

Bliss Group

Report for 2023-24 (First Term)



Introduction

The Bliss group comprises 18 children aged 6 to 7 years, with 7 of them being newcomers. All the children are regular attendees, arriving at school by 7:30 am. In an effort to promote cleanliness, health, and hygiene, the children are encouraged to take a shower and brush their

teeth upon arrival. Didis ensure that their nails and clothes are tidy. If needed, children are given a bath and provided with fresh clothing. Most of them prefer to have breakfast at the school hostel, enjoying a variety of vegetables prepared in the kitchen. The children are also capable of maintaining cleanliness in the toilets by themselves.





Circle Time

After their morning games, the children engage in various activities to stimulate their minds. During circle time, they participate in chantings,

bhajans, and songs. Circle time serves to encourage the children to open up, reducing shyness and hesitation. All children like to sing animal songs



with action in a loud voice. Recently they have learnt several new songs, including-

- i) Tan ho sundar
- ii) Jay Ganesh jay Ganesh
- iii) Kitni pyari meri maa
- iv) Maine chuha pakad liya
- v) Red is Amma's bindi
- vi) Found a peanut



Languages

Hindi

During their Hindi class, the focus is on listening, thinking, and speaking skills. The children enjoy listening to stories from picture books, often repeating the stories in Hindi after they have been told in English. This practice enhances their comprehension

and allows them to answer questions about the stories. They also enjoy drawing pictures of the stories they have heard and sometimes create their drawings to narrate stories based on their imagination.

To further develop their mental faculties, thinking, and speaking abilities, the children engage in topic-related activities. For instance, during the "Body Parts" topic, they learn about the names



and functions of body parts and how to care for them. The children take pleasure in drawing and painting different body parts. They have also learnt about the five senses through various activities and even created a creative song about body parts, which they performed during a school event.

In the "My Family" topic, the children explore the concept of family by role-playing as family members. They visit their own families in the village and discuss aspects of love, care, and sharing within the family.

English

In English class, the emphasis is on enhancing communication skills, confidence, and multicultural understanding. The children enjoy singing rhymes with actions, some singing with enthusiasm, while others focus on the actions. They have learned new rhymes such as "Chai chai coffee coffee," "One two three four five," "Mummy and Papa love me," "One man went to mow," "Monkeys! We are the monkeys," and "Teddy bear."



The children have completed three projects in the language class: "Body Parts," "Myself," and "My Family." In the "Body Parts" topic, they learned the names of external body parts and associated rhymes. During the "Myself" topic, the children learned to introduce themselves, including their names, ages, likes, school and group names, and favourite fruits and colours. They even created books about themselves and presented them to the Unity Group children.

In the "My Family" topic, they learned their parents' names, roles within the family, the number of family members, and the concept of family

relationships. They delighted in learning a family-related rhyme and performed it with enthusiasm and actions.



The children enjoy listening to stories about animals using picture books and puppets. These stories enhance their comprehension, and they can answer questions about them. For further language development, the children often retell these stories with picture books and puppets, which helps them improve their speaking, thinking, and vocabulary.



Mathematics

Mathematics is a vital part of a child's learning journey, as it equips them with essential life skills. Therefore, we believe that it should extend beyond the confines of the classroom. In our approach, we foster a spontaneous learning process rather than adhering to a strict regimen. Within this group, we initiated our mathematical

exploration with pre-number concepts, which encompassed classification, ordering or sequencing, and one-to-one correspondence.

During the classification phase, children developed their vocabulary by learning terms such as long, short, round, heavy, light, big, small, thick, thin, and the names of various colours. To grasp these concepts, the children engaged



with objects from nature, such as leaves, flowers, sticks, etc. Additionally, they used "Rangometry" to explore different colours and shapes, even though they might not yet know the names of the shapes. They demonstrated



their ability to classify objects based on colour and shape. Furthermore, they exhibited enthusiasm in creating patterns and designs freely, reflecting their individual creativity.

In our efforts to introduce the concept of sequencing in ascending and descending order, we

utilized some Math lab materials. Children were encouraged to develop an understanding of one-to-one correspondence, marking a transition toward counting. Currently, they can count from 1 to 100 with confidence, although some may face challenges with transitional numbers like 60, 70, and 80. While a few can count continuously up to 100, some may get stuck if asked to resume counting from a specific point without starting from the beginning.



Children in our group have a solid grasp of numbers up to 20. They can count objects, even when arranged in various patterns. Counting backward from 20 to 1 poses no difficulty, and they can also perform skip counting by twos. However, when tasked with counting without physical objects, they encounter visualization challenges. Moreover, they can identify the numbers that come

before and after a given number. Small additions within the range of 10 are also met with enthusiasm, with some children employing objects and others performing mental calculations.

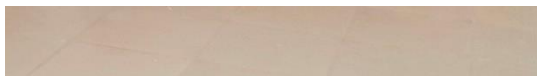


Our primary tool for counting numbers up to 100 is the Beads-string. Children have become adept at locating their desired numbers on the Beads-string. When presented with a number, they can identify and verbalize it.

To enhance their understanding of the relationships between numbers, we've introduced the concept of breaking numbers into tens. The children can now decompose the number 10 (e.g., $8+2$, $3+7$, $1+9$). Small additions within the range of 10 continue to captivate

their interest, with some children relying on physical objects and others demonstrating the ability to perform mental calculations.

To mitigate confusion between similar-sounding numbers such as fifteen and fifty, nineteen and ninety, we employ stick bundles. These visual aids help illustrate that 1 ten is 10, 2 tens are 20, 1 ten and 3 make 13, 1 ten and 1 is 11, and 3 tens represent 30. Presently, children are learning to represent numbers (15, 17, 19, 50, 70) using stick bundles and express themselves in complete sentences.



Skills work

The children engage in skill work activities like painting, drawing, colouring, collage-making, and paper folding. These activities foster motor skill development, imagination, and creativity. Painting with watercolours, in particular, helps develop fine motor skills and is a favourite among the children. They experiment with multiple colours and use their palms, fingers, and leaves to create unique paintings.



Drawing enhances hand-eye coordination, and many children enjoy drawing objects from their imagination, naming them as they go. Some children draw what they have observed during outdoor walks, often adding a story to their drawings. They can now depict simple figures like trees, the sun, birds, and clouds, although a few children prefer to scribble with crayons. Collage-making introduces

the children to the tactile experience of tearing paper and pasting it into creative designs.

Paper folding activities not only develop hand-eye coordination but also require mental concentration. The children enjoy crafting paper boats, houses, and airplanes through folding techniques.



Games

The children of the Bliss group commence their day at 8 am in the morning. Upon arrival, they begin with their morning routine, which includes brushing their teeth and freshening up. Following this, they engage in a brief prayer before embarking on their activities for the day. The purpose of this prayer is to seek protection, as the children believe it will keep them safe and unhurt during their various activities.

At 8:30 am, the children commence their physical education session, which lasts until 9:30 am. They initiate this session with three rounds of running around the ground and engage in warm-up exercises before delving into different games. These youngsters display a remarkable ability to quickly grasp the rules and techniques of the games they are taught. Some of the games they have learned and enjoyed include: -



1. **Who Has the Treasure**
2. **In and Out**
3. **Back-to-Back**
4. **Catch This Ball**
5. **Help Help**
6. **Find the Leader**
7. **Dog and Bone**
8. **Net and Fish**

9. **Fire on the Mountain**
10. **Ice and Water**
11. **Chain Game**

The Bliss group children actively participated in the school's sports day program. During this event, they performed a dance routine with wooden dumbbells. However, due to the rainy season when outdoor activities are limited, the children engage in yoga sessions within their group. This allows them to continue their physical and mental exercises, ensuring their overall development and well-being.



Celebrations and Festivals

Stage performances, such as those during school functions, help develop children's self-confidence, communication skills, and memory. The children eagerly anticipate these opportunities and enjoy dressing up in costumes and makeup. and entertained their audience with a dance on "My Friend Ganesha."





On July 5th they performed a melodrama about body parts which was created by the children.

On August 15th for Sri Aurobindo birthday they performed a dance on the song "*Sri Aurobindo naame anando*".



On August 30th the children celebrated Raksha Bandhan. They made rakhi with beads and thread and tied them on the Courage group children.



On September 7th for Janmashtami children performed a dance on "*adharam madhuram*".

On September 19th they performed a dance on the song “my friend Ganesha”.



Children's birthday celebrations

Birthdays are highly looked forward to by all children. On their special day, the birthday child receives new clothes, and all the other children wish them with birthday songs and handmade cards.



