



ALL SAINTS PUBLIC SCHOOL

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2024-2025

HOLISTIC PROGRESS CARD



All about me

My name is _____

I live in _____

Things I like _____

My birthday _____

My friends are _____

My favourite:

colours _____

foods _____

games _____

animals _____

Term 1

My height is _____ hand spans.

My weight is _____ Kgs.

Term 2

My height is _____ hand spans.

My weight is _____ Kgs.



A glimpse of myself

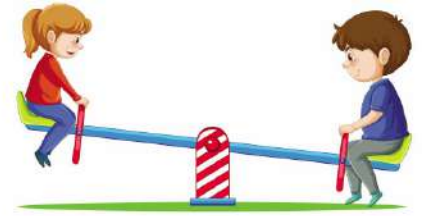


A glimpse of my family



NOTE : PASTE A PHOTO OR DRAW A PICTURE OF YOU AND YOUR FAMILY
IN THE GIVEN SPACE ABOVE

Competencies



Physical development

Curriculum Goal 1- Children develop habits that keep them healthy & safe

Term 1

Term 2

C-1.1: Shows a liking for and understanding of nutritious food and does not waste food

C-1.2: Practices basic self-care and hygiene

C-1.6: Understands unsafe situations and asks for help

Curriculum Goal 2 - Children develop sharpness in sensorial perceptions

C-2.1: Differentiates between shapes, colours, and their shades

C-2.4: Differentiates multiple smells and tastes

C-2.5: Develops discrimination in the sense of touch

Curriculum Goal 3 - Children develop a fit and flexible body

C-3.2: Shows balance, coordination and flexibility in various physical activities

C-3.3: Shows precision and control in working with their hands and fingers

C-3.4: Shows strength and endurance in carrying, walking and running

Curriculum Goal 4 - Children develop emotional intelligence

C-4.1: Starts recognising 'self' as an individual belong to a family and community

C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately

C-4.3: Interacts comfortably with other children and adults

C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need

Socio-emotional & ethical development



Competencies



Term 1 Term 2

Socio-emotional ethical development

Curriculum Goal 5 - Children develop a positive attitude towards productive work and service or 'Seva'

C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping



Curriculum Goal 6 - Children develop a positive regard for the natural environment around them

C-6.1: Shows care for and joy in engaging with all life



Cognitive development

Curriculum Goal 7 - Children make sense of world around through observation and logical thinking

C-7.1: Observes and understands different categories of objects and relationships between them



C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis



Curriculum Goal 8 - Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures

C-8.1: Sorts objects into groups and sub-group based on more than one property



C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers



C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system



C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space



C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements



Language & literacy development

Curriculum Goal 9 - Children develop effective communication skills for day-to-day interactions in two languages

C-9.1: Listens to and appreciates simple songs, rhymes, and poems



C-9.3: Converses fluently and can hold a meaningful conversation



C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others



C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say



Competencies



Curriculum Goal 10 - Children develop fluency in reading and writing in Language

Term 1 Term 2

Language & literacy development

- C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1
- C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks
- C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words
- C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation
- C-10.5: Reads short stories and comprehends its meaning - by identifying characters, storyline and what the author wanted to say - on their own (L1)

Term 1	Term 2
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Curriculum Goal 12- Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways

Aesthetic & cultural development

- C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three dimensional artworks in varying sizes
- C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role play, dance and movement.
- C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts

Term 1	Term 2
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Curriculum Goal 13 - Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

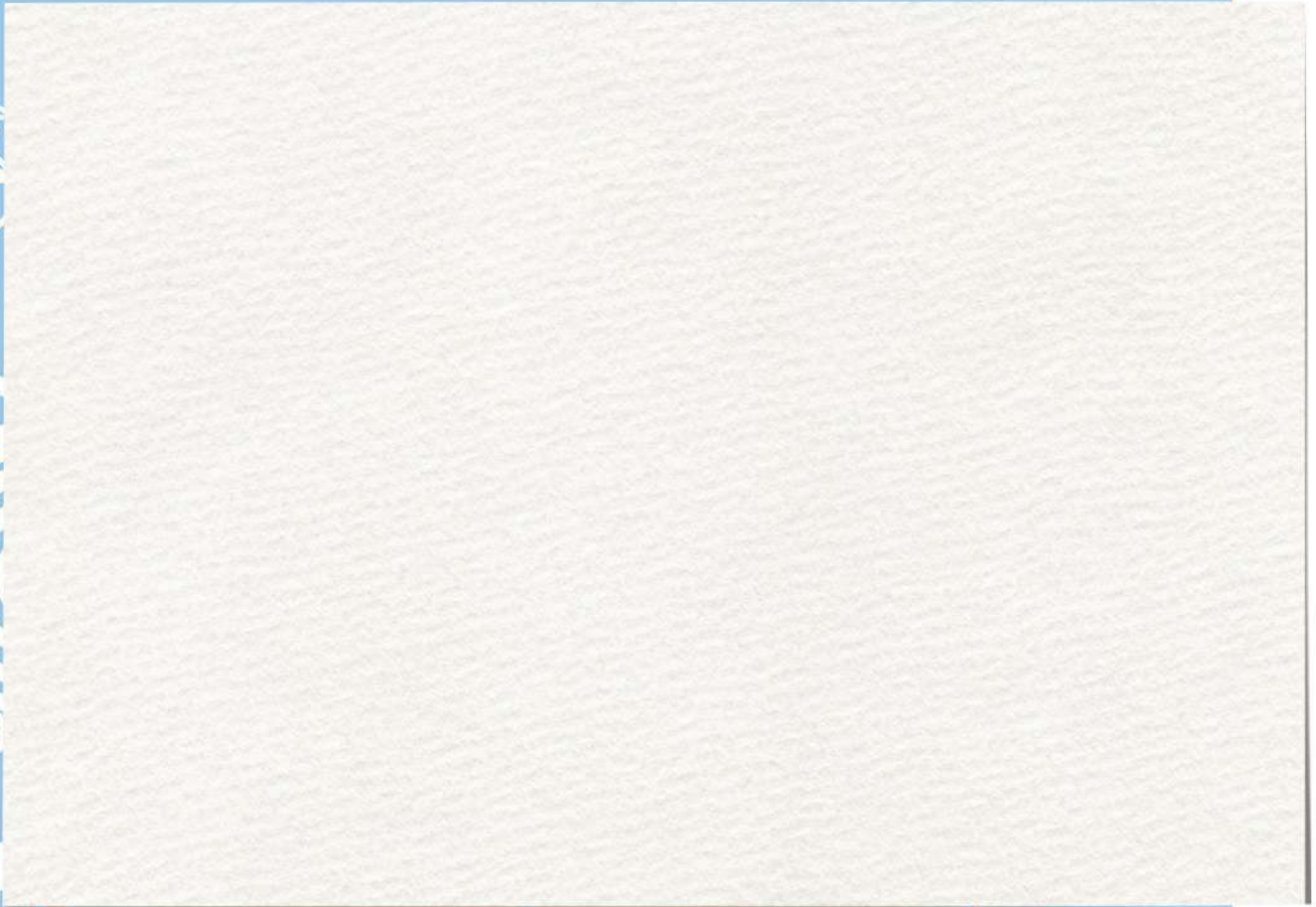
Positive learning skills

- C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals
- C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions

Term 1	Term 2
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Learner's profile by the teacher



Parent's feedback

Aspect

Term1

Term2

My child enjoys participating in

My child can be supported for

I would also like to share

Have I completed age appropriate

vaccination schedule for my child?





Self-Assessment

Self reflection on inter-disciplinary activity done by the child.

Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

	Term1	Term2
1. Activities that i enjoy the most		
2. Activities that i find difficult to do		
3.1 Activities that i enjoy doing with my friends		



Peer-Assessment

	Term1	Term2
1. Helps in completing task/activity.		
2. Likes to play with others		
3. Shares stationery (crayons/ glue/ chalk) with classmates		



Learner's portfolio

Note : Paste pictures/display selected work done by student in various experimental and inter-disciplinary task done in class



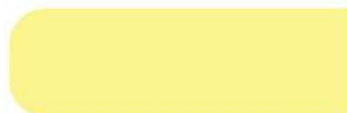
Signature with date

Parent / Guardian

Class Teacher

Principal

Term 1



Term 2





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