



# EKLAVYA SAMACHARA

email: [contact@eklavyaearlyyears.com](mailto:contact@eklavyaearlyyears.com)

website: [www eklavyaearlyyears.com](http://www eklavyaearlyyears.com)

March 2024

EKLAVYA EARLY YEARS

Vol. 1 / Sr. 7

## FORTHCOMING EVENTS

Ramzan Eid, Gudi Padwa, Ugadi	9 April
Cheti Chand	10 April
Baisakhi	13 April
Ram Navami	17 April
Annual Day	17 April
Students Last Working Day	19 April
School Reopens (Play Group)	17 June
School reopens (Kindergarten)	24 June

## ANNOUNCEMENTS

**Parents' Workshop Dates:** 6 April, Sat 10am – 11am  
**Students Last Working Day:** 19 April

As we approach the summer vacation, Eklavya Early Years would like to remind all parents that attendance of the children on the first and last day before and after vacations is compulsory. Please ensure that your child is present on both days.

Wishing you and your family a happy summer vacation.

### Field Visits

**1 March Field Visit - Iskcon Goshala** - Children visited Iskcon Goshala this month. They enjoyed taking a tour of the temple and observing the beautifully decorated idols. Then they walked around the Goshala and looked at the cows and calves. A few children were also excited to pet the calves.



**15 March Field Visit: Ferns & Petals** - Children visited Ferns & Petals, a florist and bakery in Yelahanka this month. They were delighted to observe and learn about exotic flowers such as lilies and orchids. They got the opportunity to observe the petals of different flowers, and feel the stems and identify whether they were thick, thin, smooth, hairy or prickly. They also smelled a few flowers that had a pleasant fragrance. Children also observed a bouquet of orchids being made in front of them and were fascinated with the ease with which the florist was able to make a beautiful bouquet.

Later, the children also visited the Ferns & Petals bakery and observed a cake being iced and decorated. Children were amazed to see how quickly and beautifully the cake was being decorated. They also discussed that cakes and chocolates can only be had once in a while as they are not healthy for us.







**Field Visit to Dental Clinic** - Children of PG and KG went for a field visit to a dental clinic. They interacted with a dentist and learnt about good dental hygiene, and about teeth. They enjoyed sitting in the patient's chair and looking at the different tools used by the dentist. They also learnt the correct way of brushing and about cavities.



### Curriculum

**Practical Life Skills : Dusting** - Children of Play Group and Kindergarten learnt dusting this month. This exercise was a part of the Care for Environment section of Practice Life Skills. Dusting teaches them not only to keep their surroundings clean but also to take responsibility for themselves and their community, patience and concentration.







**KG - Transferring water using a dropper** - Children of Kindergarten learnt to transfer water from bowl to bowl using a dropper. This exercise enhances the children's fine motor skills, patience and concentration. The repetitiveness intrinsic to this activity also develops "will" in children of this age group. Will refers to an assertion of choice and discipline to do an activity and complete it irrespective of the time it takes to do so. These are essential virtues that help the child lead a successful life.



**Opening and Closing a Steel Tiffin** - As part of the Practical Life Skills curriculum, children of Kindergarten learnt to open and close a steel tiffin box. Through this activity, they learnt how to work the clamping and latching mechanism, thereby enhancing their fine motor skills. They also learnt how to arrange the containers in the right way in order to properly close the tiffin box, thus improving their logical thinking abilities and problem solving skills.



**Press/Snapping Button Frame** - Children of Kindergarten learnt how to work with the Press Button Frame. The Press Button Frame improves fine motor skills and teaches a valuable life skill. The children enjoyed the process of aligning the buttons and listening to the snap when they closed it.





**Shelling of peanuts** - Children of Play Group and Kindergarten learnt how to shell peanuts. They enjoyed listening to the crack of the peanut shell and retrieving the peanuts from inside. They were very meticulous in their work and were quietly engrossed in it.



**GMS - Jumping along the line** - Children had a great time this month learning how to jump along a line. Apart from having tons of fun, they also learnt to balance their bodies, jump with both feet simultaneously and strengthen their gross motor muscles.



**FMS - Matching Grains** - Children of PG and KG learnt how to match grains this month. Not only was this a great cognitive skills exercise, but also a fine motor skills ones too. Practicing the turning of their wrist as well as grasping the container in a specific way strengthened their fine motor muscles.



**Community Helpers Presentation** - Children of Play Group and Kindergarten did a presentation on community helpers this month. Each child had dressed up beautifully as a specific community helper such as a postman, a newspaper delivery person, electrician, carpenter, etc. Children learnt a lot about each profession by listening to their peers and developed confidence as they spoke a few words on stage.

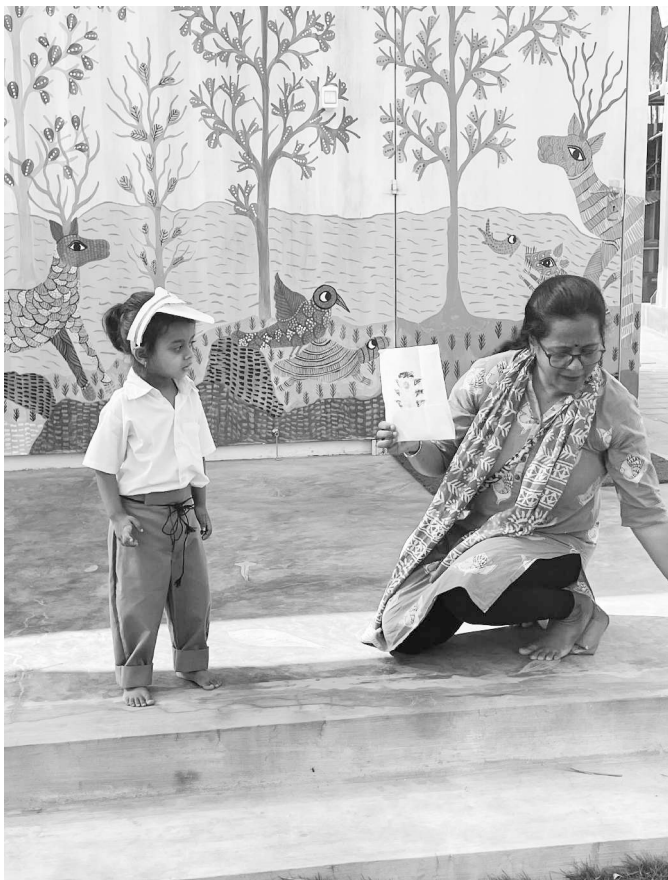


Showing the tools of the trade





"Milkman, may I have some milk please?"



Teaching traffic rules



A very happy postwoman



Little gardener





Delivering news to the world

**Germination** - Children learnt germination this month. They sowed and watered chana, rajma, moong and so on in small earthen pots which they had painted. They observed how the roots and tiny shoots emerged.



**Learning Letter Sounds** - Children of Kindergarten began learning letter sounds as part of their Phonics curriculum this month. They began with the sounds of s, a, t, i, p and n, which are few of the most commonly used letters in the English language. The children learn each letter sound using a multi-sensorial approach, through song, stories, visual aids and movements. They also learn common words beginning with a specific sound using toys and the letter formation using methods such as air writing, sand writing, forming letters using clay, and forming letters using a pricking needle. Through this multi-sensorial and multiple learning styles method of teaching phonics, all children receive equal opportunities to learn in ways that appeal to them.



**Number Rods** - Children of Kindergarten began learning the concrete understanding of numbers until 10 this month. They began with the Montessori material – Number Rods – where each coloured segment represents 1 unit. Through counting the different segments of the number rods, children learn to associate numbers with a concrete object that they can touch and see. The arrangement of the Number Rods is also an extension of the sensorial material Red Rods, which the children have already learnt a while ago. As they put each rod above the other to form a stair, they learn in a concrete way that 1 is a smaller number than 2 and so on.

Later, children also learnt to associate the abstract concept of the symbols of the numbers with the concrete Number Rods, thus deepening their understanding of numbers.





**Storytelling** - Children heard the story of “The Three Little Pigs” this month. The storytelling experience was enhanced by the use of beautiful puppets and props such as a model of a straw hut, a stick hut and a brick and mortar hut. Children enjoyed listening to the story a lot and were fascinated with the puppets.



**Block Room** - Here are some glimpses from the Block Room this month. Children’s exploration of wooden blocks and logical thinking games is expanding every day.



Learning to make patterns



Developing an understanding of dimensions



Enhancing logical thinking skills



Learning to organize



Strengthening problem solving skills



**Froebel Gift 1** - Children worked on Froebel's Gift 1 this month. Gift 1 – a set of crocheted balls – symbolize unity because a ball is a complete whole, a pure form. For Froebel, the whole is the beginning of all understanding and everything is derived from the whole. By playing with the balls and manipulating them, the child derives impressions from it which help her to improve her vocabulary, fine motor skills, eye contact, and eye-hand coordination.



**Farming** - Children participated enthusiastically in farming this month. Not only did they take care of their crops, they also observed nature very closely and showed tremendous empathy. This was especially true when they saw an injured bird. They exhibited great care and empathy and had many suggestions about how to take care of it.



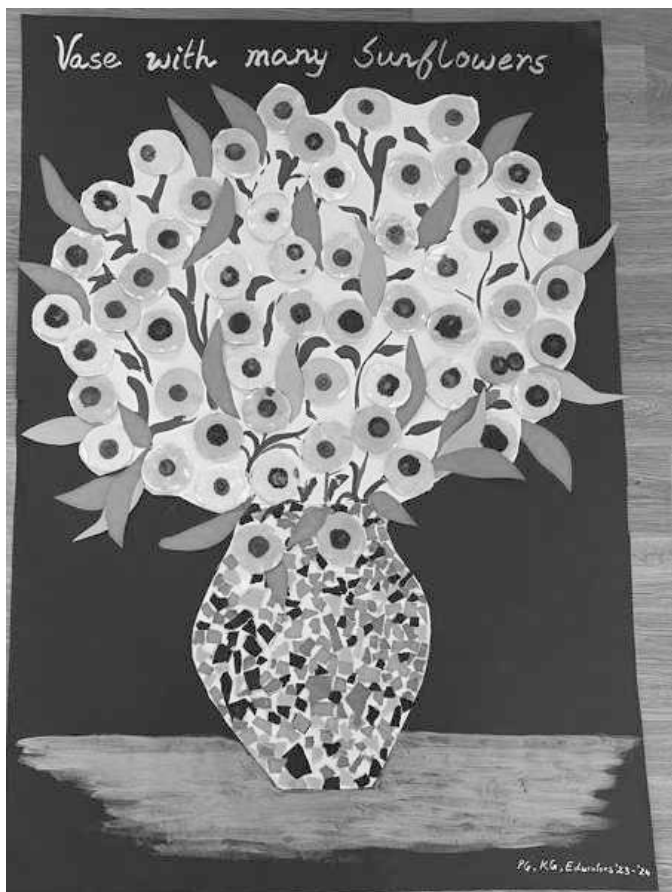
**Art - Marble Painting** - Children learnt marble painting this month. They dipped marbles into bowls of paint and then rolled them around on the paper creating colourful impressions. This art activity required a lot of concentration as any sudden or jerky movement would result in the marble falling out of the plate. Also, children learnt to control their hand movements such that the marble rolled only on the parts of the paper they wanted it to.





**Reimagining "Sunflowers" by Vincent Van Gogh** - Vincent Van Gogh is a celebrated Impressionist artist. His birthday was on 30 March. In celebration of his birthday, children of Play Group and Kindergarten learnt all about Van Gogh, his contribution to art and his most famous paintings such as "Starry Night", "Sunflowers", "Almond Blossoms", etc.

After learning about Van Gogh, children worked on an art activity wherein they re-imagined Van Gogh's most famous painting "Sunflowers". They studied the original artwork and then painted sunflowers using cotton pads, sponges and three shades of yellow paint. After the paint had dried, they stuck the painted sunflowers on a chart paper. They also tore bits of colourful paper to stick on the vase. The result of their efforts was a wonderfully creative and dazzling artwork. And the best part was that our little ones received an early exposure to great art and explored their own creativity while re-inventing it.



**Straw Art** - Children learnt straw art in March. In straw art, blobs of watery paint are blown in different directions using a straw. This art activity is not only a lot of fun, but also good for strengthening the children's ability to blow air with force.





**Tie and Dye Art** - Children learnt how to do Tie and Dye Art this month using food colours. They learnt to paint the tied cloths in different colours and then put them out to dry. They were fascinated to see the different patterns created due to the ties.

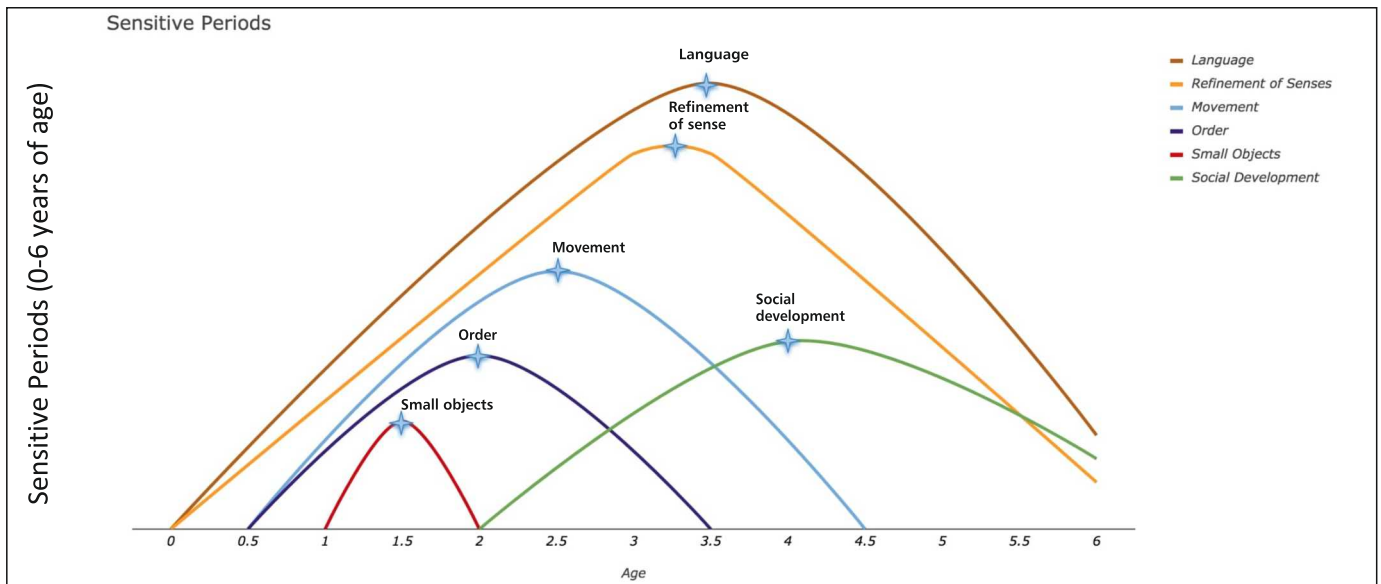


### EEY Outreach

**Holi event** - Our Holi event on 23 March was filled with colour, art and paint. From learning Tie & Dye to straw painting, and sponge art, children were immersed in an artistic holi celebration. The highlight of the celebration was Sand Pendulum Art, a fascinating combination of science & art!







## The Sensitive Periods

Usually when we speak about growth and development in childhood, we tend to discuss physical, observable growth, but within the child is an inner mechanism that Maria Montessori observed and wrote about in her seminal book, "The Secret of Childhood".

She described this inner mechanism as a special sensibility in early childhood called Sensitive Periods. The Dutch scientist, Hugo de Vries discovered these sensitive periods in animals, but it was Montessori who discovered that they were found in children too and could be used for teaching.

A sensitive period refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait. Once this trait or characteristic, has been acquired, the special sensibility disappears. Growth is therefore not to be attributed to a vague inherited predetermination but to efforts that are carefully guided by periodic, or transient, instincts. These give direction by furnishing an impulse towards a determined kind of activity that can differ notably from that of the adult of the species.

One example given by De Vries is that of the caterpillar of the common butterfly. We know that caterpillars grow rapidly and have a voracious appetite. The particular caterpillar studied by De Vries was one which during the first days of its existence cannot feed on large leaves but only on tender buds at the tips of branches. Like a good mother, the female butterfly instinctively lays her eggs in a sheltered spot. What will tell the tiny caterpillars when they break out of their shells that the tender leaves are above them at the end of the branch? It is light! The caterpillar is extremely sensitive to light. Light attracts it, fascinates it, and as a consequence the tiny worm inches its way up to the end of the branch where there is the most light.

Like the caterpillar, children too have a special natural inclination for a limited period of time during which they can easily learn a new skill. For instance, during the sensitive period of language, the child learns language with an enviable ease just by being surrounded by people who speak it. What would take an adult copious effort and months to learn, the child picks up seemingly without effort.

The sensitive periods therefore, are a crucial part of growth and development for the child.

Failure to follow through with these impulses means that the child becomes helpless and inept. Adults have no direct influence on these different states. But if the child has not been

able to act according to the directives of his sensitive period, the opportunity of a natural conquest is lost, and is lost for good. Moreover, if the child encounters obstacles in her quest to fulfill the needs of the sensitive periods, the child manifests this inner disturbance in the form of a tantrum.

The sensitive periods:

1) Language : 0-6 years

The age of 0-3.5 is the peak to learn the spoken language. The child builds up the mental order during this time (classifies words, understands the underlying grammar) seemingly without effort.

2) Refinement of senses : 0-6 years

The child develops her person by creating perceptions using her senses. Thus, she needs objects in her environment that she can work with and that provide motivation for this activity. If these objects are not provided, or her learning process is impeded by adults, it will result in her not learning to refine her senses.

3) Sensitivity to order : 0.5-3.5 years

Maria Montessori believes that if children are properly observed, it becomes apparent that they take delight in seeing external objects kept in their right place. They seek pleasure in constancy and get agitated when adults move things around. This sensitive period is nature's way of providing the child with the means to orient herself in the world that she inhabits.

4) Interest in little things : 1-2.5 years

Children get attracted to little details such as tiny detail in a photograph or a tiny insect which would usually escape the notice of the adult. The interest in little things gives the child the ability to learn much more than an average adult would do.

5) Movement : 0.5-4.5 years

Children have an innate need to move, which facilitates the growth of their physical body. If the child is made to sit still forcefully, it can severely impede the child's psychic development.

6) Social development : 2-6 years

The child develops an inner need to interact with others and form relationships. This also means that the child is therefore ready to temporarily leave the home environment and go to other people. If the child is restricted from interacting with others during this time, it will be difficult for the child to develop social skills later.

(Paraphrase of "Sensitive Periods" from Secret of Childhood by Maria Montessori)