

SANTA MARIA INTEGRATED LEARNING ENVIRONMENT

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OUR QUARTERLY NEWSLETTER

July-September 2017

Developing Independence in Children

Every child has a strong desire to be independent. However, they look for a security cover from parents as they search for independence. Watch a small child run away from his parents. He runs a little way and then turns and looks back. He turns and looks back trying to spot his mother or father. If the parents smile reassuringly, the child runs away further and explores. He is learning that it is alright to go away on his own. He ensures that his parents approve of it. A wonderful bit of self-learning!

Very often, we hear children say, "I want to do myself." It shows their urge to be independent. They want to show that they can do things for themselves. They can dress, eat independently and are able to manage their day-to-day chores. For them, there is always something new to discover and something new to try out. Sometimes, their desire to do things independently comes in conflict with what others want them to do. This is the stage where they experience conflict between dependency need and need for autonomy. In such situations, children typically try to overcome the feeling of insecurity and guilt. When the child's desire to do things independently is supported by parents without creating a feeling of insecurity, he/ she gets a sense of achievement and develops confidence in his/her abilities. Parents have to be sensitive and play a supportive role towards their child in facilitating this process of becoming independent.

In the process of growing up, everyone needs freedom to choose and act independently. Children too try to discover what it means to be independent and to be no longer entirely helpless and dependent on adults. They want to take decisions on their own but are often not sure of the consequences. They thus look for support from their parents. They try, at times, to follow their peer group. However, they may not like to move away from parents completely. Consequently, they experience conflict when their expectations and priorities do not match those of their parents. Achieving a favourable ratio of independence and dependence is the second basic task in healthy personality growth.

It is not easy to develop feelings of independence when one is compelled to be dependent on others. In such situations, some children develop a tendency to depend on others. They become afraid of becoming independent in their behavior and thinking. In some special cases, such continued dependence may arise out of unfavourable physical conditions and illness like asthma, diabetes, or disability

from an accident. However in most cases, it significantly depends on their home environment where perhaps independent behaviour is consistently discouraged. How well one succeeds in achieving this balance in early life will, in a large measure, determine the kind of adult a child will become.

How do we help them become independent?

We have to realize that we are dealing with children who are growing physically, socially, emotionally and intellectually. Children gradually acquire the ability to use their bodies in ways which make it easier for them to be independent in walking, reaching out, climbing, dressing up and performing other daily chores.

We could help them by getting them clothes that they can manage themselves so that they begin to dress and undress without help. We could get them play material that they can manipulate without having to ask for help. We could keep their things at places within their reach so that they do not have to ask for help.

Watch for signs that indicate the urge to be independent. Listen for words like "let me do it" and "I can do it myself." Convey the message that they can do things for and by themselves and that you value their being independent. Developing a sense of autonomy gives them the confidence that they would be able to eventually handle situations and events that are likely to happen later in their lives.

We have to give them opportunities to do their daily chores independently. This builds confidence in their abilities to look after themselves and also give them a sense of achievement.

There are individual differences between children. Some become independent at an early age. They do their tasks with minimal help while others may need more help. Of course, every child would like to be in the lap of his/her mother. This gives them a sense of security. They do need periodical reassurance of feeling safe and being loved. If children seek such reassurance, do not interpret it as their being over-dependent.

In order to develop independence, we have to respect the individuality of children. They should not be treated either as babies, or as mature adults. One should not expect them to be dependent at all times nor expect adult standards of behaviour from them. It is essential for adults to have trust and confidence in children's growing independence. Give them reassurance about their ability to carry out tasks independently and take their own decisions. As they grow older, this can be done by involving them and considering their opinions in taking decisions about affairs which concern them.

SANTA MARIA INTEGRATED LEARNING ENVIRONMENT

Concept Web for Prep, Kg and Nursery for the Months of July - Sept 2017

Family Members

- Names
- Relationship
- How do you address each member at home
- What role every member has taken in my family.

Diversity in Families

- Tradition
- Language
- Food
- Special occasions

MY FAMILY & MY HOME

Kinds of Homes

- kaccha ghar
- pucca ghar
- stilt house
- house boat
- tent
- igloo

Emotions

- What do I like about my family?
- How can I keep my family happy?
- How do we help each other?
- How do we spend time together?

Spaces in my Home

- Where do I sit when I am sad
- When I am Happy

My Neighbourhood

- Knowing my neighbours
- Mapping my neighbourhood.

Fruits & Vegetables

- Names
- Classification
- Sensorial experience with focus on gustatory & visual
- Nutritional value
- State of consumption

Diversity in food

- Language
- Regional
- Special occasions

**PLANT LIFE, FOOD
&
WATER**

Plants

Growth cycle

Nutrition

- Healthy/
unhealthy food
- Good eating
habits

Emotions

- My favourite
food items
- Food that
makes me happy

Water

- Uses
- Properties
- Importance
- Recycling

Curriculum for Preps

July - September 2017

Themes - My Family, My Home, Plant life and Water

My Physical and Motor Development is taking place as.....

- I take part in outdoor games, drills and PEC activities.
- I participate in challenging tasks like walking on the balancing beam holding objects, throw and catch, attempt yoga and breathing exercise to strengthen my lungs.
- I go for Nature Walks to breathe in fresh air and feel nature through my senses.
- I observe the trees in the school and find out the names of the them.
- I observe seasonal fruits, vegetables and plants in the kitchen garden and also germinate seeds in a pot using the gardening tools.
- I also observe "animal families" around in the school.
- I try to measure the height of my family members using a Hand span as a unit of measurement.
- I do tracing of letters and numbers on the sand paper as well as in the sand pit.
- I do free hand drawing of my family, my home, my favourite space in the house, my favourite food, my best friend, outdoor visits, celebrations etc.
- I am rejuvenating my senses by tasting sweet, sour, bitter and salty food items.
- I refresh my mind playing various energising games like - "who stole the cookie from the cookies jar", and "My father is a baker yum-yum."
- I enjoy using paints and brushes to illustrate stories, songs and themes.
- I use a safety scissors to shape and trim the paper to create interesting collage.
- I do interesting things with paper like tearing, crushing and pasting.
- I team up with my friends to make interesting crafts on festival.

My Language is developing as.....

- I am thinking deeply to choose appropriate words to express my feelings (sad, happy).
- I am thinking and speaking about possible solutions to given situations like how can I help my family, friends and my neighbours?
- I am able to express my thoughts about my family members, my home, my favourite fruits, vegetables and the things I can do and cannot do.
- I am reciting theme related songs and rhymes on my family, home and plant life.
- I am able to name and draw more than one object corresponding to a particular sound.

- I am learning to blend sounds to make a CVC word (consonant vowel consonant) like - cat, mat, rat etc.
- I am listening to stories which sharpen my listening skills.
- I am creating word wall after listening to the story as it helps to build my vocabulary.
- I am reading simple phonic stories like: - A big hat, A sad cat etc.
- I am narrating stories using different medium like story books and Puppet Theatre.
- I am making my attendance by signing the attendance sheet myself.
- I am decoding wrappers that have been collected in the school.
- I am using moveable letters to form CVC words and play crosswords.

My Cognitive development is taking place as.....

- I am revisiting pre - number concepts through outdoor/indoor games (big/small, in/out, tall/short, wet/dry, heavy/light).
- I am learning to quantify numbers using objects I collect from the Nature Walk.
- I am playing memory game as I touch, feel and identify things in the bag.
- I am listening to stories in the class to later recall them by illustrations and role play.
- I observe and discuss about different types of houses: Boat house, Igloo, tree house, Multi storey building, bungalow etc.
- I am observing the different properties of water i.e. - odourless, colourless and shapeless.
- I am thinking and finding answers to simple questions - How plants grow and what do they need?
- I am cooking without fire to understand the properties of various fruits and vegetables and also to experience the process.
- I am identifying different fruits and vegetables and classifying them into various categories.
- I observe, draw and document the various stages of the plant growth.
- I am mapping my neighbourhood and the way from my home to my bus stop.
- I am listening to news presentations and discussing about them.
- I am doing simple scientific experiments to make interesting observations. For eg. What happens to the water when it boils? Why few things sink in water and some floats.
- I play silence game, listen various sounds in the nature around us to refine my auditory sense.
- I grade and pair sound boxes from soft to loud.
- I am feeling different textures of vegetables and fruits in a feely bag to refine my tactile sense e.g. bitter gourd is rough, cucumber is smooth etc.
- I am smelling different food items to refine my olfactory sense e.g. clove, pickle, coffee, lemon leaves, etc.

- I am tasting sugar, lemon, neem leaves, etc to refine my gustatory sense.

I am developing socially and emotionally as.....

- I am able to express my emotions and why I experience changes in my behaviour.
- I pick up the emotion cards to walk up to my teacher and share my feelings without hesitation.
- I am able to express and share my feelings with friends and teachers during the Circle Time.
- I enjoy taking care of my things and keep my class clean.
- I am learning to deal with unpleasant situations I face by talking about them.
- I am learning to be grateful to my family members by talking about what they do for me.
- I am being gentle, honest, attentive and responsible to my peers and teachers.
- I am learning social graces like chewing with my mouth closed and using magic words like please, thank you, etc.
- I am bonding with my plant that we grew during germination by looking after it.
- I look after my belongings and also the play material in the class.
- I am learning to wait for my turn although I do get impatient at times.
- I am being crowned as the King/ Queen or the Team Leaders for the week. This gives me confidence and courage to take up new challenges.
- I and my friends learn why and how we celebrate Eid, Independence Day, Raksha Bandhan, Janamasthmi, Teacher's Day and Onam.
- I am learning that I have to work as a team during group activities like making a fruit salad, collage and role plays.
- I readily share play material with my friends during free play.
- I like to talk about my family members and share the qualities I appreciate about them.

**Curriculum for KGs
July-September 2017**

**Themes - My Family, My Home, Plant life and Water
My Physical and Motor Development is taking place as.....**

- I participate in outdoors, PEC games involving running, hopping, balancing beam, jumping etc.
- I attempt simple drills with drum beats to learn to synchronise with the rhythm of the beat.
- I am doing simple exercises during circuit training.
- I draw my family, my favourite food and my home.
- I enjoy using paints and brushes to illustrate stories, songs and themes.
- I am learning about simple yoga postures and its importance.
- I try to kick, throw and catch the ball with all my strength.
- I am taking an active part in indoor energising games like the feely bag, finding three of a kind etc.
- I sort various grains in the grain box and beading big beads.
- I trace, tear, crush, fold and stickpaper to make beautiful collage.
- I transfer water from jug to glass without dropping.
- I play organised games related to food like sorting fruits and vegetables race.
- I mould clay into interesting objects and shapes.
- I explore nature to touch and feel different textures to develop my tactile sense.
- I enjoy playing in the sand pit with different moulds with my friends.
- I use digging tools to dig the soil and plant trees inside and outside the school.

My Language is developing as.....

- I share my experiences during the holiday with my peers.
- I presented my treasure box to Show and Talk about the waste materials I used to make it and things I collected in it during the holidays.
- I talk about my family members, share my likes and dislikes about home, the food I like to eat, water and its use and how we can save it during the Circle Time.
- I interact with a puppet and share my fears and apprehensions.
- I am gradually learning to identify the sounds of letters (s, a, t, i, p, n, c, k).
- I am learning to say the name of objects corresponding to these sounds to enhance my vocabulary.
- I bring pictures and objects related to these sounds and talk about them during 'Show and Tell'.

- I enjoy different songs related to theme like " The Finger Family", "My Family Tree", "In my home", "Thoda Thoda Use Karo Pani", "Plan a seed " etc.
- I enjoy listening to stories and create my own dialogues during role play and story telling.
- I observe and feel the changes in the weather and talk about it.
- I learn to sing new songs in my music time.

My Cognitive development taking place as.....

- I experience various games and activities to understand the pre-number concepts like big/small, tall/short, up/down and try to relate it to the theme.
- I try to identify and match letters to their phonic sounds and draw objects corresponding to them.
- I learn from my peers how diverse families and homes are all around the world.
- I team up with my friends to see how seeds grow into a plant and record my observations by illustrating them.
- I explore nature and observe various trees, seasonal plants, fruits and vegetables that are growing in the school.
- I think creatively while illustrating a song, story and outdoor visits.
- I am able to arrange pictures in the correct sequence to depict the storyline.
- I team up with friends to create interesting structures in the sandpit.
- I am trying to measure my friends and family member's height using non-standard measurement like hands-span, using a thread etc.
- I am learning about different shapes and colours and finding it in the surrounding.
- I feel different textures of vegetables and fruits in a feely bag to refine my tactile sense e.g. bitter gourd is rough, cucumber is smooth etc.
- I smell different food items to refine my olfactory sense e.g. clove, pickle, coffee, lemon leaves, etc.
- I taste sugar, lemon, neem leaves, etc to refine my gustatory sense.

I am developing socially and emotionally as.....

- I talk about my family members and the role they play in my growth.
- I talk about my home and the most comforting spaces within.
- I express myself freely during the Circle Time. (Who I am, when I was very young, Who is a friend)
- I am learning to wait for my turn while playing and lining up to wash hands.
- I am learning to keep my classroom clean all the time by throwing bits of paper in the bin and arranging the toys back in place.

- I am learning to work as a team during craft activities and organised games.
- I play freely with my friends in the four play corners and happily share my toys.
- I share my food with my friends during tiffin time.
- I learn how and why we celebrate Eid, Raksha Bandhan, Janamashtami, Independence Day, Teacher's day and Onam.
- I listen carefully to the daily news and the changes in the weather during the assembly and keep myself updated about the world I live in.

Nursery (July - September 2017)
Themes - My Family, My Home, Food and Water

My Physical and Motor Development is taking place as...

- I am doing free hand drawing with crayons and paints.
- I am molding clay into different shapes and objects.
- I am enjoying threading beads in a string, stacking and joining blocks making different shapes and objects.
- I am sorting grains from the grain box.
- I am becoming independent while doing my own work.
- I am taking part in outdoor games and races to become active and agile.
- I am looking after the plants and trees while gardening.
- I am taking part in challenging activities like walking on the balancing beam, crossing simple hurdles, throwing and catching a ball, running, hopping and jumping.
- I am learning to coordinate movements with the beats and rhythm during drills.

My Language is developing as.....

- I am talking about my family, my friends, my home, the food I like to eat, and importance of water during the theme talk.
- I am talking about my drawings to express what I have made.
- I am talking about my favorite toy or my family picture during "Show and Tell".
- I am involved in telephonic conversation, puppet theatre and story -telling, etc.
- I am singing themes related songs and rhymes on family, my home, different animals and their families, vegetables and fruits, plants and water.

My Cognitive development is taking place as.....

- I am learning to be attentive to my teachers and friends during the circle time.
- I am learning to understand and remember the things my teacher tells me to do.
- I am enhancing my listening skills through activities like mental journey, meditation and silence game.
- I am recalling and sharing my ideas and thoughts during the theme talk.
- I am enhancing my imagination while illustrating stories.
- I am enhancing my observation skills and memory by recalling what happens during the day.

- I am observing my surroundings carefully to notice changes.
- I plant a seed and observe it's growth (Germination).
- I am walking around in the school to understand about the plants, vegetables, fruits, and flowers as well as animals and their homes.
- I observe things as they float and sink in the water.
- I am rejuvenating my senses by touching and feeling textures of vegetables, fruits, sand, different leaves, barks, feathers, etc and by smelling and tasting different food items.
- I am solving and playing with different puzzles, memory games like name the missing objects, guess the name, etc to develop understanding.
- I am enhancing my senses through tactile jars, perceptual cards, smell jars and sound boxes.

I am developing socially and emotionally as.....

- I am learning to be independent in the classroom while, washing hands, going to washroom, eating and playing.
- I team up with my friends to arrange the toys back after the play is over.
- I am talking about what I like about my father, mother, grandparents, sister and brother.
- I am expressing what I can do to help my family and friends.
- I am sharing my lunch and toys with my friends.
- I am learning to work with my friends as a team in a group activity like watering a plant, a role-play or accomplishing a particular task in the class, etc.
- I am talking about my family, home and food I like to eat.
- I am taking turn to become the King/Queen or the Team Leaders for the week, this gives me confidence and courage to take up new challenges.
- I am participating in the circle time to develop soft skills like being patient, gentle and courteous.