

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The **Precept** includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given **PRECEPT**, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of **Blooms Taxonomy**, **Multiple Intelligence** along with **Collaborative Learning** find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

Sunbeam and the New Education Policy (NEP) 2020

Amongst lots of trials and tribulations that we all witnessed last year, the one silver lining for the educational fraternity was the unveiling of the **New Education Policy (NEP) 2020**. The NEP promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms & laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mindset during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular

activities.

Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.

- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors
- The Sunbeam precept has in it life-enrichment courses for overall development of individuals. From this year onwards we will also be starting Skill development courses with internship opportunities for middle school (classes VI to VIII students)
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels .Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

* Analytical power

* Critical thinking

* Decision-making

* Creativity

* Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow.

ENGLISH

The curriculum of English has been designed taking in consideration the development of four vital skills of the language- listening, speaking, reading and writing. A variety of activities have been devised in the curriculum to assist the same. These activities are active, learner focused and most importantly fun which goes a long way in building the pillars of language development through the different skills.

- a) **Listening and Speaking Skills-** It is the most primitive skill to develop the process of communication. Good listening skill in turn results in better speaking skill. For listening and speaking skills development we focus on- *Oral Comprehensions, Poetry Recitation, Story Telling through puppet show, Dialogue Book activities, Phonic Sounds Assignments in Learner's Comate, Small topics on which children are expected to speak in the class and assembly, Group discussions and Role Plays, Listen and Speak Activity* at the end of every chapter in the New Broadway Course Book. Language Quiz is organized as a part of CCA to develop Linguistic Skills amongst children.
- b) **Reading Skills-** Reading is a regular feature with emphasis on *correct pronunciation, voice modulation, stress and pauses*. For the development of this skill we have- *Chapters meant only for reading, Reading For Pleasure Book, Reading Logs, Comprehension Passages in Learner's Comate. Recitation is a skill that is indispensable at this stage thus, developing the sense of rhythm and phonemic awareness amongst the children.*
- c) **Writing Skills-** The students are guided and motivated to align their thoughts and express them with ease and confidence. It develops the skills like comprehending, recalling,

locating, extending and making connections. The writing skill is practiced extensively through – *Project Work, Creative Writing, Genius At Work, Paragraph Writing with the help of Helping Words, Picture Composition, Letter Writing (Formal & Informal), Comprehension Passages in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts (like Nouns, Verbs, Pronouns, Adjectives, Adverbs, Tenses, Prepositions, Conjunctions, Interjections & Sentences etc.) with aids like grammar games and grammar corners.*

MATHS

Maths curriculum gives strong emphasis on developing Mathematical, logical and problem solving skills, understanding basic operations, estimation and mental arithmetic. It is completely based on practical approach where child has to understand, analyze and apply. A strong emphasis is given on reasoning and problem solving.

Following skills are well developed through our curriculum –

Mathematical and Logical Skills- Number Sense (Number and numeration, ascending descending, before, after, between) and Number operation (Addition, Subtraction, Multiplication & Division)

Visual and Spatial Skills - Recognizing and labelling shapes, concept of fractions, duplicate and extends pattern, Collecting data, making record using lists or graphical representation.

Measurement and Estimation - Familiarizing them with common measuring units, estimating and measuring real quantity using standard units. Understanding and using comparative words (heavy / light / more / less). Show an understanding of Calendar and Time.

Critical Thinking, Problem solving and Investigative Skills- Word Problems, Mental Maths worksheet including Fast track assignment (to be solved using mental calculation in limited time).

Linguistic Skills-Emphasis on Maths Vocabulary, Reading and Comprehending Problem sums.

Analytical, Understanding and Evaluating Skills- Maths Lab activity, Maths Walk, Project Work, Maths Game.

All the Mathematical concepts are practiced with ample number of exercises to develop patience and persistence among children while solving sums.

HINDI

हिन्दी पाठ्यक्रम बच्चों में भाषा कौशल के विकास को ध्यान में रखकर बनाया गया है। जिससे हम विद्यार्थियों को क्रमबद्ध, संयोजित और सुगठित ढंग से व्याकरण सम्मत भाषा सिखाने के लिए विभिन्न प्रकार के कौशल का प्रयोग करते हैं।

श्रवण तथा वाचन कौशल - वार्तालाप तथा अनुवाचन के माध्यम से स्वर एवं व्यंजन को दोहराया जाता है। विभिन्न रोचक विषय वस्तु के माध्यम से विद्यार्थियों को मात्राओं का सही उच्चारण एवं प्रयोग खेल-खेल में सिखाया जाता है। कहानियों एवं कविताओं के द्वारा उनके सुनने एवं बोलने की क्षमता का विकास किया जाता है। मौखिक वार्तालाप के माध्यम से विद्यार्थी अपनी भावनाएँ एवं अनुभव सहपाठियों को सुनाते हैं तथा दूसरों के विचारों से भी अवगत होते हैं। भाषा को सरल बनाने के लिए कक्षा में भाषा संबंधी सामूहिक क्रिया कलाप कराए जाते हैं, जो बच्चों में आत्माभिव्यक्ति, चिंतन, प्रक्रिया एवं आत्मविश्वास का विकास करने में सहायक होती है।

पठन कौशल - इसके विकास के लिए उच्चारण पर विशेष ध्यान दिया जाता है। पहले बिना मात्रा वाले शब्दों का उच्चारण तथा

फिर सभी मात्राओं का उच्चारण एवं प्रयोग सिखाया जाता है, जिससे विद्यार्थी धाराप्रवाह पठन-पाठन करने में सक्षम हो सकें। लेखन कौशल - हस्तलेख (सुलेख) वर्तनी (नवीन शब्द) तथा शब्द भंडार पर भी विशेष ध्यान दिया जाता है। शब्दार्थ, वाक्यप्रयोग, प्रश्नोत्तर एवं पाठ के अन्त में प्रश्नकोश का निर्माण कराया जाता है जिससे उनके लेखन कौशल का विकास होता है। अपठित गद्यांश, स्वलेखन तथा अनुच्छेद लेखन का समावेश पाठ्यक्रम में हर माह किया गया है, जिससे बच्चों के शब्दकोश एवं भाषा का विकास होता है। बच्चे धीरे-धीरे अपने विचारों को मौखिक एवं लिखित रूप में व्यक्त करना सीख जाते हैं। शब्दावली के विकास के लिए पाठ्यक्रम में विभिन्न अवधारणाओं वाले शब्द जैसे संज्ञा, सर्वनाम, क्रिया, विलोम, वचन, लिंग, अनेक शब्दों के लिए एक शब्द, अशुद्धि संशोधन एवं पत्र (औपचारिक व अनौपचारिक) आदि सम्मिलित हैं। सृजनात्मक तथा क्रियात्मक लेखन के माध्यम से पाठ्यक्रम में परियोजना कार्य, क्रियात्मक गतिविधियों एवं मनोरंजक गतिविधियों को शामिल कर छात्रों में चिंतन क्रियात्मक एवं रचनात्मक शैली का विकास किया जाता है।

Ev.S.

The main objective of teaching Environment studies is to enable the young learners to locate and comprehend their relationships between the natural, social and cultural environment. The emphasis is on to engage the child in exploratory and hands on activities to acquire basic Lognitive skill through observation, classification, inference etc.

We try to nurture the curiosity and creativity of the child, particularly In relation to the natural environment developing a sense of responsibility towards it. The main objective is to acquire an awareness of the environment as a whole. We try to blend meaningful experiences, hands on activities, powerful visuals, group activities and Project work which develop an attitude and ability amongst children to identify and solve environmental problems.

COMPUTER

Previously taught topics are recapitulated. In class 3 students are well versed with the do's and don'ts of computer and start handling the computer independently. They can easily differentiate between Hardware and Software, they are introduced to the features of Windows- Operating System, they start using the Application, Software, MS Word and also get the hold of a simple Programming Language Logo. For enhancing their application & creativity a Project is done where they can apply their learnings.

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.