



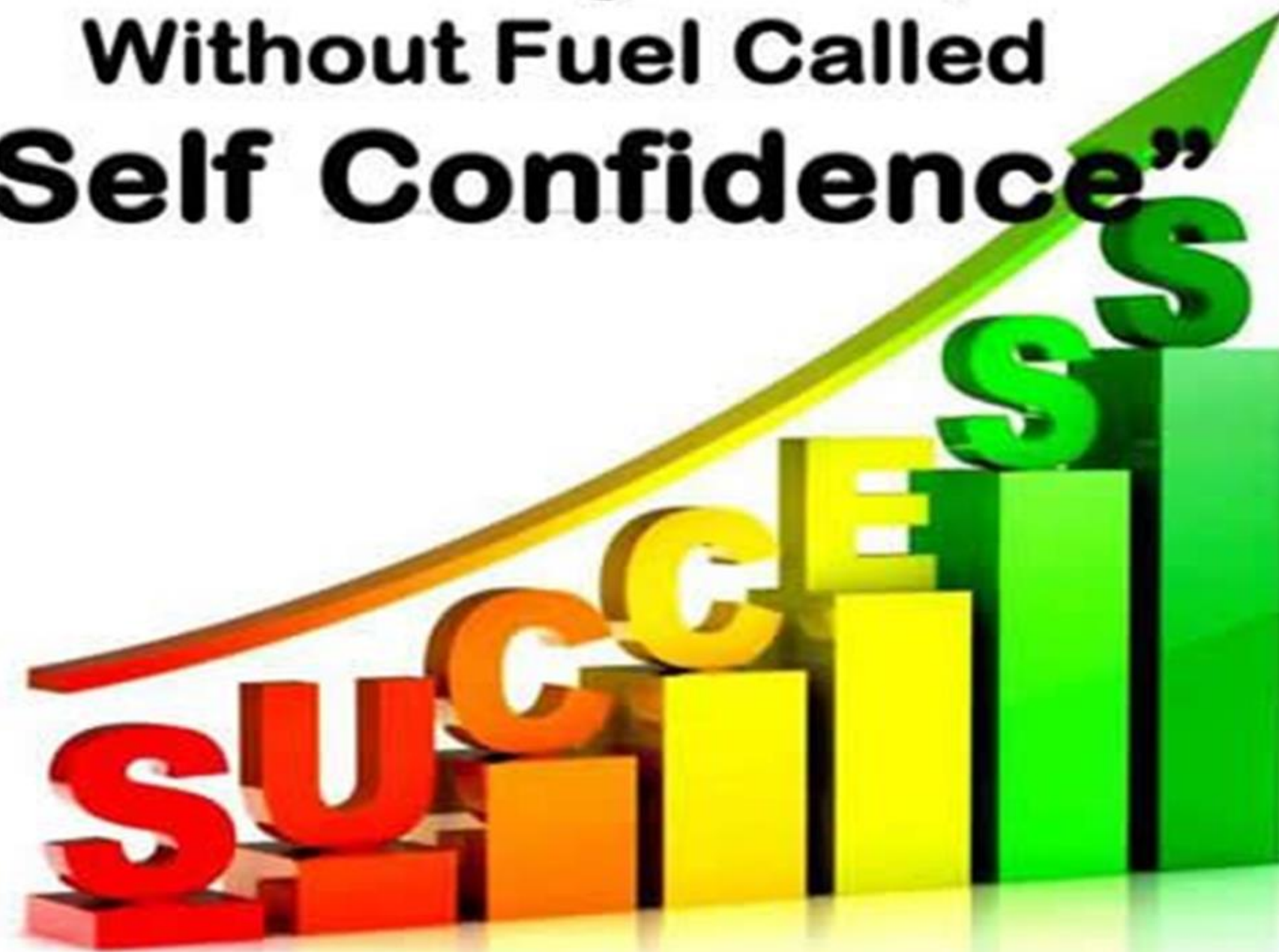
Academic

Programme 2023-24

Success is a Vehicle
Which Moves on a Wheel Called
“Hard Work”

But

The Journey Is Impossible
Without Fuel Called
“Self Confidence”





The Academic

Plan





School Time Table *

https://docs.google.com/spreadsheets/d/1mWip5R4uADsyoRC9PspZEda7Kc4TQ_eyPotixqz3GFU/edit?usp=sharing

*Subject to change

Code of conduct

- **Students must come to school in full school uniform.**
- **Treat everyone with respect and kindness.**
- **Be punctual and regular to school.**
- **Complete all classwork and homework promptly and submit it on time.**
- **Follow the time table regularly and bring all the requisite stationery and books accordingly .**
- **Take care of school property and essentials.**
- **Act responsibly on campus, in the school bus, on field trips and all other school events .**

Time Table Schedule for the Pre-Primary Section



Time Table Schedule for the Primary Section



SERIAL NO.	SUBJECT	NUMBER OF PERIODS (35 MINS EACH)/WEEK (48 PERIODS TOTAL)
1.	<i>ELA + SPOKEN ENGLISH</i>	7(6+1)
2.	<i>HINDI</i>	6
3.	<i>GERMAN</i>	2
4.	<i>SCIENCE</i>	5
5.	<i>MATHEMATICS + MENTAL MATHS</i>	7(6+1)
6.	<i>SOCIAL SCIENCE</i>	5
7.	<i>ICT</i>	2
8.	<i>LIBRARY</i>	2
9.	<i>ART</i>	2
10.	<i>P.E.</i>	3
11.	<i>DANCE</i>	2
12.	<i>MUSIC</i>	2
13.	<i>SOUL SCIENCE</i>	1
14.	<i>CLUB ACTIVITY + ZERO PERIOD</i>	1+1



Time Table Schedule for the Middle Section



SERIAL NO.	SUBJECT	NUMBER OF PERIODS (35 MINS EACH)/WEEK (48 PERIODS TOTAL)
1.	<i>ELA + SPOKEN ENGLISH</i>	7(6+1)
2.	<i>HINDI</i>	6
3.	<i>GERMAN</i>	2
4.	<i>SCIENCE</i>	5
5.	<i>MATHEMATICS + MENTAL MATHS</i>	7(6+1)
6.	<i>SOCIAL SCIENCE</i>	5
7.	<i>ICT</i>	2
8.	<i>LIBRARY</i>	2
9.	<i>ART</i>	2
10.	<i>P.E.</i>	3
11.	<i>DANCE</i>	2
12.	<i>MUSIC</i>	2
13.	<i>SOUL SCIENCE</i>	1
14.	<i>CLUB ACTIVITY + ZERO PERIOD</i>	1+1

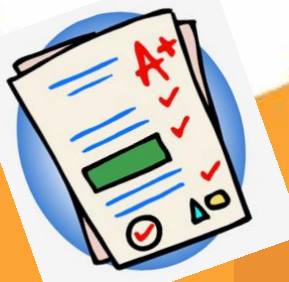




Assessment Pattern for the Pre-Primary Section



The Pre-Primary section follows an ongoing continuous, graded assessment pattern which is divided into terms 1 and 2.



Reference for the Assessment Pattern of the Pre-Primary Section



Child's
photograph

At Birla Open Minds Preschool, young children are assessed and evaluated according to their individual progress. As it is normal for children to acquire various skills at different rates and times, a development scale is used to follow and measure the child's growth and progress as shown below.

Beginning	B	The child is beginning to develop an understanding of basic concepts and skills.
Developing	D	The child is developing an understanding of basic concepts and skills.
Achieving	A	The child demonstrates a thorough in-depth understanding of basic concepts and skills.
Excelling	E	The child demonstrates a thorough in-depth understanding of basic concepts and skills. Performance is characterised by self motivation and ability to apply the skills with consistent accuracy, independence and high level of quality.

Physical Development

Gross Motor Development	Term I	Term II
Walks down alternating feet	<input type="checkbox"/>	<input type="checkbox"/>
Walks backwards	<input type="checkbox"/>	<input type="checkbox"/>
Walks on tip toes	<input type="checkbox"/>	<input type="checkbox"/>
Walks downstairs holding objects	<input type="checkbox"/>	<input type="checkbox"/>
Masters running and learns to stop suddenly	<input type="checkbox"/>	<input type="checkbox"/>
Jumps from a height	<input type="checkbox"/>	<input type="checkbox"/>
Catches a ball with both hands	<input type="checkbox"/>	<input type="checkbox"/>
Catches a ball thrown from a distance	<input type="checkbox"/>	<input type="checkbox"/>
Throws ball to hit the target	<input type="checkbox"/>	<input type="checkbox"/>
Balances on either foot with good control	<input type="checkbox"/>	<input type="checkbox"/>

Fine Motor Development

	Term I	Term II
Establishes hand dominance	<input type="checkbox"/>	<input type="checkbox"/>
Dominant hand is _____	<input type="checkbox"/>	<input type="checkbox"/>
Holds pencil using tripod (two fingers and thumb) grip	<input type="checkbox"/>	<input type="checkbox"/>
Colours within the boundaries	<input type="checkbox"/>	<input type="checkbox"/>
Able to use scissors to cut straight/curved/ zigzag lines	<input type="checkbox"/>	<input type="checkbox"/>
Able to paint using brushes, sponge and various objects	<input type="checkbox"/>	<input type="checkbox"/>
Able to stick pieces of paper/ objects and create a design	<input type="checkbox"/>	<input type="checkbox"/>
Moulds play dough and creates recognisable forms	<input type="checkbox"/>	<input type="checkbox"/>
Writes within space/lines on paper using pencil	<input type="checkbox"/>	<input type="checkbox"/>
Able to use fasteners with ease (Velcro, Zip, Press button, Button, Hook and eye, Buckles)	<input type="checkbox"/>	<input type="checkbox"/>


Personal, Social & Emotional Development

Self Help Skills	Term I	Term II
Puts on shoes independently	<input type="checkbox"/>	<input type="checkbox"/>
Uses toilet independently	<input type="checkbox"/>	<input type="checkbox"/>
Eats independently using spoon and fork	<input type="checkbox"/>	<input type="checkbox"/>
Keeps things in place	<input type="checkbox"/>	<input type="checkbox"/>

Personal, Social & Emotional Development

	Term I	Term II
Appears neat and clean	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative and shares responsibility during classroom activities	<input type="checkbox"/>	<input type="checkbox"/>
Shows imagination through language, dance music, drawings	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to class discussions	<input type="checkbox"/>	<input type="checkbox"/>
Has the ability to give opinions / follows directions	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>
Works co-operatively in a group	<input type="checkbox"/>	<input type="checkbox"/>
Able to concentrate on task in hand	<input type="checkbox"/>	<input type="checkbox"/>
Interacts with peers and adults	<input type="checkbox"/>	<input type="checkbox"/>
Follows class/school rules	<input type="checkbox"/>	<input type="checkbox"/>
Waits for turn as directed	<input type="checkbox"/>	<input type="checkbox"/>
Shares with others	<input type="checkbox"/>	<input type="checkbox"/>
Shows empathy	<input type="checkbox"/>	<input type="checkbox"/>
Helps and co-operates with peers	<input type="checkbox"/>	<input type="checkbox"/>
Seeks adult's approval when in doubt	<input type="checkbox"/>	<input type="checkbox"/>
Expresses emotions	<input type="checkbox"/>	<input type="checkbox"/>
Shows responsibility towards task	<input type="checkbox"/>	<input type="checkbox"/>
Shows respect while dealing with classroom or others property	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates during field trips	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates during cooking experiences	<input type="checkbox"/>	<input type="checkbox"/>

Reference for the Assessment Pattern of the Pre-Primary Section

	Term I	Term II
Writes with appropriate spacing	<input type="checkbox"/>	<input type="checkbox"/>
Expresses a thought or idea using drawings, letters or words	<input type="checkbox"/>	<input type="checkbox"/>
Hindi Language		
Attempts to speak stories and rhymes in Hindi	<input type="checkbox"/>	<input type="checkbox"/>
Able to identify and trace letters	<input type="checkbox"/>	<input type="checkbox"/>
Able to identify and trace numbers 1-10	<input type="checkbox"/>	<input type="checkbox"/>
Writes letters with correct formation	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to write simple words	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical Development		
Number Sense		
Recognises numerals upto ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Able to count in sequence upto ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Knows values of numbers upto ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Arrange sets of 10's/20's/30's / 40's /50's etc	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates greater and smaller numbers	<input type="checkbox"/>	<input type="checkbox"/>
Understands number before and after	<input type="checkbox"/>	<input type="checkbox"/>
Understands concept of place value (tens and ones)	<input type="checkbox"/>	<input type="checkbox"/>
Writes numbers in correct formation upto ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Knows number names ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concept of missing numbers ___ / ___	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concept of in between numbers 1-50 / 51-100	<input type="checkbox"/>	<input type="checkbox"/>
Understands backward counting numbers 10-1	<input type="checkbox"/>	<input type="checkbox"/>
Uses pre-math concepts (few-many etc...)	<input type="checkbox"/>	<input type="checkbox"/>
Adds numbers upto 10 using manipulatives	<input type="checkbox"/>	<input type="checkbox"/>
Understands the concept of money	<input type="checkbox"/>	<input type="checkbox"/>
Classifying		
Observes similarities and differences	<input type="checkbox"/>	<input type="checkbox"/>
Sorts objects using two attributes	<input type="checkbox"/>	<input type="checkbox"/>
Sequences events/ lifecycles	<input type="checkbox"/>	<input type="checkbox"/>
Shape Identification		
Identifies and describes following shapes 	<input type="checkbox"/>	<input type="checkbox"/>
Recognises similar shapes in the environment	<input type="checkbox"/>	<input type="checkbox"/>
Constructs simple shapes using manipulative toys	<input type="checkbox"/>	<input type="checkbox"/>
Patterning		
Duplicates simple/complex patterns	<input type="checkbox"/>	<input type="checkbox"/>
Able to continue pattern made using sound (clap-stomp-clap-stomp)	<input type="checkbox"/>	<input type="checkbox"/>
Able to continue pattern using body movement (stand-twist-stand-twist)	<input type="checkbox"/>	<input type="checkbox"/>
Measurement & Time		
Uses measurement related vocabulary (tall-short/ half-full)	<input type="checkbox"/>	<input type="checkbox"/>
Compares lengths/sizes	<input type="checkbox"/>	<input type="checkbox"/>
Uses time related vocabulary (e.g. today, tomorrow, yesterday)	<input type="checkbox"/>	<input type="checkbox"/>
Knows daily schedule in sequence	<input type="checkbox"/>	<input type="checkbox"/>
Arranges events in sequence from first to last	<input type="checkbox"/>	<input type="checkbox"/>
Space		
Understands positional words (front-back near-far)	<input type="checkbox"/>	<input type="checkbox"/>
Is able to complete 6-8/8-10 pieces puzzles	<input type="checkbox"/>	<input type="checkbox"/>

	Term I	Term II
Creative Development		
Visual Arts		
Expresses feelings/ideas through drawings	<input type="checkbox"/>	<input type="checkbox"/>
Expresses freely using various art and craft materials	<input type="checkbox"/>	<input type="checkbox"/>
Makes recognisable forms using play dough	<input type="checkbox"/>	<input type="checkbox"/>
Creates imaginary things using recycled materials	<input type="checkbox"/>	<input type="checkbox"/>
Performing Arts		
Sings or hums familiar tunes	<input type="checkbox"/>	<input type="checkbox"/>
Matches the type of sound to an instrument	<input type="checkbox"/>	<input type="checkbox"/>
Participates in creative movement and dance	<input type="checkbox"/>	<input type="checkbox"/>
Expresses imagination through dramatic play	<input type="checkbox"/>	<input type="checkbox"/>
Language/Cognitive Development		
Listening		
Listens attentively	<input type="checkbox"/>	<input type="checkbox"/>
Responds by answering questions	<input type="checkbox"/>	<input type="checkbox"/>
Comprehends spoken English	<input type="checkbox"/>	<input type="checkbox"/>
Follows 3-4 steps directions	<input type="checkbox"/>	<input type="checkbox"/>
Uses auditory discrimination skills	<input type="checkbox"/>	<input type="checkbox"/>
Speaking		
Speaks audibly in complete sentences	<input type="checkbox"/>	<input type="checkbox"/>
Talks about his/her experiences	<input type="checkbox"/>	<input type="checkbox"/>
Uses grammatically correct language	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct pronunciation and intonation	<input type="checkbox"/>	<input type="checkbox"/>
Talks freely with fluency	<input type="checkbox"/>	<input type="checkbox"/>
Uses naming and describing words	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to converse in English regularly	<input type="checkbox"/>	<input type="checkbox"/>
Asks simple "what", "why", "how", "when", "where" questions	<input type="checkbox"/>	<input type="checkbox"/>
Reading Readiness		
Uses new vocabulary in everyday speech	<input type="checkbox"/>	<input type="checkbox"/>
Able to speak 5-6 sentences on a given object/topic	<input type="checkbox"/>	<input type="checkbox"/>
Uses Golden words in conversation: "Please", "Thank you", "Sorry"	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys and verbalises the learning process	<input type="checkbox"/>	<input type="checkbox"/>
Reading Readiness		
Associates letters with their phonic sounds	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and recognises words beginning with the same sounds (e.g. /h/-hen, /h/-house etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Is able to read 3 letter words	<input type="checkbox"/>	<input type="checkbox"/>
Matches spoken words to written words	<input type="checkbox"/>	<input type="checkbox"/>
Is able to identify and use initial sounds to read words (e.g. The first sound in sun is /s/)	<input type="checkbox"/>	<input type="checkbox"/>
Recognises sight words in context	<input type="checkbox"/>	<input type="checkbox"/>
Is able to read ___ (number) sight words	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to read simple sentences	<input type="checkbox"/>	<input type="checkbox"/>
Able to retell stories and recall events	<input type="checkbox"/>	<input type="checkbox"/>
Pretends to read to self or others	<input type="checkbox"/>	<input type="checkbox"/>
Concept Knowledge		
Recognises and identifies all upper case and lower case letters	<input type="checkbox"/>	<input type="checkbox"/>
Recognises colours	<input type="checkbox"/>	<input type="checkbox"/>
Able to relate with various concepts (ocean creatures, birds, flowers...etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Writing Readiness		
Is able to write letters with correct formations	<input type="checkbox"/>	<input type="checkbox"/>
Is able to write simple words	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to write sight words independently	<input type="checkbox"/>	<input type="checkbox"/>
Is able to write his/her name	<input type="checkbox"/>	<input type="checkbox"/>
Follows left to right orientation while writing	<input type="checkbox"/>	<input type="checkbox"/>



Reference for the Assessment Pattern of the Pre-Primary Section



	Term I	Term II		Term I	Term II
Data Management			Eco-friendly Projects		
Collects information about objects / events in his/her surroundings	<input type="checkbox"/>	<input type="checkbox"/>	Explores the environment	<input type="checkbox"/>	<input type="checkbox"/>
Sorts and collects data for charts and graphs	<input type="checkbox"/>	<input type="checkbox"/>	Shows respect and responsibility towards nature	<input type="checkbox"/>	<input type="checkbox"/>
Explains the information represented on a graph	<input type="checkbox"/>	<input type="checkbox"/>	Observes and records seasonal and daily changes in weather	<input type="checkbox"/>	<input type="checkbox"/>
			Likes to collect objects from his/her surroundings to make reusable items (plastic bottles, etc)	<input type="checkbox"/>	<input type="checkbox"/>
			Uses his/her senses to learn about the natural and physical world	<input type="checkbox"/>	<input type="checkbox"/>
			Shows curiosity and asks relevant questions about nature	<input type="checkbox"/>	<input type="checkbox"/>

Height..... cms as on.....

Weight..... kgs as on.....

Attendance..... days out of.....

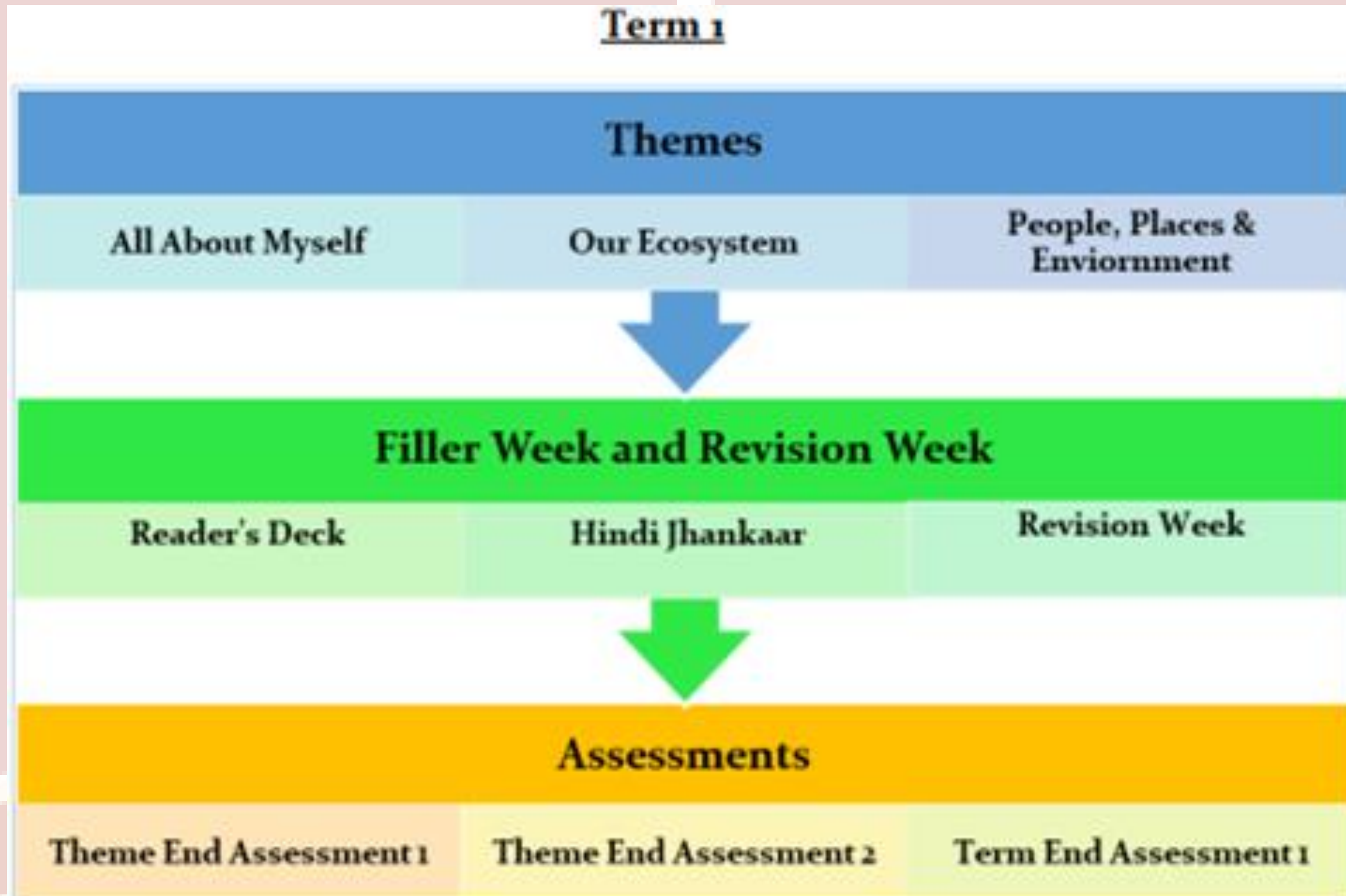
Teacher/s Signature /

Principal's / Centre Head's Signature /

Parent/s Signature /

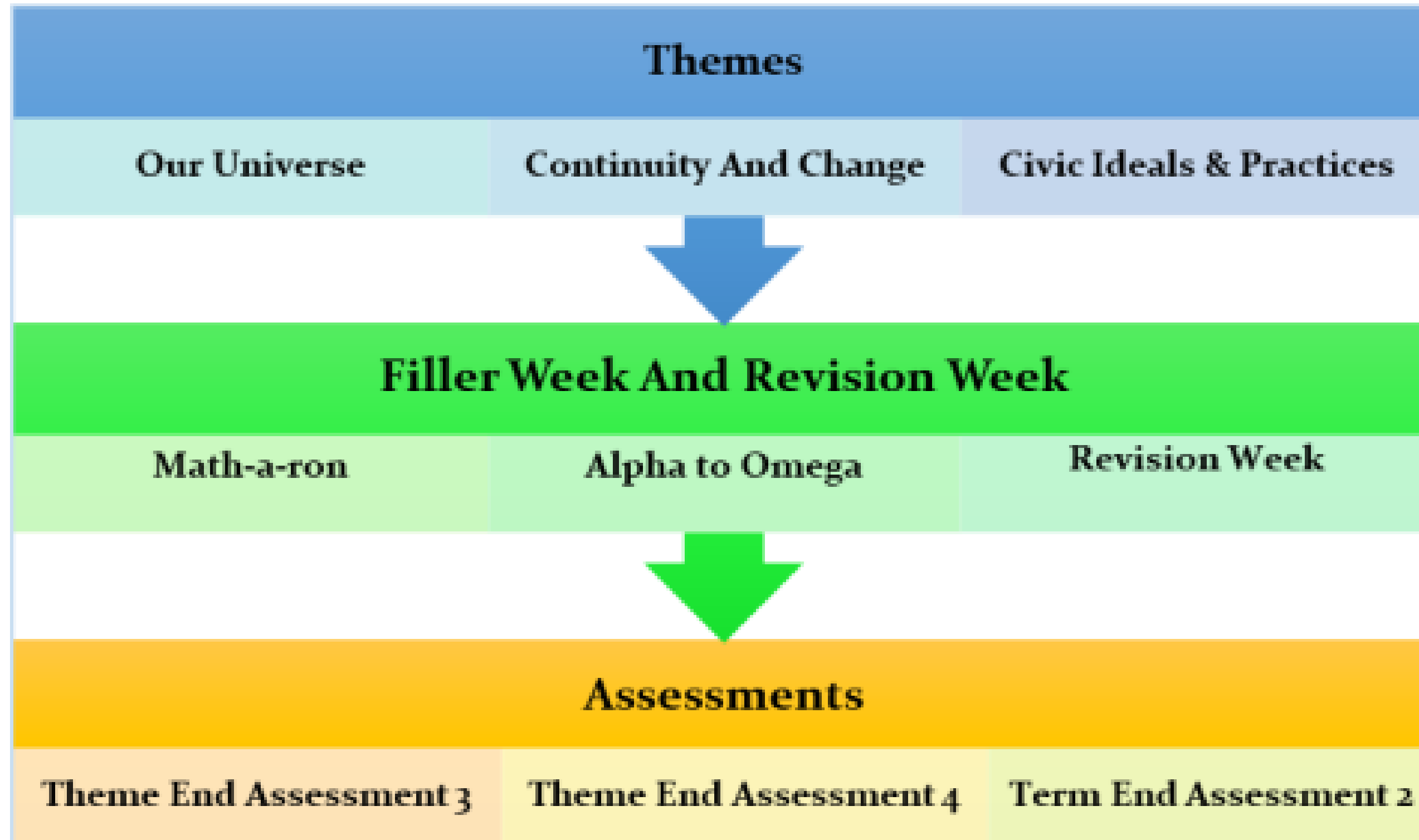
School Stamp

Academic Design for the Primary Section

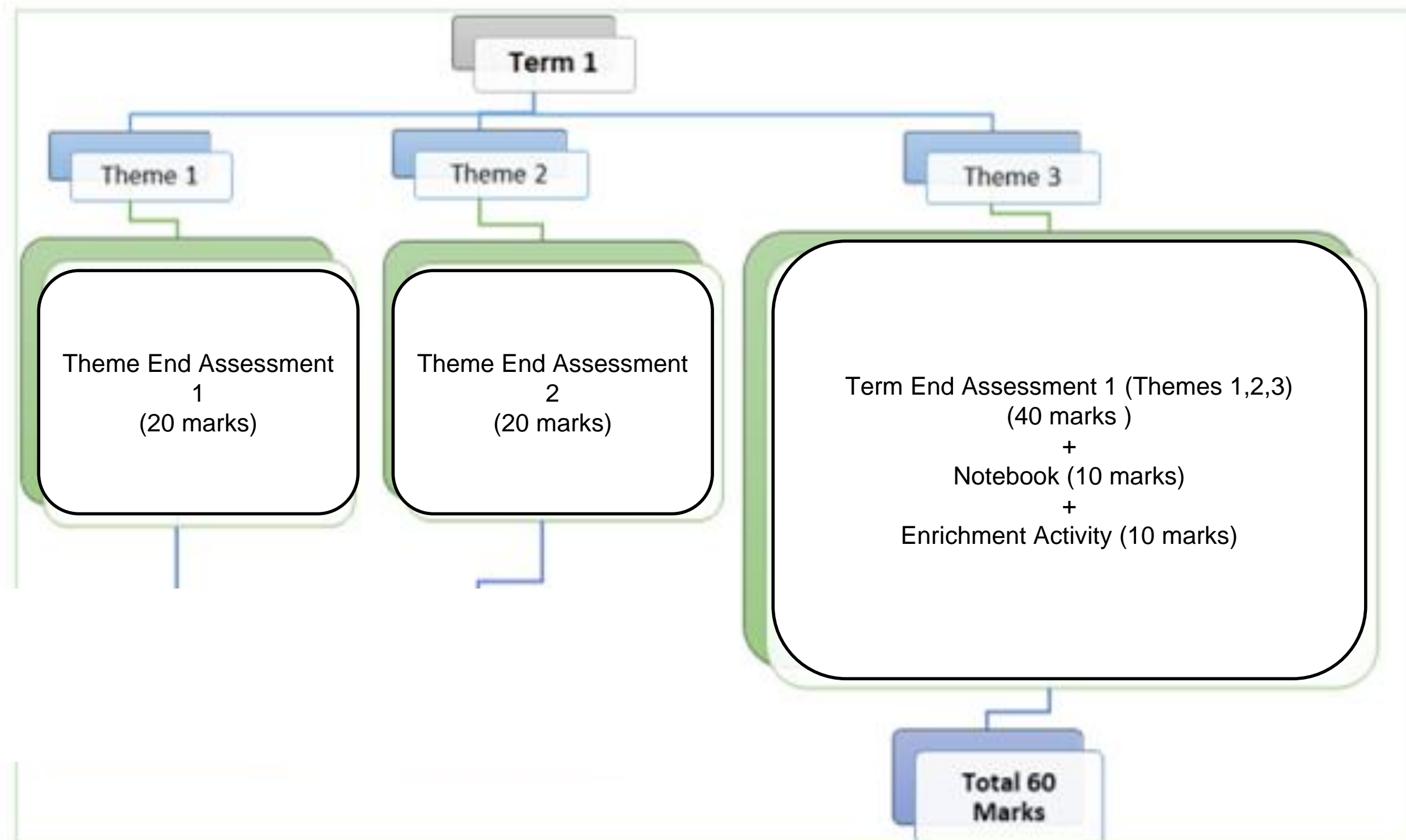


Academic Design for the Primary Section

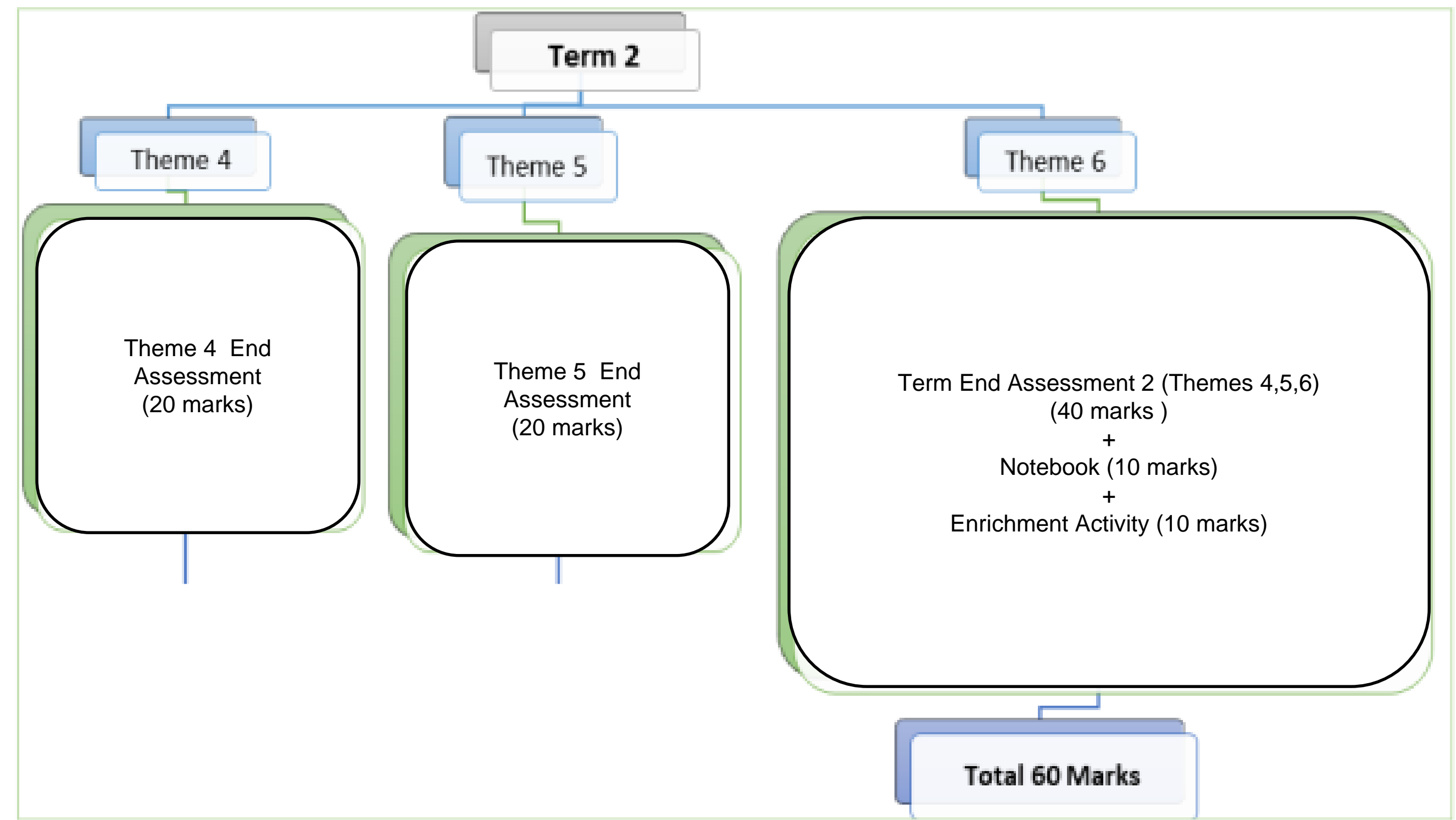
Term 2



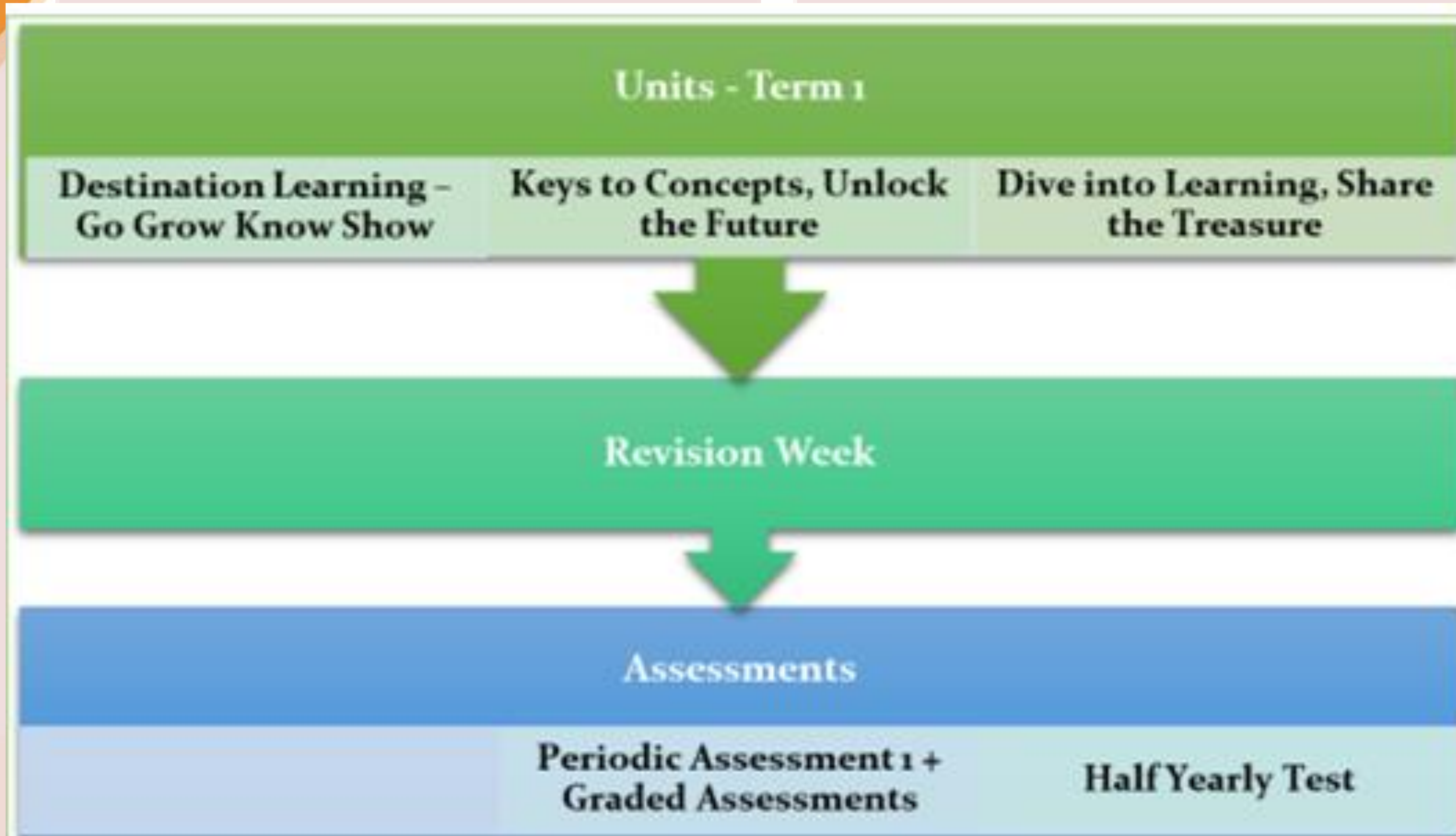
Assessment Pattern for the Primary Section



Assessment Pattern for the Primary Section



Academic Design for the Middle Section



Academic Design for the Middle Section

Units - Term 2

Building Bridges - Going Ahead

A Windows and Mirrors Perspective

Broaden Your Horizons

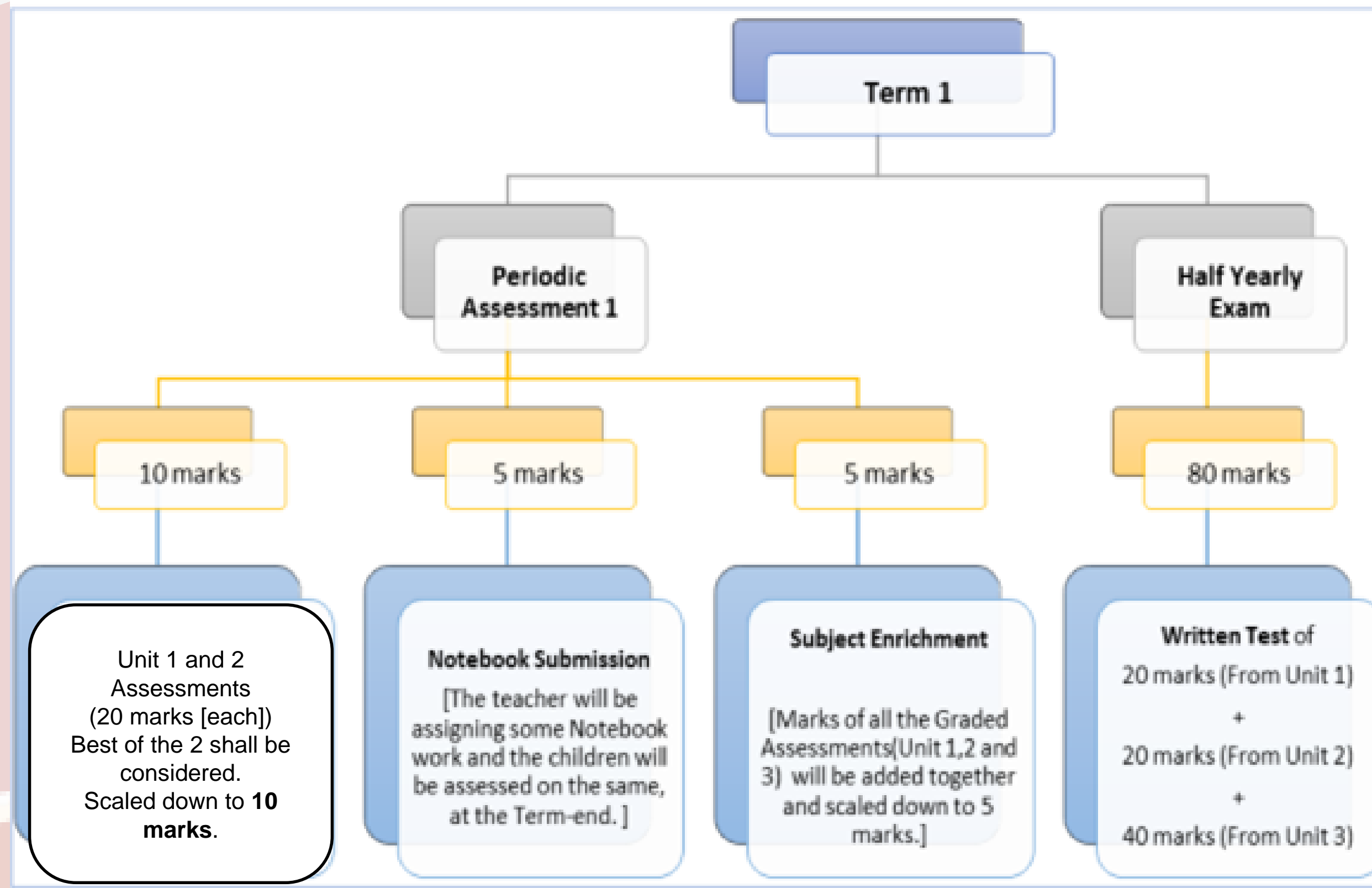
Revision Week

Assessments

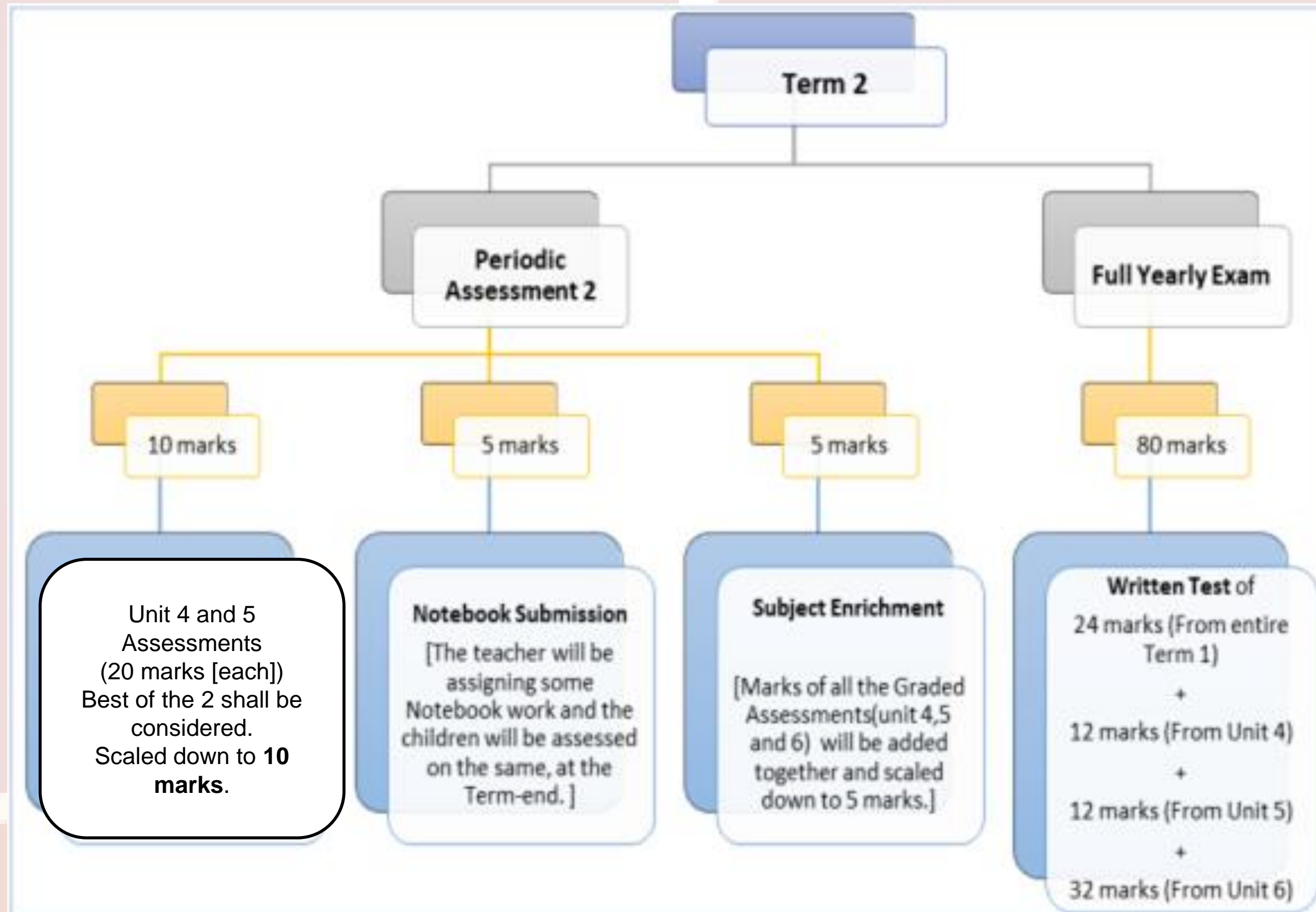
**Periodic Assessment 2 +
Graded Assessment**

Full Year Exam

Assessment Pattern for the Middle Section



Assessment Pattern for the Middle Section





Important Instructions for the Assessments



- 1. Students should be regular to school.**
- 2. Students should practice the questions in the Text Book and the Course Book for preparation.**
- 3. Students should bring extra pencils and pens during exam .**
- 4. Students should bring their clipboard.**
- 5. Sanctity of the exam should be maintained.**
- 6.If the student is found using unfair means during the exam , he\she will be disqualified .**
- 7. Before any assessment, examination fee and school fees should be cleared.**
- 8.If a child is sick during exam don't send him\her to school and provide a medical certificate.**
- 9. If the child is absent , no retest will be conducted for whatsoever reason.**

Dress Code

- **Boys should have neat and clean crew cut hair.**
- **Girls with very short hair should wear a hairband.**
- **Girls with short hair should come in two ponytails.**
- **Girls with hair below their shoulders should come in two plaits.**
- **Jewellery is not permitted, except that girls may wear one pair of post earrings, long or fancy earrings will not be allowed.**
- **No makeup or nail paints will be allowed.**
- **Students should wear the school black shoes .**
- **On birthdays, children can wear formal civil dress and bring sweets for the class, but no cake.**
- **Students of the Pre-school, Primary and Middle School are not allowed to carry mobile phones to school. In case of an emergency they can use the school phone.**

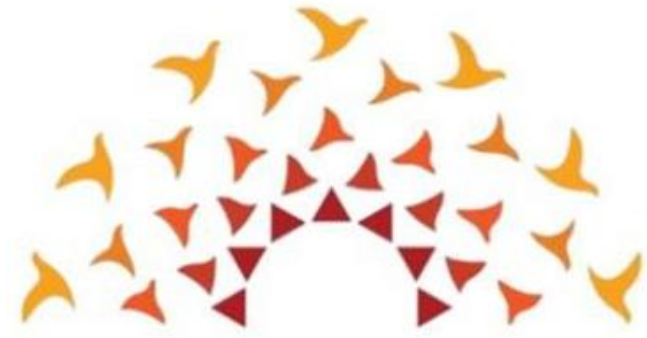
General Instructions

- **Parents need permission from the Principal to meet children or teachers during school hours.**
- **Parents should inform the school about any changes in their address or phone number by writing a letter.**
- **If your child is sick, don't send them to school.**
- **No sharp objects like fork, scissors should be carried in the bag.**
- **Children can't carry any money unless the teacher has asked for it in writing.**
- **All students should participate in school functions, sports and cultural activities.**
- **Students must not bring valuable items to the school. If this is violated, the teachers will keep such items, which will only be returned when his/her parents come and collect it .**

General Instructions

- **Follow the teacher's instructions when picking up your child.**
- **Making mistakes is part of learning, encourage your child to try again.**
- **Limit your child's use of television, smartphones and the internet.**

Thank You!



BIRLA
OPEN MINDS

INTERNATIONAL SCHOOL
AYODHYA ROAD