



# All about me



My name is .....

Things I like .....

I live in .....

My birthday .....

My friends are .....

**My favourite:**

Colours .....

Foods .....

Games .....

Animals .....

Kinifer



**TERM 1**

My height is \_\_\_\_\_ hand spans

My weight is \_\_\_\_\_ kgs.

**TERM 2**

My height is \_\_\_\_\_ hand spans

My weight is \_\_\_\_\_ kgs.



*A glimpse of myself*



*A glimpse of my family*



**Note :** Paste a photo or draw a picture of you and your family in the given space above





Physical Development

**Competencies Term 1**

Term 1

Term 2

**Curriculum Goal 1 - Children develop habits that keep them healthy & safe**

- C-1.1: Shows a liking for and understanding of nutritious food and does not waste food
- C-1.2: Practices basic self-care and hygiene
- C-1.6: Understands unsafe situations and asks for help

**Curriculum Goal 2 - Children develop sharpness in sensorial perceptions**

- C-2.1: Differentiates between shapes, colours, and their shades
- C-2.5: Develops discrimination in the sense of touch
- C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of experiences
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**Curriculum Goal - 3 Children develop a fit and flexible body**

- C-3.2: Shows balance, coordination and flexibility in various physical activities
- C-3.3: Shows precision and control in working with their hands and fingers
- C-3.4: Shows strength and endurance in carrying, walking and running

Socio-emotional & ethical development

**Curriculum Goal 4 - Children develop emotional intelligence**

- C-4.1: Starts recognising 'self' as an individual belong to a family and community
- C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately
- C-4.3: Interacts comfortably with other children and adults
- C-4.6: Shows kindness and helpfulness to others (including animals) when they are in need.

**Curriculum Goal 5 - Children develop positive attitude towards productive work and service 'Seva'**

- C-5.1: Demonstrates willingness and participation in age appropriate physical work towards helping others

**Curriculum Goal 6 - Children develop a positive regard for the natural environment around them**

- C-6.1: Shows care and enjoyment in living with all life forms

**Curriculum Goal 7 - Children make sense of world around through observation and logical thinking**

- C-7.1: Observes and understands different categories of objects and relationships between them
- C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.

Cognitive development

**Curriculum Goal 8 - Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures**

- C-8.1: Sorts objects into groups and sub-group based on more than one property
- C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers.
- C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s Competencies
- C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
- C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.



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		Term 1	Term 2
	C-8.8 : Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space.		
	C-8.13 : Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements.		
Language and literacy development	<b>Curriculum Goal 9 - Children develop effective communication skills for day-to-day interactions in two languages</b>		
	C-9.1 : Listens to and appreciates simple songs, rhymes, and poems.		
	C-9.3 : Converses fluently and can hold a meaningful conversation		
	C-9.4 : Understands oral instructions for a complex task and gives clear oral instructions for the same to others.		
	C-9.5 : Comprehends narrated / read-out stories and identifies characters, storyline and what the author wants to say		
	<b>Curriculum Goal 10 - Children develop fluency in reading and writing in Language 1</b>		
	C-10.3 : Recognises all the letters of the alphabet (Forms of akshara) of the script (L1) and uses this knowledge to read and write words.		
	C-10.4 : Reads stories and passages (In L1) with accuracy and fluency with appropriate pauses and voice modulation		
	C-10.5 : Reads short stories and comprehends its meaning - by identifying characters, storyline and what the author wanted to say in their own (L1)		
	C-10.6 : Reads short poems and begins to appreciate the poem for its choice of words and imagination		
C-10.7 : Reads and comprehends meaning of short messages, instructions and recipes, and publicity material			
	<b>Curriculum Goal 11 - Children begin to read and write in Language 2</b>		
	C-11.2 : Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences		
Aesthetic & Cultural development	<b>Curriculum Goal 12 - Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and creative ways</b>		
	C-12.1 : Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
	C-12.2 : Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement		
	C-12.3 : Innovates and works imaginatively to express ideas and emotions through the arts.		
Positive learning habits	<b>Curriculum Goal 13- Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Competencies</b>		
	C-13.1 : Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals		
	C-13.3 : Observation, wonder, curiosity and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects asks questions.		





## Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement

## Parent's feedback

Aspect	Term 1	Term 2
My child enjoys participating in...		
My child can be supported for...		
I would also like to share...		
Have I completed age appropriate vaccination schedule for my child?		

## Self-Assessment

Self reflection on interdisciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

**The teacher must help the children to fill this sheet:**

(For young children, teachers may fill based on observation and discussion)

	Term 1	Term 2
1. Activities that I enjoy the most		
2. Activities that I find difficult to do		
3. Activities that I enjoy doing with my friends		



## Peer- Assessment

### Peer feedback from classmate(s)

Collaborative game/ activity such as colouring together, playing a game, etc done in pairs/ groups

	Term 1	Term 2
1. Helps in completing task/ activity		
2. Likes to play with Others		
3. Shares stationery (crayons/ glue/ chalk) with classmates		



### Learner's portfolio

**NOTE:** Paste pictures / display selected work done by students in various experiential and inter-disciplinary tasks done in class.

A large empty rectangular box for pasting pictures or displaying selected work from the learner's portfolio.

### Signature with date

Term	Parent/ Guardian	Class Teacher	Principal
Term 1			
Term 2			

## Scholastic Areas

Subject	Term 1					Term 2				
	PT1	Subject Enrichment	Term1 Exam	Total Marks	Grade	PT2	Subject Enrichment	Term2 Exam	Total Marks	Grade
English										
Lang II										
Mathematics										
EVS / Science										
Social Science										
GK										
Computer Science										
Remarks										
Sign of parent										

Attendance	Term 1	Term 2
Total Attendance of the student		
Total working days		

Level	Interpretation
<b>Beginner</b>	Tries to achieve the competency and associated Learning Outcomes With a lot of support from teachers.
<b>Progressing</b>	Achieves the Competency and associated Learning Outcomes with Occasional / some support from teachers
<b>Proficient</b>	Achieves the Competency and associated Learning Outcomes on his/her own