

Organising Time for Integrated Learning

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In my class, I provide ample opportunities for listening, discussion, sharing views, exploration, play, drawing, reading and writing to facilitate children’s learning. The approach of teaching that I follow is thematic and I try to integrate as many domains of learning¹ as possible. To make classes more interesting and to engage and ensure better participation of students, I use audio-visuals, activities, drawings, and TLMs. I also make sure to have a music/art and physical education (PE) class every day.

The day needs to be carefully organised so that all domains of development receive adequate time and attention. While activities of each domain of development are connected with other domains (e.g., a good story will help language development as well as socio-emotional and ethical development), the routine must ensure that children get ample opportunity for a range of experiences in every domain.

Source: National Curriculum Framework for Foundational Stage. Section 7.1. Organising the Day. p. 187

Here are some important aspects of our approach to integrated learning at the Foundational Stage.

Timetable

The daily schedule includes a balanced combination of music, art, and physical education, along with maths, Hindi, English, morning assembly and club activities, contributing to the overall growth of the child. In the early grades, we allocate two hours each for language studies, one hour for maths, and 30 minutes for physical education, art, and music on average, per day. Language classes are seamlessly integrated with art and music, and in English language studies, we incorporate Environmental Studies (EVS).

Planning the day

As a teacher, I plan my classes meticulously, based on students' previous knowledge and social context. Emphasis is given to listening and speaking through audio-visual aids and activities. A dedicated space for watching videos helps students relate to the content. Classes begin with engaging warm-up activities, followed by phonemic exercises, related videos, discussions, and writing activities. Various activities, such as *Show and Tell*, role play and recitation are incorporated to develop listening, speaking skills, and grammar.

Class 2											
DAY/ TIME	09:15 am - 9:55 am	10:00 am - 10:45 am	10:45 am - 11:30 am	11:30 am - 11:35 am	11:35 am - 12:20 pm	12:20 pm - 1:05 pm	1:05 pm - 1:50 Pm	1:50 pm - 2:35 pm	2:35 pm - 3:20 pm	3:20 pm - 3:25 pm	3:25 pm - 4:10 pm
MON	Morning Assembly	Hindi Gajendra	Hindi Gajendra	Short Break	PE Devendra	Lunch Break	Maths Gautam	Music Khilendra	English Banishree	Short Break	Art Gautam
TUE	Morning Assembly	Art Gautam	Hindi Gajendra	Short Break	Hindi Gajendra	Lunch Break	Maths Gautam	PE Devendra	English Banishree	Short Break	Library Gautam
WED	Morning Assembly	Hindi Gajendra	Maths Gautam	Short Break	English Mokhtar	Lunch Break	Maths Gautam	Music Khilendra	English Banishree	Short Break	English Banishree
THU	Morning Assembly	English Mokhtar	Maths Gautam	Short Break	Hindi Gajendra	Lunch Break	Art Gautam	Hindi Gajendra	English Banishree	Short Break	Hindi Gajendra
FRI	Morning Assembly	PE Devendra	Library Gautam	Short Break	Maths Gautam	Lunch Break	Hindi Gajendra	English Mokhtar	English Banishree	Short Break	Maths Gautam
SAT	Morning Assembly	Activity Class	Activity Class	Short Break	Activity Class	Lunch Break	Activity Class				

Figure 1. Timetable of class II.

ECE (MON - FRI)								
09:15 am to 9:35 am	9:35 am to 10:15 am	10:15 am to 10:45 am	10:45 am to 10:55 am	10:55 am to 11:35 am	11:35 am to 12:10 pm	12:10 pm to 1:00 pm	1:00 pm to 1:45 pm	1:45 pm to 2:30 pm
Breakfast	Circle Time (theme based)	English Language, Socio-emotional Story Telling, Reading, Writing	Short Break	Cognitive: Pre-number, number and EVS	Hindi Language: Story, Poems, Reading-Writing	Lunch Break	Motor Development (Outdoor play and Indoor play)	Summary, Revision, Assessment

Figure 2. Timetable of pre-primary.

I structure my 45-minute class into four main sections for effective learning:

1. 5 minutes: Begin with warm-up activities and recapitulation to set the tone for the lesson.
2. 15 minutes: Engage in listening and speaking activities, such as poem recitation, video watching, and story narration.
3. 15-20 minutes: Focus on reading and writing exercises related to the topic.
4. 5-10 minutes: Conclude with summarising key points.

Here is a detailed plan for the poem, *Come Back Soon*:

<p>Take a bus Or take a train, Take a boat Or take a plane, Take a taxi, Take a car, Maybe near Or maybe far, Take a rocket To the moon, But be sure To come back soon.</p>

Source: NCERT Class 2 English Mridang. Chapter 5. Come Back Soon. p. 38

Lesson: Come Back Soon (poem)

Learning Outcomes

- General: Develop skills in Listening, Speaking, Reading, and Writing (LSRW)
- Specific: Understand various modes of transportation

Vocabulary

- Learn names of different modes of transportation, and grasp concepts, like far, near, soon, sure, and moon.

Activities

1. Creating displays: Divide the class into three groups (Air, Water, and Land) to create charts depicting various vehicles associated with each mode of transportation.
2. Show and tell: Utilise a 'Magic bag' containing flashcards of different vehicles, encouraging each child to pick a card and speak about it.
3. Riddle creation: Pair up students and task them with creating riddles related to different vehicles.
4. Origami: Engage in outdoor activities by creating paper rockets and boats, enhancing the learning experience.

Multimedia integration

- Videos: Incorporate educational songs, such as 'Wheels on the Bus,' 'Row, Row, Row Your Boat,' and informative videos on modes of transport.
- Books: The book 'Let's Go' by (Tulika Books) is useful in enhancing reading skills.

Socio-emotional component

- Conclude with a drama activity focusing on the importance of helping others in public transport and adhering to traffic rules.

This approach ensures a comprehensive and interactive learning experience for students, covering various aspects of language development and subject-specific knowledge.

Curriculum planning

Our classes are designed to be activity-based and enjoyable, incorporating numerous engaging tasks into our teaching approach. Although EVS

is not formally included in the curriculum, in the English language classes, we incorporate EVS themes, such as body parts, family, plants, animals, transportation, etc. This not only enriches the vocabulary of the students but also fosters a connection with their immediate environment.

Art, music, and PE classes are no exception when it comes to integrating language into the learning experience. In these classes, teachers provide instructions in English, contributing to language development. In music sessions, students learn both Hindi and English songs. Art classes are not just about creativity; they also involve drawing animals using numbers and alphabets. Activities, like mask-making and origami add a creative and hands-on dimension to the learning.

Students actively participate in a variety of indoor and outdoor games, fostering physical fitness and enhancing their mental agility. Additionally, incorporating yoga and *asanas* into the curriculum further contributes to their holistic development.

Classroom planning

Print-rich classroom

Foundational Stage classrooms are enhanced with printed materials, such as charts, stories, poems, and picture cards. The print-rich environment inside and outside the classroom engages students in emergent literacy. Creating a print-rich environment fosters the reading habit. Displaying charts based on class topics and labelling objects in the class contribute to this. Playing with cards, including letter cards, picture cards, and story cards helps students understand word-object associations and enhances their reading abilities. Collaboration between the students and teachers in creating some of these printed materials fosters creativity.

Children's Corner

A *Children's Corner* showcasing students' creations, such as drawings, in the classroom motivates them to learn from each other.

Running blackboard

Running blackboards in the classroom allow students to freely express their thoughts through drawing and writing. Sometimes, students surprise us by writing birthday wishes, unfamiliar words, and drawing pictures related to a story heard in class.

Seating

Seating arrangements are modified based on the work the students will do; we sit in a 'U' shape for all group activities.



Figure 4. Students creating displays for the classroom

Class library

Organised with level-wise books of *Pratham*, *Barkha*, and *Tulika* publications, the class library includes *Big Books*. Initially, students engage in 'pretend' reading, later attempting to identify familiar words and creating their own stories based on pictures. For students of class II, we issue level-1 books from the *Barkha* and *Tulika* series to encourage reading at home.

Co-teacher

In a multi-level class, maintaining equity in learning for each child is challenging. To address this, the role of co-teachers is important. The main teacher collaborates with the co-teacher, who initially provides individual attention to those who need it. Various TLMs, like spinner, alphabet and flash cards and worksheets, are used to support learning and positive results are witnessed in a few weeks, leading to the integration of all students into the same class.



Figure 5. Students learning through flashcards

Involvement of parents

Collaboration among parents, the school, and teachers is crucial for a child's overall development. Orientation programmes, parent-teacher meetings (PTMs), regular calls, and sharing of instructional videos on *WhatsApp* are some of the strategies we employ to keep parents involved. Encouraging parents to record videos of their students' activities also promotes engagement and understanding of the children's learning process.

Conclusion

Our carefully planned activities and the collaborative efforts of teachers, parents, and the community form the backbone of a child's educational journey, ensuring that every child receives the attention and support they need for their holistic growth. We remain committed to ongoing research and exploration, consistently seeking innovative methods and pedagogies to foster the continuous growth and development of students.

Endnotes

- i NCF-FS specifies five domains of development: physical development, socio-emotional and ethical development, cognitive development, aesthetic and cultural development.



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