Writing



Language Development



Personal, Social & Emotional Development



Cognitive Thinking Technological



Literacy & Numeracy



Gender Equality



Design & Technology



Global Dimension



Financial Literacy



ICT & Coding



Digital Citizenship



Sustainability



Cognitive Thinking Scientific



Young Entrepreneur Program



Science



The Complete Curriculum Solution

Part 1 of 5

Designing Customised Learning Outcomes

Step 1: Customisation of Learning Outcomes for Your school

Year 1: Creation of learning outcomes customised for your Schools from Pre-Nursery to Grade 5 incorporating vision and mission of the society. This document shall be the bedrock of the entire school planning process.

Year 2: Creation of learning outcomes up to Grade 8 based on the updated requirement of the board as per NEP 2020 and the selected board.



Cognitive Development **Language & Numeracy** **Physical Development**



Creative and Aesthetic Development **Leadership and Indian Values** **Social and Emotional Development**

Pre Nursery

Identifying body parts and being intentional about using them is a cognitive, physical, and language-learning process. Children learn through sensory discovery which happens by moving through and experiencing the world, with the acquisition of each physical ability, they become more aware of things to do, see and explore.

By the end of this theme the learners will be expected to:

- Physical Development**
 - Develop their gross motor skills
 - Jump or high
 - Crawl on all fours
 - Roll a ball
 - Control their body
 - Use outdoor play equipment
 - Develop their fine motor skills
 - Colour, trace, and cut
 - Manipulate toys and blocks
 - Scrub on paper
 - Tear and paste
 - Pin paper
 - Make impressions with finger paints
 - Use outdoor play equipment
- Personal, Social and Emotional Development**
 - Be able to play without parents
 - Begin to follow instructions
 - Begin to understand the use of magic words please/thank you
 - Begin to follow instructions
 - Begin to share
 - Begin to take turns
 - Begin to express feelings happily and
 - Be accompanied with each other's needs
 - Be aware of their peer group
 - Begin to take pride in sharing information about self

Nursery

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Nursery Theme 1

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-5
- Identify numbers 1-5
- Identify numbers 1-5

KG

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping KG Theme 1

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-10
- Identify numbers 1-10
- Identify numbers 1-10

Grade 1

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Grade 1 Theme 1

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-100
- Identify numbers 1-100
- Identify numbers 1-100

Grade 2

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Grade 2 Theme 1

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-1000
- Identify numbers 1-1000
- Identify numbers 1-1000

Grade 3

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Grade 3 Theme 2

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-10000
- Identify numbers 1-10000
- Identify numbers 1-10000

Grade 4

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Grade 4 Theme 3

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-100000
- Identify numbers 1-100000
- Identify numbers 1-100000

Grade 5

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

Every child is a unique individual and it is important that he/she is made aware from the very beginning that people are different from each other.

By the end of this unit/theme the learners will be expected to:

Theme Mapping Grade 5 Theme 2

English

- Listen to and understand simple stories
- Identify characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories
- Identify the characters in stories
- Identify the main events in stories
- Identify the sequence of events in stories

Creative Thinking and Expression

- Draw pictures related to stories
- Use colours and patterns to create stories
- Use words and pictures to create stories
- Use words and pictures to create stories

Numeracy

- Count objects
- Identify numbers 1-1000000
- Identify numbers 1-1000000
- Identify numbers 1-1000000



The Complete Curriculum Solution

Part 2 of 5

Organisation of Calendar and preparation of
daily activity based lesson plans

Step 2: Organisation of Calendar and Preparation of Daily

Activity based Lesson Plans

The year is divided into units, subdivided into weeks. Weeks are subdivided into days and days are divided into slots.

Planning for each slot for the entire academic year is provided.

Detailed lesson plans to conduct each activity in a fun-filled activity based manner.

Educator Manuals for educators to refer and make each class filled with hands-on learning

EDUCATOR MANUAL
Grade Nursery Theme 1

TWO MINDSETS
CAROL S. DWECK, Ph.D.

Fixed Mindset
Intelligence is Static

Growth Mindset
Intelligence Can Be Developed

CHALLENGES
... avoid challenges

OBSTACLES
... give up easily

EFFORT
... see effort as fruitless or worse

CRITICISM
... ignore useful negative feedback

SUCCESS OF OTHERS
... feel threatened by the success of others

CHALLENGES
... embrace challenges

OBSTACLES
... persist in the face of setbacks

EFFORT
... see effort as the path to mastery

CRITICISM
... learn from criticism

SUCCESS OF OTHERS
... find lessons and inspiration in the success of others

AS A RESULT, they may plateau early and achieve less than their full potential. All this confirms a deterministic view of the world.

All this gives them a greater sense of free will.



Planning of Weekly Calendars and meaningful engagement of learners

Grade: Nursery		Theme 1: The Special Me!		Weekly Schedule Mapping		Week: 1 From _____ To _____	
Day	Date	Day	Date	Day	Date	Day	Date
Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)	Beginning the day (20 min)
ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up	ERA- Reporting ERA- Roll Call ERA- Warming Up
Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)	Circle Time (30 min)
ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game	ERA- Wall Display Reading ERA- Class Rules CSS- Class Rules ERA- Rhyme Time ERA- Alphabet Song and Rote Count CSS- Rhyme Album ERA- Name Game
Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)	Seat Work (30 min)
(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Eng/Hindi:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Math:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Eng/Hindi:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Math:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Eng/Hindi:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Math:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Eng/Hindi:	(Refer- ERAs- Handle Carefully, Pre-Writing & Writing Fun) Eng/Hindi:
Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)	Recess/Break (30 min)
ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands	ERA- Walking in the Corridor ERA- Washing Hands ERA- Eating Together CSS- Washing hands
Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)	Circle Time Again (20 min)
CSS- Body Parts Song	CSS- Hindi stories	CSS- Body Parts Song	CSS- Hindi stories	CSS- Body Parts Song	CSS- Hindi stories	CSS- Body Parts Song	CSS- Hindi stories
Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)	Seat Work Again (20 min)
Theme Book : Picture Reading, discussion and completion of topic- Our Body (P14-5)	Creative Arts: ERA- Clay Play	Theme Book : Picture Reading, discussion and completion of topic- Our Body (P14-5)	Creative Arts: ERA- Tess and Paste	Theme Book : Picture Reading, discussion and completion of topic- Our Body (P14-5)	Creative Arts: ERA- Tess and Paste	Theme Book : Picture Reading, discussion and completion of topic- Our Body (P14-5)	Creative Arts: ERA- Tess and Paste
Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)	Structured Movements (20 min)
ERA- Hello Everybody	ERA- Hello Everybody	ERA- Free Play	ERA- Free Play	ERA- Free Play	ERA- Free Play	ERA- Free Play	ERA- Free Play
Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)	Closing the Day (10 min)
ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal	ERA- Clean Up CSS- Clean Up Song ERA- Dispersal

ERA 5	Name Game	Unit 1-3								
Learning Objectives	Learners will: <ul style="list-style-type: none"> follow instructions get acquainted with each other's names 									
Expected Time	15 - 20 minutes									
Group Size	A group of 20 - 25 learners									
Organization	Indoor activity Learners sit in a circle									
Resources	Any musical instrument									
Rationale for the educator	The name game is a fun exercise! It gives the learners an insight into the meanings of names. For example 'Neeraj' is the name of a flower - the lotus. In the process of playing this wonderful game you will be able to establish excellent educator-learner rapport. You will establish a relationship with the learners and the learners will get comfortable in their new environment. Once your learners get acclimatized to their new surroundings they are bound to thrive under your guidance.									
Instructions	<ul style="list-style-type: none"> Brief the learners that they are going to play the name game. Sit in a circle and take a musical instrument (tambourine) preferably. Tell the learners that we are going to play a name game and sing the following name song. Give a demonstration first. E.g. Your name is Ritu, start singing 'My name is Ritu' and encourage the learners to sing along 'Her name is Ritu'. Encourage the learners to mime the meaning of their name while speaking their name aloud. Learners clap while they sing. Ask everyone to join in. <p style="text-align: center;">My name is Isha. (Isha speaks) Her name is Isha. (Everybody speaks) My name is Ridhi. (Ridhi speaks) Her name is Ridhi. (everyone speaks)</p> <ul style="list-style-type: none"> The learners clap and sing it loudly. Use a tambourine to build the tempo. Move in circle till everyone has been introduced. 									
Thinking prompts	<ol style="list-style-type: none"> Did you enjoy playing the 'Name Game' with music? If you had to choose your own name, what would you call yourself? What is your friend's name? How did the name game help you? What does your name mean? 									
Highlight the correct options.										
Learning Style Focused	Self	Visual	Auditory	Tactile	Kinaesthetic					
Multiple Intelligences Addressed	Self	Visual	People	music	Body	picture	Tactile	nature	logic	word
Learning Level	Remembering	Understanding	Applying	Analysing	Evaluating	Creating				
STREAM Connect	Science	Technology	Reading and writing	Engineering	Arts	Mathematics				

The Complete Curriculum Solution

Part 3 of 5

Creation of customised books, materials and resources for the teaching learning processes branded with Your School's name.

Step 3: Customising Deliverables for Learners, Parents and School

Pre Nursery			Nursery			KG			Grade 1		
Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit
8 Thematic Handout Booklets 8 Thematic Workbook 8 Life Skills Story Books 1 Maze Craze Book Integrated Arts Custom Access to Google for Education	Parenting Guidebook 1 Parent Handout 1 Sneak Peek Booklet 2 Picture Boards Theme Mapping Introductory Letters Newsletters Report Card/Progress and Performance Profile Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software On-Site Sessions of Educator Training Parenting Sessions for all parents Audits and Reports of All educators Educator Manuals or guides for each educator Theme Assembly Weekly Schedule Mapping VC Sessions for additional training of Educators(if required) Assessments	4 Thematic Handout Booklets (2 Themes in each booklet) 4 Thematic Workbooks (2 Themes in each booklet) 4 English – Alphabet Trail Books 4 Math – Number Play Books 1 Hindi – Aao Hindi Seekhein Book Integrated Arts Custom Access to Google for Education	Parenting Guidebook Theme Mapping Introductory Letters Newsletters Report Card/Progress and Performance Profile Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Weekly Schedule Mapping Theme Assembly On-Site Sessions of Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators VC Sessions for additional training of Educators(if required) Assessments	4 Thematic Handout Booklets (2 Themes in each booklet) 4 Thematic Workbooks (2 Themes in each booklet) 4 English – Think Talk Read Write Books 4 Math – Math Works Books 4 Hindi – Hindi Ke Rang Hamare Sung Book Integrated Arts Custom Access to Google for Education.	Parenting Guidebook Theme Mapping Introductory Letters Report Card/Progress and Performance Profile Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education.	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Weekly Schedule Mapping Theme Assembly On-Site Sessions of Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators VC Sessions for additional training of Educators(if required) Assessments	4 Language Talk Course Book covering English 4 Bhasha Shali Course Book covering Hindi 4 Math Hour Course Book covering Math 4 EVS Books covering Science & Social Studies Mind Maps (E Copies)- Uploaded on the platform Custom Access to Google for Education	Theme Mapping(E Copies)- Uploaded on the platform Introductory Letters(E Copies)- Uploaded on the platform Progress and Performance Profile (Will be shared by the school after completion of each unit) Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Educator Record Weekly Schedule Mapping Theme Assembly Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators Assessments
Grade 2			Grade 3			Grade 4			Grade 5		
Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit	Student Kit	Parent Kit	School Kit
4 Learning Language Course Book covering English 4 Bhasha Gyan Course Book covering Hindi 4 Math Magic Course Book covering Math 4 EVS Books covering Science & Social Studies Mind Maps (E Copies)- Uploaded on the platform Custom Access to Google for Education	Theme Mapping(E Copies)- Uploaded on the platform Introductory Letters(E Copies)- Uploaded on the platform Progress and Performance Profile (Will be shared by the school after completion of each unit) Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme & Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator. Educator Record Weekly Schedule Mapping. Theme Assembly Educator Training Parenting Sessions for all parents Quarterly Audits Assessments	4 Language Link Up Course Book covering English 4 Bhasha Shruti Course Book covering Hindi 4 Maths in Our Lives Course Book covering Math 4 EVS Books covering Science & Social Studies Mind Maps (E Copies)- Uploaded on the platform Custom Access to Google for Education	Theme Mapping(E Copies)- Uploaded on the platform Progress and Performance Profile (Will be shared by the school after completion of each unit) Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Theme Assembly Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators Assessments	4 Language Locus Course Book covering English 4 Bhasha Kaushal Course Book covering Hindi 4 Maths Around Us Course Book covering Math 4 EVS Books covering Science & Social Studies Mind Maps (E Copies)- Uploaded on the platform Custom Access to Google for Education	Theme Mapping(E Copies)- Uploaded on the platform Progress and Performance Profile (Will be shared by the school after completion of each unit) Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Theme Assembly Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators Assessments	4 Language Logic Course Book covering English 4 Bhasha Vivek Course Book covering Hindi 4 Marvellous Math Course Book covering Math 4 EVS Books covering Science & Social Studies Mind Maps (E Copies)- Uploaded on the platform Custom Access to Google for Education.	Theme Mapping(E Copies)- Uploaded on the platform Progress and Performance Profile (Will be shared by the school after completion of each unit) Access to E- Learning Platform http://learn.naturenurt ure.online/ Custom Access to Google for Education	Kit of Curriculum Support Educational Aids. Transition Programme Theme Mapping Curriculum Support Software Educator Manuals or guides for each educator Theme Assembly Educator Training Parenting Sessions for all parents Quarterly Audits and Reports of All educators Assessments



All items shall be customised and branded for Your School

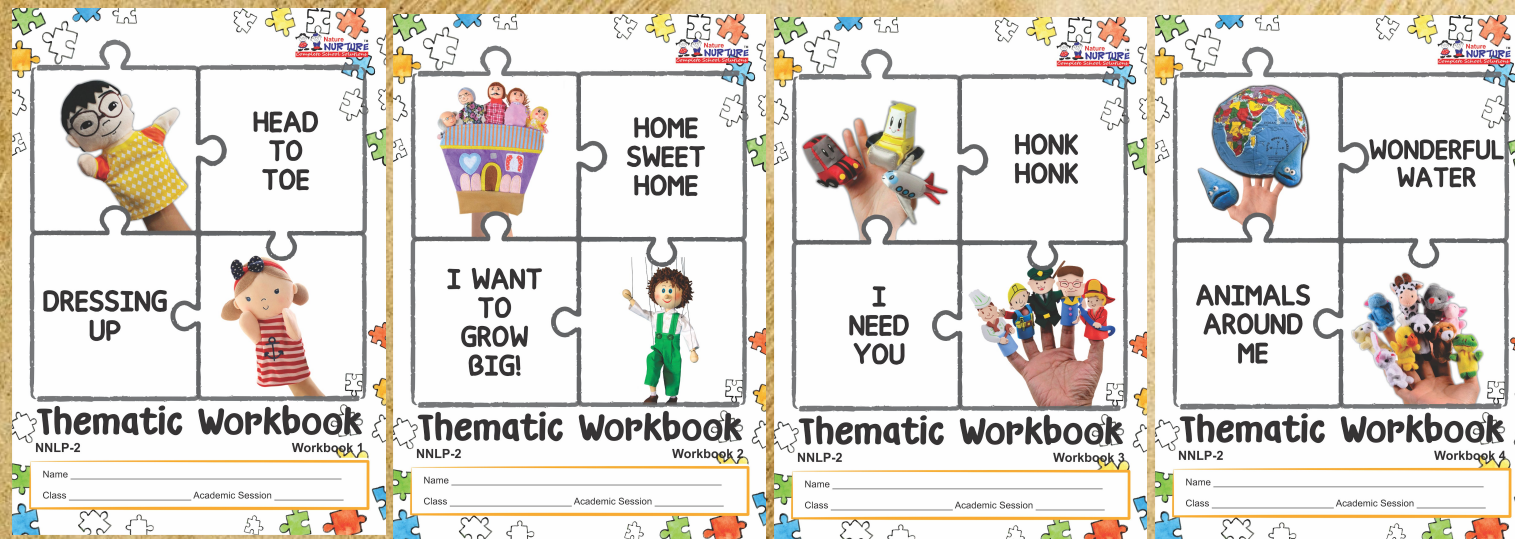
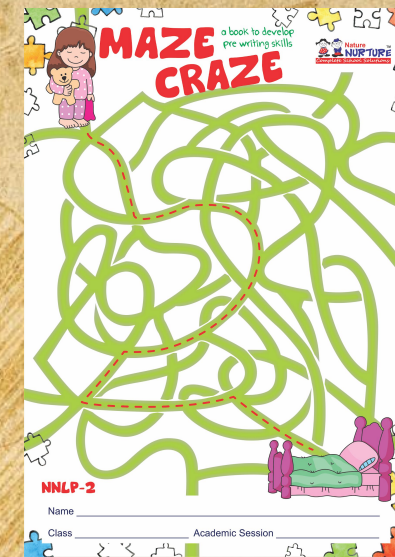
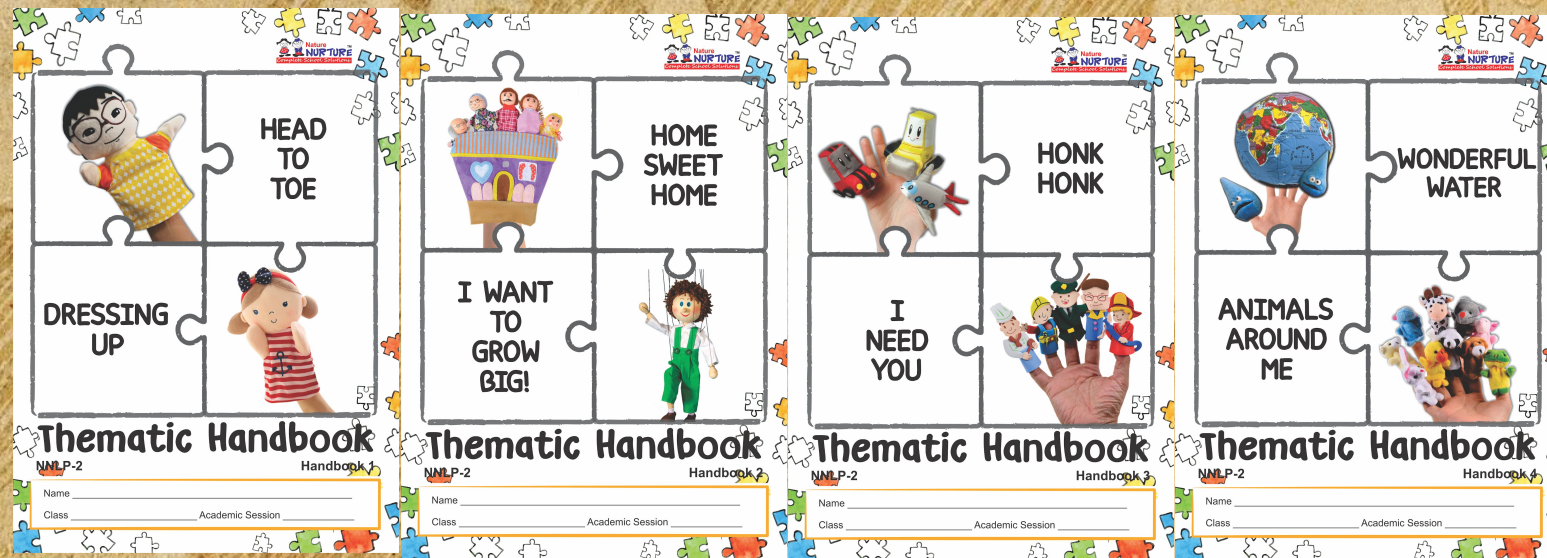


The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your- Pre Nursery

Overview of Pre-Nursery Program



All items shall be customised and branded for Your School

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your- Nursery

Overview of Nursery Program

<p>THE SPECIAL ME I CAN DRESS MYSELF UP</p> <p>Thematic Handbook-1 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>MY WORLD AT HOME MY ENERGY TANK</p> <p>Thematic Handbook-2 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ON THE MOVE THANKS FOR HELPING ME</p> <p>Thematic Handbook-3 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>COLOURLESS WATER WOOF! BOW! MEW!</p> <p>Thematic Handbook-4 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ALPHABET TRAIL LKG BOOK-1</p> <p>airplane, alligator, bear, bee, cat, crown, dog, duck, car, drum</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ALPHABET TRAIL LKG BOOK-2</p> <p>airplane, alligator, bear, bee, cat, crown, dog, duck, car, drum</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ALPHABET TRAIL LKG BOOK-3</p> <p>airplane, alligator, bear, bee, cat, crown, dog, duck, car, drum</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ALPHABET TRAIL LKG BOOK-4</p> <p>airplane, alligator, bear, bee, cat, crown, dog, duck, car, drum</p> <p>Name _____ Class _____ Academic Session _____</p>
--	---	---	--	--	--	--	--

<p>THE SPECIAL ME I CAN DRESS MYSELF UP</p> <p>Thematic Workbook-1 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>MY WORLD AT HOME MY ENERGY TANK</p> <p>Thematic Workbook-2 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>ON THE MOVE THANKS FOR HELPING ME</p> <p>Thematic Workbook-3 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>COLOURLESS WATER WOOF! BOW! MEW!</p> <p>Thematic Workbook-4 NNLP-3</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>NUMBER PLAY LKG BOOK-1</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>NUMBER PLAY LKG BOOK-2</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>NUMBER PLAY LKG BOOK-3</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Name _____ Class _____ Academic Session _____</p>	<p>NUMBER PLAY LKG BOOK-4</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Name _____ Class _____ Academic Session _____</p>
--	---	---	--	--	--	--	--

Integrated Arts
NNLP-3

Decorative elements: Christmas tree, sun, turtle, house, rainbow, children painting.

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your Kindergarten

Overview of Kindergarten Program

This row displays the first set of educational materials. It includes four Thematic Handbooks (1-4) and four 'THINK TALK READ WRITE' books (1-4). Each handbook and book features colorful illustrations and text. The thematic handbooks cover topics like 'Who Am I?', 'Fantastic Families', 'Going Places', and 'Amazing Air And Water'. The 'THINK TALK READ WRITE' books include sections for 'RECAPITULATION' (Alphabet, Phonics Drill, Uppercase/Lowercase Association, Beginning and Ending Sound) and 'MOVING AHEAD' (High Frequency Words, Phonics Ladders, Phonogram Stories, Beginner Stories). Each item has a 'Name' and 'Class' field for customization.

This row displays the second set of educational materials. It includes four Thematic Workbooks (1-4) and four Hindi books (1-4). The thematic workbooks mirror the topics of the handbooks. The Hindi books are titled 'हिंदी के रंग हमारे संग' (Hindi Colors with Us) and are labeled as 'कार्य पुस्तिका-1' through '4'. Each item has a 'Name' and 'Class' field for customization.

This row displays four 'MATH WORKS' books (1-4). Each book features a large illustration of children at a table with a greenboard showing the equation $2 + 2 = 4$. The books are labeled 'BOOK-1 NNL-4' through '4'. Each item has a 'Name' and 'Class' field for customization.

This row displays the 'Integrated Arts' book for NNL-4. The cover is vibrant and colorful, featuring a butterfly, a bicycle, and children playing in a park. The title 'Integrated Arts' is written in large, colorful letters, with 'NNL-4' below it.

All items shall be customised and branded for Your School

The Complete Curriculum Solution


Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your School - Grade 1

Overview of Grade 1 Program

INTEGRATED SCIENCE
My Amazing Body
Clothes I Wear
Food I Eat
Based on NCF Guidelines

Grade **1** Theme **1**



Name _____
Class _____ Section _____

INTEGRATED SCIENCE
PEOPLE AND PLACES
Based on NCF Guidelines

Grade **1** Theme **2**

Just do it! Nothing is impossible!



Name _____
Class _____ Section _____

INTEGRATED SCIENCE
I keep myself safe
and healthy to
explore places
Based on NCF Guidelines

Grade **1** Theme **3**

Safety is as simple as ABC
Always
Be
Careful!


We always stay safe.



Name _____
Class _____ Section _____

INTEGRATED SCIENCE
THE WORLD OF
PLANTS AND ANIMALS
Based on NCF Guidelines


Grade **1** Theme **4**



Name _____
Class _____ Section _____

NCF के मार्गदर्शन पर आधारित
भाषा शैली
इकाई-1 कक्षा-1

यह प्यारा संसार हमारा।



Name _____
Class _____

NCF के मार्गदर्शन पर आधारित
भाषा शैली
इकाई-2 कक्षा-1

यह प्यारा संसार हमारा।



Name _____
Class _____

NCF के मार्गदर्शन पर आधारित
भाषा शैली
इकाई-3 कक्षा-1

यह प्यारा संसार हमारा।



Name _____
Class _____

NCF के मार्गदर्शन पर आधारित
भाषा शैली
इकाई-4 कक्षा-1

यह प्यारा संसार हमारा।




Name _____
Class _____ Section _____

Based on NCF Guidelines
MATH HOUR
Unit 1

Do not leave work
Your future is created

IDEA




• Collaborative Learning •
• Mental Maths • Engaging
• Self Assessments • Speed

Name _____
Class _____

Based on NCF Guidelines
MATH HOUR
Unit 2

Do not leave work
Your future is created

IDEA




• Collaborative Learning •
• Mental Maths • Engaging
• Self Assessments • Speed

Name _____
Class _____

Based on NCF Guidelines
MATH HOUR
Unit 3

Do not leave work
Your future is created

IDEA



• Collaborative Learning •
• Mental Maths • Engaging
• Self Assessments • Speed

Name _____
Class _____

Based on NCF Guidelines
MATH HOUR
Unit 3

Do not leave work for tomorrow.
Your future is created by what you do today.

IDEA



• Collaborative Learning • Real Life Connections
• Mental Maths • Engaging Games • Digital Learning
• Self Assessments • Speed & Accuracy • Lab Activities

Name _____
Class _____ Section _____

Based on NCF Guidelines
LANGUAGE TALK
Unit 4

You've got it in you!

Stay sharp!

You are walking straight to success!

You can do it!

You can learn ANYTHING!

You can conquer the world!



Name _____
Class _____ Section _____

Based on NCF Guidelines
LANGUAGE TALK
Unit 1

You are walking straight to success!

You can conquer the world!

You can learn ANYTHING!

Stay sharp!

You've got it in you!



Name _____
Class _____ Section _____

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your School - Grade 2

Overview of Grade 2 Program

Based on NCF Guidelines

LEARNING LANGUAGE

Grade **2** Unit **1**

Listen when your teacher is talking

Name _____
Class _____

Based on NCF Guidelines

LEARNING LANGUAGE

Grade **2** Unit **2**

Listen when your teacher is talking

Name _____
Class _____

Based on NCF Guidelines

LEARNING LANGUAGE

Grade **2** Unit **3**

Listen when your teacher is talking

Name _____
Class _____

Based on NCF Guidelines

LEARNING LANGUAGE

Grade **2** Unit **4**

Listen when your teacher is talking

Follow directions quickly

Raise your hand to speak or stand

Be safe, be kind, be honest

Keep your hands and your feet to yourself

Respect others; respect yourself; respect your school

- Grammar
- Literature
- Life Skills
- Vocabulary
- Thinking Skills
- Creative Writing
- Value Based Education

Name _____
Class _____ Section _____

Based on NCF Guidelines

MATH MAGIC

Grade **2** Unit **1**

Be Positive!

- Collaborative Learning
- Mental Maths
- Eng
- Self Assessments

Name _____
Class _____

Based on NCF Guidelines

MATH MAGIC

Grade **2** Unit **2**

Be Positive!

- Collaborative Learning
- Mental Maths
- Engaging G
- Self Assessments
- Speed &

Name _____
Class _____

Based on NCF Guidelines

MATH MAGIC

Grade **2** Unit **3**

Be Positive!

- Collaborative Learning
- Mental Maths
- Engaging G
- Self Assessments
- Speed

Name _____
Class _____

Based on NCF Guidelines

MATH MAGIC

Grade **2** Unit **4**

Be Positive!

- Collaborative Learning
- Real Life Connections
- Mental Maths
- Engaging Games
- Digital Learning
- Self Assessments
- Speed & Accuracy
- Lab Activities

Name _____
Class _____ Section _____

Based on NCF Guidelines पर आधारित

भाषा ज्ञान

इकाई-1 कक्षा-2

मीठी बोली बोलोगे, दोस्ती के रास्ते खोलेंगे।

Name _____
Class _____

Based on NCF Guidelines पर आधारित

भाषा ज्ञान

इकाई-2 कक्षा-2

मीठी बोली बोलोगे, दोस्ती के रास्ते खोलेंगे।

Name _____
Class _____

Based on NCF Guidelines पर आधारित

भाषा ज्ञान

इकाई-3 कक्षा-2

मीठी बोली बोलोगे, दोस्ती के रास्ते खोलेंगे।

Name _____
Class _____

Based on NCF Guidelines पर आधारित

भाषा ज्ञान

इकाई-4 कक्षा-2

मीठी बोली बोलोगे, दोस्ती के रास्ते खोलेंगे।

Name _____
Class _____ Section _____

INTEGRATED SCIENCE

TRAVEL SAFETY AND COMMUNICATION

Based on NCF Guidelines

Grade **2** Theme **1**

Name _____
Class _____ Section _____

INTEGRATED SCIENCE

Human Beings Need Air, Food and Water to Survive

Based on NCF Guidelines

Grade **2** Theme **2**

Name _____
Class _____ Section _____

INTEGRATED SCIENCE

MY BODY, MY CLOTHES AND MY HOME MAKE ME HAPPY

Based on NCF Guidelines

Grade **2** Theme **3**

Name _____
Class _____ Section _____

INTEGRATED SCIENCE

PLANT AND ANIMAL KINGDOM

Based on NCF Guidelines

Grade **2** Theme **4**

Name _____
Class _____ Section _____

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your School - Grade 3

Overview of Grade 3 Program

The collage displays various educational resources for Grade 3 students:

- Integrated Science:**
 - Family and Home (Theme 1)
 - Animals Without Backbones (Theme 2)
 - Plants in our lives (Theme 3)
 - The Earth (Theme 4)
- Language Link Up:**
 - Unit 1: Make news with your wonderful ideas. (Themes: Destroy, Revolve)
 - Unit 2: Make news with your wonderful ideas. (Themes: Replace, Recycle)
 - Unit 3: Make news with your wonderful ideas. (Themes: Replace, Recycle, Reduce and Reuse)
 - Unit 4: Make news with your wonderful ideas. (Themes: Replace, Recycle, Reduce and Reuse)
- Maths in Our Lives:**
 - Unit 1: Life depends on water; the reservoir depends on you!
 - Unit 2: Life depends on water; the reservoir depends on you!
 - Unit 3: Life depends on water; the reservoir depends on you!
 - Unit 4: Life depends on water; the reservoir depends on you! (EVERY DROP COUNTS)
- Hindi Language (भाषा श्रुति):**
 - इकाई-1 (Unit 1)
 - इकाई-2 (Unit 2)
 - इकाई-3 (Unit 3)
 - इकाई-4 (Unit 4)

Each worksheet includes the STREAM logo, a 'Sustainable Development Goals' icon, and a space for the student's name and class/section.

All items shall be customised and branded for Your School

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your School - Grade 4

Overview of Grade 4 Program

STREAM Enabled Curriculum

LANGUAGE LOCIUS Unit 1

Education is organic growth.

LANGUAGE LOCIUS Unit 2

Education is organic growth.

LANGUAGE LOCIUS Unit 3

Education is organic growth.

LANGUAGE LOCIUS Unit 4

Education is organic growth.

MATHS AROUND US Grade 4 Unit 1

removes 10 kilograms of air pollution

MATHS AROUND US Grade 4 Unit 2

absorbs the carbon dioxide emitted from a car driven for 800 kilometers

equals 10 room-sized air conditioners in net cooling effect

MATHS AROUND US Grade 4 Unit 3

absorbs the carbon dioxide emitted from a car driven for 800 kilometers

equals 10 room-sized air conditioners in net cooling effect

MATHS AROUND US Grade 4 Unit 4

removes 10 kilograms of air pollution

absorbs the carbon dioxide emitted from a car driven for 800 kilometers

equals 10 room-sized air conditioners in net cooling effect

retains 3700 litres of stormwater

generates 100 kilograms of oxygen

EVERY TREE COUNTS

• MENTAL MATHS • MULTIPLE CHOICE • HOTS
• ACTIVITIES & WORKSHEETS • ASSESSMENTS
• MATHS IN OUR LIVES

INTEGRATED SCIENCE CHANGING FAMILIES AND HOMES Grade 4 Theme 1

INTEGRATED SCIENCE MY BODY A MACHINE Grade 4 Theme 2

INTEGRATED SCIENCE HABITATS Grade 4 Theme 3

INTEGRATED SCIENCE EXPLORING SPACE Grade 4 Theme 4

भाषा कौशल कक्षा-4 इकाई-1

भाषा कौशल कक्षा-4 इकाई-2

भाषा कौशल कक्षा-4 इकाई-3

भाषा कौशल कक्षा-4 इकाई-4

यही है उद्देश्य हमारा, सुंदर, स्वच्छ हो संसार सारा।

• व्याकरण • साहित्य • जीवन शैली • शब्दकोश • मूल्य शिक्षा
• मनन-कौशल • रचनात्मक लेखन

All items shall be customised and branded for Your School

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Resources that shall be
customised for Your School - Grade 5

Overview of Grade 5 Program

The collage displays a variety of educational materials for Grade 5 students, including:

- LANGUAGE LOGIC** (Units 1-4): Focuses on grammar, literature, life skills, and creative writing.
- MARVELLOUS MATHS** (Units 1-4): Includes mental math, multiple choice, HOTS, and activities.
- INTEGRATED SCIENCE** (Themes 1-4): Covers family work, force and energy, soil/minerals, and states of matter.
- भाषा विवेक** (Booklets 1-4): Language logic exercises in Hindi.

All items shall be customised and branded for Your School

The Complete Curriculum Solution

Part 3 of 5 (continued)

Snapshot sample of Additional Resources that shall supplement the curriculum

The Complete Curriculum Solution

Part 4 of 5

Creation of Student Assessment Mechanisms
equipped with early aptitude and interest
diagnosis for effective career planning.

Step 4: Pre Assessments , Formative and Summative Assessment Structures and Formats

PROGRESS AND PERFORMANCE PROFILE
Session 2020-2021

PROGRESS AND PERFORMANCE PROFILE
Session 2020-2021

PROGRESS AND PERFORMANCE PROFILE
Grade-1
Session 2020-2021

Name _____
Class _____

Name _____
Class _____

Name _____
Class _____
Admission No. _____

Integrated English
Hands On Learning
Unit 1 (2019-2020)
Nursery

Name _____ Section _____ Date _____ M.M: 05

Dear educator! Kindly follow the given instructions while conducting the assessment. This assessment can be spread over a week's time by assessing 5 learners in a day.

1. Ask the learner to name the main character in the Theme Book.
2. Arrange for cold or hot water. Ask the learner to touch it and tell whether it is hot or cold. Also ask the learner to name the body part that helped in feeling it.
3. Point at a body part and ask the learner to name it.
4. Show Attachment-1 and ask the learner to identify the things that he/she should not touch.
5. Ask the learner to name his/her family members.
6. Show Attachment-1 and ask the learner:
 - a. Which room is it?
 - b. Where is the football?
 - c. Should we throw our toys here and there? Why/Why not?
7. Arrange for 4 things with different smells (onions, flower, talcum powder, garlic). Ask the learner to identify the things that smell good.
8. Ask the learner to name 2 activities that he/she enjoys at school.
9. Display a few objects like fork, napkin, towel and toothbrush. Pick the objects one by one and ask the learner to name the room where it belongs.
10. Ask the learner to describe one way to stay safe on the road.

Integrated Maths
Hands On Learning
Unit 1 (2019-2020)
Nursery

Name _____ Section _____ Date _____ M.M: 05

Dear educator! Kindly follow the given instructions while conducting the assessment. This assessment can be spread over a week's time by assessing 5 learners in a day.

1. Ask the learner to name the main character in the Theme Book.
2. Arrange for cold or hot water. Ask the learner to touch it and tell whether it is hot or cold. Also ask the learner to name the body part that helped in feeling it.
3. Point at a body part and ask the learner to name it.
4. Show Attachment-1 and ask the learner to identify the things that he/she should not touch.
5. Ask the learner to name his/her family members.
6. Show Attachment-1 and ask the learner:
 - a. Which room is it?
 - b. Where is the football?
 - c. Should we throw our toys here and there? Why/Why not?
7. Arrange for 4 things with different smells (onions, flower, talcum powder, garlic). Ask the learner to identify the things that smell good.
8. Ask the learner to name 2 activities that he/she enjoys at school.
9. Display a few objects like fork, napkin, towel and toothbrush. Pick the objects one by one and ask the learner to name the room where it belongs.
10. Ask the learner to describe one way to stay safe on the road.

Integrated EVS
Hands On Learning
Unit 1 (2019-2020)
Nursery

Name _____ Section _____ Date _____ M.M: 05

Dear educator! Kindly follow the given instructions while conducting the assessment. This assessment can be spread over a week's time by assessing 5 learners in a day.

1. Ask the learner to name the main character in the Theme Book.
2. Arrange for cold or hot water. Ask the learner to touch it and tell whether it is hot or cold. Also ask the learner to name the body part that helped in feeling it.
3. Point at a body part and ask the learner to name it.
4. Show Attachment-1 and ask the learner to identify the things that he/she should not touch.
5. Ask the learner to name his/her family members.
6. Show Attachment-1 and ask the learner:
 - a. Which room is it?
 - b. Where is the football?
 - c. Should we throw our toys here and there? Why/Why not?
7. Arrange for 4 things with different smells (onions, flower, talcum powder, garlic). Ask the learner to identify the things that smell good.
8. Ask the learner to name 2 activities that he/she enjoys at school.
9. Display a few objects like fork, napkin, towel and toothbrush. Pick the objects one by one and ask the learner to name the room where it belongs.
10. Ask the learner to describe one way to stay safe on the road.

HomeSchoolConnect

You can preview this quiz, but if this were a real attempt, you would be blocked because: This quiz is not currently available.

Question 1
Not yet answered
Marked out of 100
Flag question
Question

A. Read the passage and answer the following questions:
On my! I see a pig in the sky.
The pig is flying by!
A bug can fly.
A duck can fly in the sky.
Can a pig fly!
On my!
A pig is in the sky.
That pig can fly!

A1 What is the poem about?

Select one:
 a. A flying pig
 b. A flying duck
 c. A flying bug

Dynamic Assessments that are a mix of online and offline modes

Fluency	Sight Words	Punctuation	Vocabulary
4- Oral reading is fluent, confident and expressive	4- Reads wide range of sight words	4- Always uses markers like full stop, comma etc.	4- Independently figures out unfamiliar words
3- Confident in oral reading activities	3- Reads variety of sight words	3- Mostly uses markers like full stop, comma etc.	3- Uses strategies to figure out words
2- Reads slowly, with little expression; often stops to self correct or get help	2- Reads common sight words	2- Sometimes uses markers like full stop, comma etc.	2- Uses strategies if prompted
1- Uncomfortable reading orally; reads words rather than sentences; may lose place	1- Some common sight words read	1- Pays no attention to markers like full stop, comma etc.	1- May give up on unfamiliar words

Uniform and Age-appropriate marking rubrics

Mapping the Progress and Profile of All the Learners

Custom Assessment Formats to assess learning instead of awarding marks



GOAL



EVALUATION



ANALYSIS



AUDIT



PLAN



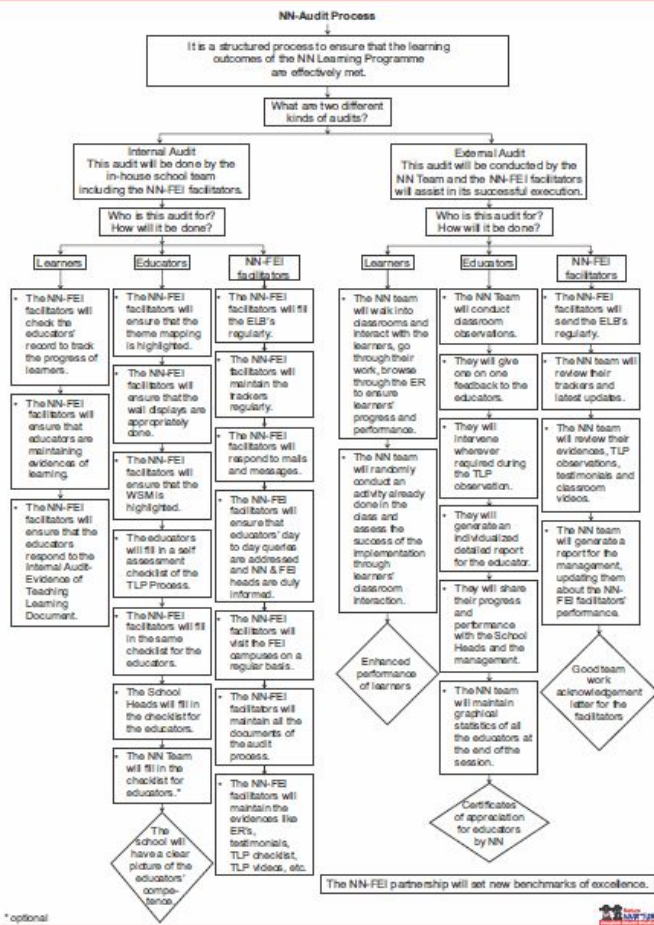
©NatureNurture Eduserv Pvt. Ltd.

The Complete Curriculum Solution

Part 5 of 5

Creation of Audit and Monitoring
Mechanisms to run school effectively.

Step 5: Training Teachers, Orienting Parents and creating Audit systems



Name of School: _____ Date: _____
 Observed by: _____ Branch: _____
 Dear Facilitator
 Please assign a code to the Educator and the class being observed. For example: Anita Gupta, KGA- (AGKGA). Kindly use the following rating scale to record your observations.

4 – Exceeds Expectation	3 – Meets Expectation	2 – Approaches Expectation	1 – Yet to Meet Expectation
The Educator builds strong, positive relationships with learners, demonstrating reliability and consistency with learners. She has arranged the classroom for effective instruction and demonstrates fairness and consistency when dealing with her learners so that they are motivated and enthusiastic.	The Educator demonstrates a commitment to building solid relationships with the learners and is sensitive to their diverse learning needs and abilities. Her classroom is well organized and the learners are active, informed and well on the path to meeting their learning objectives.	The Educator is usually able to demonstrate enthusiasm, vigour, involvement, and interest in everyday classroom teaching. She mostly establishes and communicates parameters for classroom behaviour and activities.	The Educator is yet to establish rapport with learners essential for smooth transfer of learning and acceptable classroom behaviour. She needs to develop a good understanding of her learners' physical, socio-emotional and learning needs.

PHYSICAL ENVIRONMENT		Educator Code for Name & Class	
Centre/Classroom Environment			
1. Centre/Classroom environment is conducive to learning			
2. Classroom is well lit			
3. Classroom temperature is just fine			
Centre/Classroom Organization			
1. The Educator's table has relevant material ready			
2. Audio Visual system is working fine			
3. Cubicles are properly arranged			
4. Bottles are kept in the bottle tray			
5. Learners' work is appropriately displayed			
6. The Display Boards are relevantly done according to the theme			
7. Attendance record is being properly maintained			
8. Books are kept at their respective places			
Seating and Grouping Arrangement			
1. The Educator has arranged the seating plan to foster learning			
2. The seating arrangement minimizes cliques and enhances cooperation			
3. The learners face the Educator during Instruction Time			
4. The learners work in pairs/groups during Seat Work			
5. The seating arrangement is organized well in advance			
Trash Disposal			
1. The trash is always thrown in the bin			
2. If it is found lying on the ground, the Educator helps the learners to pick it up and put it in the bin			

Remarks: _____

Rubrics for Educators

4	3	2	1
<ul style="list-style-type: none"> The educator is completely aware of all the components of NN-School team Learning Programme. The educator follows 15-20 parameters of the TLP checklist. 	<ul style="list-style-type: none"> The educator is very well aware of most of the components of NN-School team Learning Programme. The educator follows 10-15 parameters of the TLP checklist. 	<ul style="list-style-type: none"> The educator is aware of some of the components of NN-School team Learning Programme. The educator follows 8-10 parameters of the TLP checklist. 	<ul style="list-style-type: none"> The educator seems to be unaware of the components of NN-School team Learning Programme. The educator follows 5-8 parameters of the TLP checklist.

Rubrics for Learners

4	3	2	1
<p>The learner</p> <ul style="list-style-type: none"> is very enthusiastic, prompt and eager to participate. comprehends all the questions well and demonstrates an understanding of the content related to which the questions have been asked. uses full sentences in English to respond. exhibits confidence and maintains eye contact. is responsive to questions beginning with why & how indicating his/her understanding and application skills. 	<p>The learner</p> <ul style="list-style-type: none"> is quite prompt and eager to participate. comprehends most questions well and demonstrates an understanding of the content related to which the questions have been asked. attempts to use full sentences in English to respond. exhibits confidence and maintains eye contact most of the time. is responsive to at least one question beginning with why & how indicating his/her understanding and application skills. 	<p>The learner</p> <ul style="list-style-type: none"> attempts to answer questions when prompted. comprehends some of the questions and demonstrates a partial understanding of the content related to which the questions have been asked. uses English phrases to answer. maintains eye contact most of the time. attempts to respond to at least one question beginning with why & how indicating his/her understanding and application skills. 	<p>The learner</p> <ul style="list-style-type: none"> struggles to answer even when prompted. comprehends only the most basic questions and demonstrates a partial understanding of the content related to which the questions have been asked. uses English words along with mother tongue to answer. maintains eye contact rarely. rarely responds to any question beginning with why & how.



GOAL



RESULT

* optional

www.naturenurture.in, email: ask@naturenurture.in, info@naturenurture.in, Ph: 011-46105170, 011-40523082, 9599430773

www.naturenurture.in, email: ask@naturenurture.in, info@naturenurture.in, Ph: 011-46105170, 011-40523082, 9599430773



Did the educator connect with her learners today? (Walk In Observation)

Name: _____ Grade: _____ School: _____ Date: _____

- Did she pat her learners' back today? Yes No
- Did she share her feelings with them today? (I am very delighted today as it is my birthday.) Yes No
- Did she give every child an opportunity to try? (If you give it a try, you will be able to do it.) Yes No
- Did she use a kind tone of voice? (I am glad to see that you are sharing your favourite snack with your friend.) Yes No
- Did she shake hands with her learners? (That's a promise!) Yes No
- Did she smile, wink or nod to show that she cares, to bring fun or to affirm? (I am happy to see you trying; you could do it; I can see you are trying.) Yes No
- Did she look at the learner when he/she was looking at / talking to her? Yes No
- Did she seem interested in what her learners said? (Ritu, you tried hard to complete your work! Is this what you meant?) Yes No
- Did she convey that she trusts them? (I am sure class Nursery / Grade 1/Grade 3 will never hurt anyone by kicking or calling names.) Yes No
- Did she challenge the learners? (I was hoping that you would jump even higher. I am sure you will prove me right.) Yes No
- Did she ask for her learners' opinion? (Do you think it will rain today? Why do you think so?) Yes No
- Did she tell them that they belong? (Yesterday the class wasn't as much fun because Sanya was sick /not well and was at home.) Yes No
- Did she celebrate small efforts made by learners? (Let us all say 'kudos' to Rohit for putting the jigsaw pieces together to complete the picture.) Yes No
- Did she give opportunities to the learners to develop their thinking skills? (What do you think is the fastest way of reaching the play ground?) Yes No
- Did she encourage sharing and caring? (How do you feel when your friends help you?) Yes No
- Did she tell the learners that she was there to assist them if they needed help? (What can I do so that you can complete your tower building quickly?) Yes No
- Did she make the learners feel that she was interested in them? (Let us talk about how you spent your day with your grandparents?) Yes No
- Did she encourage learners to try again and not give up? (Do you think we can try it again together?) Yes No
- Did she ask her learners what they liked best about the day? Yes No
- Did she modulate her voice to get and hold their attention? Yes No
- Did she use exaggerated facial expressions / body movements to get or hold their interest? Yes No
- Did she connect with them and build a bond? Yes No

www.naturenurture.in, email: ask@naturenurture.in, info@naturenurture.in, Ph: 011-46105170, 011-40523082, 9599430773

Reflection:

The educator started the session by welcoming the NNRPs. She started the seatwork with a lot of enthusiasm and positive energy. She made the learners familiar with the formation of the letter by showing them the letter card (D/d) and by making them air write the letter. This was followed by letter writing instructions. She further enhanced their knowledge by bringing a mystery bag to the class with objects beginning with the letter 'D'. She then took a drum out of the bag and played a rhyme on letter 'D'. The rules were reinforced before beginning the activity.

The learners enjoyed the rhyme and asked the educator what other things she had in the bag. The educator took a toy duck out of the bag and asked the learners what it was. The learners replied promptly and correctly. She integrated other domains by asking the learners what sound a duck makes. When a learner replied correctly, she applauded her by giving her a Reward Card. The educator even kept a doughnut in the mystery bag. Once it had been identified and named, the educator told the learners that they could share the doughnut during lunchtime. After the conclusion of the activity, the educator showed the learners various pictures of professionals and objects beginning with the letter 'D' like dancer, doctor, doll and dice. She integrated numeracy by making the learners count the dots on the dice.

The educator asked riddles like 'Where do we throw the waste in the classroom and at home?' to engage learners and build vocabulary. Last but not least, the educator made learners attempt worksheets in which they had to circle pictures of objects beginning with letter 'D'.

The ability of the learners to express their views and thoughts is enhanced through questioning. In this way, they comprehend better, develop interest and get motivated to become actively involved in lessons. It also develops their critical thinking skills, helps in reviewing their learning and stimulates them to pursue knowledge on their own by asking questions. Asking the learners if doughnuts are healthy food would help the learners build real-life connections along with developing thinking skills. The educator could ask questions like, 'Why do we have green and blue dustbins nowadays?' or 'What is the baby of a duck called?'

While the session was taken up very well and the class was well managed, the educator must give the learners more opportunities to participate and enhance their inquiry skills along with giving them food for thought in order to enhance the teaching-learning process further. For example, while asking the learners to circle the letter 'D' in the book, she could ask the learners, 'Why did we not circle the apple?' The educator must wait for a response from the learners too. This will help enhance their language skills. Moreover, the educator must motivate the learners to use complete sentences instead of phrases and words while giving responses.

It is imperative that every teaching lesson is concluded properly, so that it can pave the way for subsequent learning and better retention. It was great seeing Ms. Nidhi's class progressing and we hope she continues to strive to create for her learners an environment that is conducive for learning and growth.

Observed by: _____

www.naturenurture.in, email: ask@naturenurture.in, info@naturenurture.in, Ph: 011-46105170, 011-40523082, 9599430773



PROGRESS



MEASURE





www.naturenurture.in

Applications for CBSE, ICSE, IB & IGCSE schools to implement the Flagship NatureNurture Learning Program are open for AY 2022-23.