



Queens' College, Indore

Annual Curriculum Plan COMPENDIUM

Exam-Wise Syllabus

Class - I

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Dear Students

Curriculum is the foundation of the teaching learning process.

Annual Curriculum plan refers to the planned or officially designed course of study translated by the teacher into syllabi, schemes of work and lessons to be delivered to provide meaningful learning experiences to students. It is tailored to the unique academic needs of the school & the parent community. ACP establishes guidelines & procedures for the development, revision, enrichment & evaluation of the written curriculum in all subjects. It also provides an ongoing cycle of assessment/evaluation schedule of a particular session. This collaborative & coordinated work plan is coherent & consistent with the mission & vision of the school. In order to achieve school educational goals. This plan is implemented effectively to manage organisational & systematic operation of the curriculum.

GOD BLESS YOU ALL!

Ms. Geetha Somasekharan

Principal

SUBJECT : ENGLISH

S.No	Term 1 March - September	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
1.	Oral + Written Story-Divya and her family. Grammar: Nouns Punctuation Question words	Students will be able to COGNITIVE - Identify the different members who constitute their family. - Describe what they know about families. - Make predictions about the story from the title or pictures. - Explain what they have read. - Name the part of the house. - Identify grammatical terms (range; nouns as naming words). - State that nouns are naming words for things that can be seen and touched. - State how to ask questions (5W+1H)

- Categorise nouns as names, places and things.
- Identify different kinds of nouns.
- Identify types of proper nouns(range: special names given to the names of people, places, animals and things).
- State characteristics of proper nouns(range: begin with capital letter).
- Classify common and proper nouns.
- Write complete sentences(range: using capitals and a full stop).
- Justify answers to specific question(range: evidence from text).
- Identify all the members who forms their family.
- Explain ways in which family members support each other.
- State their thoughts and opinion(range: words and images).

PHYSICAL (Indicator)

- Coordinate more complex movement with increasing control, balance and accuracy
- Use coordinated movements to manipulate materials.

SOCIAL(Indicator)

- Identify groups they, their family and classmates belong to.
- Describe relationships in a variety of situations.
- State ways of taking responsibility in simple tasks.

		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislikes, needs and wants. ■ Attempt tasks independently.
2.	Revision of sounds and blends.	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Indicate and read words with sounds. ■ Indicate and read words with blends. <p>Social (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in teams. <p>Emotional (Indicator)</p> <ul style="list-style-type: none"> ■ Attempt unfamiliar tasks.
3.	<p>Story-Hot samosas</p> <p>Grammar:</p> <ul style="list-style-type: none"> ■ Action words ■ Adjectives 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Predict the content of the story from clues(range: title and pictures). ■ Indicate the written word when it is spoken in a sentence. ■ Demonstrate level of reading by reading aloud. ■ Justify answers to specific questions(range: evidence from text). ■ Sequence words and pictures(range: word cards, picture cards). ■ Write complete sentences(range by sentence starters). ■ Identify action words. ■ Role play specific actions using mime(range: action words from story).

		<ul style="list-style-type: none"> ■ Apply action words(range: functions of body parts). ■ Identifygrammaticalterms(range: simpleadjectives, antonyms of adjectives). ■ State their thoughts and opinion(range: words and images). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Coordination more complex movements with increasing control, balance and accuracy ■ Use coordination movements to manipulate materials <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify the diverse views of people. ■ Describe relationships in a variety of situations. ■ State ways of taking responsibility in simple tasks. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Ask the help as appropriate ■ Identify their likes, dislikes, needs and wants.
4.	Long 'a' sound	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Say words with long 'a' sound. ■ Demonstrate ability to read simple words with a long 'a' sound. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Combine several gross motor skills in an organised way.

		<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Follow class routine.
5.	<p>Story-The post office.</p> <p>Grammar:</p> <ul style="list-style-type: none"> ■ Pronoun ■ Writing skills (Letter writing) 	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Identify the key elements of the story(range: postal worker/post office, florist/flower shop). ■ Predict the content of the story from (range: pictures, title) ■ Justify answers to specific questions (range: evidence from text). ■ Describe the role of given occupation(range: post person). ■ Analyse a pictograph ■ Identify different occupations(range: Free thought). ■ Describe the work done in different occupations(range: doctor, nurse, fire-fighter, police person, teacher, watchperson, driver, maid, chef). ■ Sequence words and pictures(range: picture cards) ■ State the purpose of return communication(range: letters). ■ Create written communication(range: a letter to a friend using cue word). ■ Justify answers to specific questions(range: evidence from text). ■ Identify grammatical terms(range: pronouns- I, he, she, it, they, we, you).

		<ul style="list-style-type: none"> ■ Write complete sentences(range: close sentences with correct pronoun). ■ State their thoughts and opinion(range: words and images). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Coordinate more complex movements with increasing balance, control and accuracy ■ Use coordinated movements to manipulate <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify diverse use of people ■ Describe relationships in a variety of situations. ■ State ways of taking responsibility in simple tasks. ■ Attempt tasks independently. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Ask for help as appropriate. ■ Identify their likes, dislikes, needs and wants.
6.	Long 'e'sound	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Say words with long 'e' sound. ■ Demonstrate ability to read simple words with long 'e' sound <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Develop a firm grip with their fingers.

		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Follow class routine. ■ Attempt unfamiliar tasks.
7.	Long 'i' sound	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Say words with long 'i' sound. - Demonstrate ability to read simple words with long 'i' sound. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> - Have a firm grip with their fingers . <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> - Ask for help as appropriate.
8.	<p>Story-Arun helps Amma</p> <p>Grammar :</p> <p>Verbs</p> <p>Describing words</p> <p>is/am/are</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Predict the content of the story from cues (range: titles and pictures). - Indicate the written word when it is spoken in a sentence. - State how they can help at home and school. - Justify answers to specific questions (range: evidence from text). - Sequence the steps involved in a task. - Describe other living creatures in the environment that supports us in different ways - State verbs that are action words. - Create sentences using verbs.

		<ul style="list-style-type: none"> - Identify the nouns, verbs and adjectives. - State their thoughts and opinions (range: words and images). - Create describing words. - Identify grammatical term (is, am, are) <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> - Coordinate more complex movements with increasing control, balance and accuracy. - Use coordinated movements to manipulate materials . <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> - Identify groups they ,their family and their classmates belong to. - Describe relationships in variety of situations . - State ways of taking responsibility in simple tasks. - Describe the ways they help at home and school. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> - Identify their likes, dislikes, needs and wants. - Attempt tasks independently. - Ask for help as appropriate.
9.	Long “o” sound	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Say words with long “o” sound. - Demonstrate ability to read simple words with long “o” sound. <p>SOCIAL (Indicator)</p>

Share and cooperate in play and teams

		<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> - Have a firm grip with their fingers. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> - Ask for help as appropriate.
10.	Long “u” sound	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Say words with long “U” sound. - Demonstrate ability to read simple words with long “U” sound. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> - Share and cooperate in play and teams <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> - Have a firm grip with their fingers. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> - Ask for help as appropriate.
11.	Story-Fun with friends For reading only	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Demonstrate level of reading by reading aloud the lines in a sentence (range: point, touch, or other appropriate indications . - Justify answers to specific questions (range: evidence from text).

12.	<p>Story-Kitty wants to swim</p> <p>Grammar :</p> <p>Singular and plural Adjectives</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">- Predict the content of story from cues (range: title and pictures).- Draw pictures (coloured drawings to represent the story.- State their thoughts and opinions (range: words and images).- Write complete sentences (range: answering questions).- Justify answers to specific questions (range: evidence from text).- Identify the different animals around them.- Create describing words.- Identify sounds made by animals.- Identify grammatical terms (range: singular and plural noun by adding "S"). <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">- Identify diverse views of people.- Describe relationships in a variety of situations.- State ways of taking responsibility in simple tasks. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">- Coordinate more complex movements with increasing control, balance and accuracy.
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- Use coordinated movements to manipulate materials.

		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> - State when emotions occur. - Ask for help as appropriate. - Identify their likes, dislikes, needs and wants.
13.	<p>Story-Little bee's playtime</p> <p>Grammar: Adjectives</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> - Predict the content of story from cues (range: title and pictures). - Indicate the written word when it is spoken in a sentence. - Draw pictures(range: sequence of events in a story). - State their thoughts and opinions (range: words and images). - Justify answers to specific questions (range: evidence from text). - Write complete sentences (range: capital letter and full stop). - Identify different textures using suitable adjectives. - Match textures with different objects. - Identify grammatical terms (range: types of adjectives). - Categorise information (range: classify adjectives). <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> - Identify groups they ,their family and their classmates belong to. - Describe relationships in variety of situations. - State ways of taking responsibility in simple tasks. - Identify diverse views of people.

		<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">- Coordinate more complex movements with increasing control, balance and accuracy.- Use coordinated movements to manipulate materials. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">- Ask for help as appropriate.- Identify their likes, dislikes, needs and wants.
	Writing + Reading Skills	
	Comprehension	<ul style="list-style-type: none">• Read, understand, recall and answer.
	Picture Composition	<ul style="list-style-type: none">• Describe and observe the details in the given picture.
	Poems(Through worksheets)	<ul style="list-style-type: none">• Enjoy recitation and develop aesthetic sense.
	Creative Writing	<ul style="list-style-type: none">• Write a paragraph on the given topics effectively.

	Term 2	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
	October-February	
14.	Oral + Written Story-Shhh <ul style="list-style-type: none"> • Grammar • Written Communication • Poster • Verb • 'a' and 'an' articles 	Students will be able to COGNITIVE <ul style="list-style-type: none"> • Predict the content of story from cues (range: title and pictures). • Indicate the written word when it is spoken in a sentence (range: point, touch, say or other indication). • Justify answers to specific questions (range: evidence from text). • Write complete sentences (range: words from story). • Use these words to make meaningful sentences of their own. • Explain the importance of self regulation. • Draw a picture (range: poster). • Create written communication (poster). • Identify verbs in a sentence. • Create their own sentences using verbs. • State their thoughts and opinions about the story.
		<ul style="list-style-type: none"> • Identify grammatical term ('a' and 'an'). • Write complete sentences ('a' and 'an'). PHYSICAL (Indicator) <ul style="list-style-type: none"> • Coordinate more complex movements with increasing control, balance and accuracy. • Use coordinated movements to manipulate materials. EMOTIONAL (Indicator) <ul style="list-style-type: none"> • Ask for help as appropriate.
		<ul style="list-style-type: none"> • Identify their likes, dislikes, needs and wants.

		<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Describe relationships in variety of situations . • State ways of taking responsibility in simple tasks. • Identify diverse views of people.
15.	<p>Story- Ria and Ramu</p> <p>For reading only</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Demonstrate level of reading by reading aloud the lines in a sentence (range: point, touch, or other appropriate indications). • Justify answers to specific questions (range: evidence from text). • Explain how the text relates to personal experiences (range: writing). • Use appropriate vocabulary to talk about everyday situations. • State their thoughts and opinions (range: words and images). • Identify singular and plural nouns. • Write plural noun for singular forms. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> • Coordinate more complex movements with increasing control, balance and accuracy. • Use coordinated movements to manipulate materials. EMOTIONAL (Indicator) • Ask for help as appropriate. • Identify their likes, dislikes, needs and wants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Describe relationships in variety of situations . • State ways of taking responsibility in simple tasks. • Identify diverse views of people.

16.	Story-A Pet For Nidhi	<p>COGNITIVE</p> <ul style="list-style-type: none">• Predict the content of story from cues (range: title and pictures).• Indicate the written word when it is spoken in a sentence.• Identify vocabulary associated with animal movements.• Identify associated vocabulary relating to text.• Identify movements of animals.• Justify answers to specific questions (range: evidence from text).• Write complete sentences (range: capital letter and full stop).• Identify animals and their offspring (range: images and names).• Identify animals based on certain word cues.• Create their own word cues for specific animals.• State their thoughts and opinions (range: words and images). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">• Coordinate more complex movements with increasing control, balance and accuracy.• Use coordinated movements to manipulate materials. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">• Ask for help as appropriate.• Identify their likes, dislikes, needs and wants.
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		<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Describe relationships in variety of situations. • State ways of taking responsibility in simple tasks. • Identify diverse views of people.
<p>17.</p>	<p>Story-Summer Holidays</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Prepositions • Question words 	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Predict the content of story from cues (range: title and pictures). • Indicate the written word when it is spoken in a sentence. • Identify similarities and differences between two different places.(range: pictures cues and class discussion). • Justify answers to specific questions (range: evidence from text). State how to ask questions(range:5ws and 1h). • Create questions(range:5ws and 1h). • Identify grammatical terms (range: in,on,under). • State their thoughts and opinions (range: in,on,under). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> • Coordinate more complex movements with increasing control, balance and accuracy. • Use coordinated movements to manipulate materials.

		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> • Ask for help as appropriate. • Identify their likes, dislikes, needs and wants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Describe relationships in variety of situations. • State ways of taking responsibility in simple tasks. • Identify diverse views of people.
18.	<p>Story-The Kite</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectives • Adjectives 	<p>COGNITIVE</p> <ul style="list-style-type: none"> • Predict the content of story from cues (range: title and pictures). • Indicate the written word when it is spoken in a sentence. • Identify associated vocabulary relating to text. • Justify answers to specific questions (range: evidence from text). • Identify grammatical terms (range: synonyms). • Write complete sentences (range: replace words in sentence with synonyms). • Justify answers to specific questions (range: oral related to poem). • Identify grammatical terms (range: rhyming words).
		<ul style="list-style-type: none"> • State their thoughts and opinions (range: words and images).

		<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> • Coordinate more complex movements with increasing control, balance and accuracy. • Use coordinated movements to manipulate materials. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> • Ask for help as appropriate. • Identify their likes, dislikes, needs and wants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> • Describe relationships in variety of situations. • State ways of taking responsibility in simple tasks. • Identify diverse views of people.
<p>19.</p>	<p>Story-Weekend Fun</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Conjunction : <p>“and”, “but“</p> <ul style="list-style-type: none"> • Letter writing 	<p>COGNITIVE (Indicator)</p> <ul style="list-style-type: none"> • Predict the content of story from cues (range: title and pictures). • Indicate the written word when it is spoken in a sentence. • Identify the main components of story(range : character, setting, beginning, middle, end).

- Create a graphic organiser of story (range: story map).
- Identify grammatical terms (range: “and”, “but”).

- Justify answers to specific questions (range: evidence from text).
- Write complete sentences (range: “and”, “but”).
- Describe activities that they enjoy.
- Create written communication(letter about the hobbies that they enjoy).
- State their thoughts and opinions (range: about the story).

PHYSICAL (Indicator)

- Coordinate more complex movements with increasing control, balance and accuracy.
- Use coordinated movements to manipulate materials.

EMOTIONAL (Indicator)

- Ask for help as appropriate.
- Identify their likes, dislikes, needs and wants.

SOCIAL (Indicator)

- Describe relationships in variety of situations.
- State ways of taking responsibility in simple tasks.
- Identify diverse views of people.

20.	<p>Story-How the birds got their colours.</p> <p>Grammar:</p> <ul style="list-style-type: none">• Comprehension	<p>COGNITIVE</p> <ul style="list-style-type: none">• Predict the content of story from cues (range: title and pictures).• Indicate the written word when it is spoken in a sentence.• Identify the main components of story(range : character, setting, beginning, middle, end).• Create a graphic organiser of story (range: story map).• Justify answers to specific questions (range: evidence from text).• Sequence the events in the story (range: text and picture cues).• Explain the event in picture(range: text and picture cues).• Create imaginative prose (range : information from text).• State their thoughts and opinions (range: about the story). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">• Coordinate more complex movements with increasing control, balance and accuracy.• Use coordinated movements to manipulate materials.
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		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Ask for help as appropriate. ■ Identify their likes, dislikes, needs and wants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe relationships in variety of situations . ■ State ways of taking responsibility in simple tasks. ■ Identify diverse views of people.
21.	<p>Story-Snack Time</p> <p>For reading only</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Demonstrate level of reading by reading aloud the lines in a sentence (range: point, touch, or other appropriate indications). ■ Justify answers to specific questions (range: evidence from text). ■ Justify answers to specific questions (range: evidence from text). ■ State their thoughts and opinions (range: words and images). ■ Use appropriate vocabulary to talk about everyday situation. ■ Sequence the events in the story(range: text and picture cues).

explain the events in the story(range: text and picture cues).

		<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Coordinate more complex movements with increasing control, balance and accuracy. ■ Use coordinated movements to manipulate materials. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislikes, needs and wants. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe relationships in variety of situations . ■ State ways of taking responsibility in simple tasks. <p>Identify diverse views of people.</p>
	Writing + Reading Skills	
	Comprehension	<ul style="list-style-type: none"> ■ Read, understand, recall and answer.
	Picture Composition	<ul style="list-style-type: none"> ■ Describe and observe the details in the given picture.
	Poems(Through worksheets)	<ul style="list-style-type: none"> ■ Enjoy recitation and develop aesthetic sense.
	Creative Writing	<ul style="list-style-type: none"> ■ Write a paragraph on the given topics effectively.

SUBJECT : HINDI

<p style="text-align: center;">टर्म1- (अप्रैल से सितंबर) विषयवस्तु</p>	<p style="text-align: center;">उद्देश्य विद्यार्थी निम्न दक्षता प्राप्त करेंगे-</p>
<p>मौखिक पाठ्यक्रम</p> <p>उत्कर्ष पठन</p> <p>,अ (1) आ की मात्रा ,12 .क्र.पृ) ,13 (15</p> <p>,इ (2) ई की मात्रा ,20 .क्र.पृ) ,21 (23</p> <p>(22 .क्र.पृ) तितली का चित्र-पाठ (3)</p> <p>,उ (4) ऊ की मात्रा ,28 .क्र.पृ) ,29 (30</p> <p>(31 .क्र.पृ) जूही की गुड़िया-पाठ (5)</p>	<ul style="list-style-type: none"> • अ, आ की मात्रा का उचित प्रयोग । • इ, ई की मात्रा का उचित प्रयोग। • सीखी गई मात्राओं से नएनए शब्द बनाना व उनका वाक्यों - में प्रयोग करना। • उ, ऊ की मात्रा का सही प्रयोग। • सीखी गई मात्राओं से नएनए शब्द बनाना व उनका वाक्यों - में प्रयोग करना। • ए, ऐ की मात्रा का सही प्रयोग। • मेले में होने वाली गतिविधियों को जानना। • ओ, औ की मात्रा का सही प्रयोग। • आकारों के हिन्दी व अंग्रेजी नाम सीखना।

<p>(6)ए, ऐ की मात्रा ,40 .क्र.पृ) ,41 (43। ,42 .क्र.पृ) मेले की सैर-पाठ (7) (43 ,ओ (8)औ की मात्रा ,48 .क्र.पृ) (49 ,50 .क्र.पृ) मौलिक का गोला-पाठ (9) ,51 (52</p>	
<p>काव्यवाचन (कविता)</p> <p>(1)बरखा रानी (18 .क्र.पृ) (2)बया हमारी चिड़िया रानी (27 .क्र.पृ) कैसे पढ़ पाएँ अख (3)बार (37 .क्र.पृ) (4)भोली (55 .क्र.पृ) सी गौरैया- जानव (5)रों का मेला (47 .क्र.पृ) आओ भाई (6)खेलें खेल (45 .क्र.पृ)</p>	<ul style="list-style-type: none"> • कविता का सस्वर पाठ करना एवं हावभाव के साथ- व्यक्त करना। • तुकांत शब्दों को पहचानना। • समाचार पत्र का दैनिक जीवन में महत्व। • पक्षियों की बोली एवं उनके घरों की जानकारी प्राप्त करना। • पशुओं की जानकारी प्राप्त करना। <p>जलचर) , नभचर, थलचर(</p> <ul style="list-style-type: none"> • खेलों की जानकारी प्राप्त करना एवं दैनिक जीवन में उनका महत्व समझना।

लिखित पाठ्यक्रम

अ, आ, इ, ई, उ, ऊ, ए, ऐ, ओ, औ की मात्राओं से संबन्धित अभ्यास कार्य ।

-पाठ (1) तितली का चित्र

जूही की गुड़िया-पाठ (2)

मेले की सैर -पाठ (3)

मौलिक का गोला-पाठ (4)

- मात्राओं से संबन्धित वर्तनी अभ्यास, वाक्य रचना और प्रश्नों के उत्तर लिखना सीखना।
- मेले में होने वाली गतिविधियों को जानना।
- आकारों की जानकारी प्राप्त करना।

व्याकरण

समानार्थी शब्द (1)

लिंग (2)

संज्ञा (3)

चिह्न-विराम (4)

- शब्द भंडार बढ़ाना।
- जोड़ी वाले शब्दों को पहचानना।
- संज्ञा शब्दों की पहचान करना और नाम की महत्ता समझना।
- प्रश्नवाचक और पूर्ण विराम का उचित उपयोग करना।
- गद्यांश एवं पद्यांश को पढ़कर समझना और अभ्यास कार्य करना।
- चित्र की सहायता से वाक्य लिखना एवं अपने विचार व्यक्त करना।

<p>अपठित गद्यांश एवं (5)पद्यांश</p> <p>रचनात्मक लेखन (6)</p>	
<p>गतिविधि</p> <p>व्याकरण के प्रकरणों पर आधारित।</p>	<ul style="list-style-type: none"> • बहुमुखी प्रतिभा का विकास करना।
<p style="text-align: center;">टर्म2-</p> <p style="text-align: center;">)अक्टूबर से फरवरी विषयवस्तु(</p>	<p style="text-align: center;">उद्देश्य</p>
<p>मौखिक पाठ्यक्रम</p> <p>उत्कर्ष पठन</p> <p>87 .क्र.पृ) हाथी की दावत-पाठ (1), (88</p> <p>-बैट-पाठ (2)बॉल का खेल 92 .क्र.पृ), (93</p> <p>97 .क्र.पृ) जन्मदिन का उपहार-पाठ (3), (98</p>	<ul style="list-style-type: none"> • मिल-जुलकर रहने की भावना का विकास करना। • एकता की भावना जागृत करना। • लेखनपठन की क्षमता का विकास करना।- • सौरमंडल की जानकारी प्राप्त करना। • हिन्दी अंकों और शब्दों का ज्ञान। • ऋतुओं की जानकारी। • पक्षियों के बारे में जानकारी प्राप्त करना। • कविता का सस्वर पाठ करना एवं हावभाव के साथ व्यक्त - करना।

काव्यवाचन (कविता)

(62 .क्र.पृ) चंदामामा (1)

(गिनती) हमसे कहते एक और दो (2)

(86 .क्र.पृ) मैं भी भीगूँ (3)

(4)घंटी की टन (96 .क्र.पृ) टन-

शैतान बंदर (5)

पास-पैसा (6)होता तो

लिखित पाठ्यक्रम

हाथी की दावत-पाठ (1)‘

-बैट-पाठ (2)बॉल का खेल

जन्मदिन का उपहार-पाठ (3)

- 'मदद' के बाद अपना कर्तव्य निभाना सीखना।
- अन्य खेलों की जानकारी प्राप्त करना।
- जीवन के मूल्य जैसेप्रेम-पशु-, एकता, सामाजिक व्यवहार एवं जीवन में उपहारों का महत्त्व समझना।
- शब्द कोश में वृद्धि करना।

<p>अनुस्वार (4), अनुनासिक व विसर्ग</p> <p>(5)रेफ,पदेन, ऋ, संयुक्त वर्ण व आधा अक्षर</p>	
<p>व्याकरण</p> <p>(1)गिनती</p> <p>वचन (2)</p> <p>क्रिया (3)</p> <p>चिह्न-विराम (4)</p> <p>अपठित गद्यांश एवं (5)पद्यांश</p> <p>विलोम शब्द (6)</p> <p>रचनात्मक लेखन (7)</p>	<ul style="list-style-type: none"> • 1से 15 तक गिनती बोलना, पढ़ना और लिखना। • एक व अनेक के अंतर को समझना। • दैनिक जीवन में होने वाली क्रियाओं की पहचान करना। • विरामचिह्न का उचित स्थान पर प्रयोग करना एवं- उनका महत्व समझना। • दिए गए गद्यांश व पद्यांश को पढ़कर समझना और अभ्यास कार्य करना। • उल्टे अर्थ वाले शब्दों का ज्ञान प्राप्त करना। • चित्र को देखकर दिए गए संकेतों से वाक्य बनाना। • कल्पना शक्ति का विकास करना।
<p>गतिविधि</p> <p>व्याकरण के प्रकरणों पर आधारित।</p>	<ul style="list-style-type: none"> • बहुमुखी प्रतिभा का विकास करना।

SUBJECT : MATHEMATICS

S.No	Term 1 March - September	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
	Oral + Written	Students will be able to
1.	Long and Short	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Arrange object in order of length. ■ Compare the length of objects (using the words long, longer, longest, short, shorter, shortest). ■ Arrange objects in order of length. ■ Arrange objects in order of height. ■ Compare the height of objects (using the words tall, taller, tallest, short, shorter, shortest). ■ Arrange objects in order of height. ■ Select a suitable non standard unit to measure the length of particular object. ■ Record the length of everyday objects using non standard units (Hand span, Foot span, paper clips, erasers). ■ Select a suitable non standard unit to measure the length of particular object.

		<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe positive conversation skills <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ State how their emotions influence the way they act <p>META COGNITIVE (Indicator)</p> <ul style="list-style-type: none"> ■ State how they feel as a learner
2.	Numbers (1-10)	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Match the name of numbers to its numerical /pictorial representation. ■ Count the objects given(concrete & pictorial). ■ Match the name of numbers to its numerical representation. ■ Evaluate the relationship b/w 2 number pair. ■ Identify the smaller and bigger no.in pair. ■ Compare the values of a pair of numbers using $>$, $<$ or $=$ sign. ■ Evaluate the relationship b/w 2 numbers. ■ Arrange numbers in an order (1 to 10) ■ Identify numbers or position of numbers using words such as before, after, between, one before, one after). <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> ■ Identify groups; they and their family belong to.

		<p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislikes, need and want <p>META COGNITIVE(Indicator)</p> <ul style="list-style-type: none"> ■ State how their efforts affect ■ Achievement(using stickers).
3.	Putting together	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Explore different ways of counting forward the combined set (Adding Horizontally and Vertically). ■ Combine sets of objects by counting forward all the objects. ■ Recognize that the count for the larger set is the combined total no. of objects. ■ Explore different ways of counting Forward the combined set (Adding Horizontally and Vertically). ■ Explore combinations of number,that make the sum total (upto 10). ■ Explain that the sum of numbers added in any order yield the same total. ■ Apply the concept of additional (two or more numbers in any order). <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams. Describe ways they help at home and school

		<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ State emotions they feel. ■ Attempt unfamiliar task.
4.	Taking Away	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Solve problems using Subtraction. ■ Identify the remaining quantity when a part is taken away. ■ Express the difference/taking away as an equation using symbols. ■ Solve problems using subtraction[Subtracting horizontally and vertically] <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams. <p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none"> ■ Identify situations that cause of selected emotion.
5.	Lines and Shapes	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Create shapes using curved & straight lines. ■ Identify straight & curved lines. ■ Create shapes using curved & straight lines. ■ Classify things around us based on shapes. ■ Identify closed shapes (Triangle, Square, Circle, Rectangle). ■ Describe characteristics of closed shapes. <p>Classify things around us based on shapes.</p>

		<ul style="list-style-type: none"> Analyse the movements of the objects on smooth surface. Identify movement of an object as roll or slide. Analyse the movement of objects on smooth surface. <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> Describe relationships in a variety of situations <p>EMOTIONAL(Indicator)</p> <ul style="list-style-type: none"> Identify their likes, dislikes, needs, wants.
	<p>Term 2 October-February (Volume-2) Oral+ Written</p>	<p>EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA</p> <p>Students will be able to</p>
6.	Numbers(up to 100)	<p>COGNITIVE</p> <ul style="list-style-type: none"> Represent the value of 2 digit numbers using manipulative in words, numerical and pictorially. Identify the value of each place in a 2digit number. Skip count in tens to find the value of a 2 digit number. Represent the value of 2 digit number using manipulative words, numerals and pictorially. Arrange numbers in ascending & descending. Identify numbers before, after, in between. Compare 2 digit number using $>$ $<$ or $=$(up to 100). Arrange number in ascending and descending order.

		SOCIAL(Indicator) <ul style="list-style-type: none">• State way to channel their emotions constructively.
7.	Heavy and Light	COGNITIVE <ul style="list-style-type: none">• Arrange objects in order of their mass.• Compare the mass of objects by observation (using the words heavy, heavier, heaviest, light, lighter, lightest).• Compare the mass of objects using measuring tools.• Arrange the objects in order of their mass. SOCIAL(Indicator) <ul style="list-style-type: none">• Describe positive communication in a team. EMOTIONAL(Indicator) <ul style="list-style-type: none">• Identify likes, dislikes, needs, wants.
8.	All About Time	COGNITIVE <ul style="list-style-type: none">• Sequence activities (using word after and before)• Identify parts of the day (morning, afternoon, evening, day, and night).• Sequence activities (using words before and after).

		<ul style="list-style-type: none">■ Represent whole hour time using an analog clock.■ Read whole hour time using an analog clock.■ Represent whole hour time using an analog clock.■ State the sequence of days and month■ State the sequence of the days and month. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Describe ways of managing relationships.
9.	Add and Subtract	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Solve word problems on addition.■ Add 2 number (without carryover).■ Solve word problems (on addition).■ Solve word problems on subtraction.■ Subtract one number from another(without carryover).■ Solve word problems on subtraction
10.	Patterns	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Predict the next element in a pattern■ Differentiate between the pattern and a non pattern.

		<ul style="list-style-type: none"> ■ Construct patterns based on a rule. ■ Predict the next element in a pattern. <p>SOCIAL(Indicator)</p> <ul style="list-style-type: none"> ■ Describe positive communication in a relationship
11.	Notes and Coins	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Calculate the value of combinations of different denominations. ■ Identify the value of individuals Coins/notes. ■ Recognise combinations of Coins/notes. ■ Calculate the value of a combination of different denominations. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe ways to self- regulate
12.	Sorting	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Forms inferences based on information collected. ■ Identify similarities or pattern in a group of objects (using different senses) ■ Forms inferences based on information collected. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify likes, dislikes, needs, wants. ■ Describe ways to self- regulate

Tables	Tables(0-10)
Multiplication (through worksheet)	COGNITIVE <ul style="list-style-type: none">■ Construct multiplication tables■ Identify elements in a group/number of groups having equal quantity.■ Represent grouping as a multiplication fact.■ Construct multiplication tables.(0-10)■ Solve multiplication fact problems

SUBJECT : EVS

Term I March -September (Volume-1)	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
Oral+ Written	Students will able to
1. About Me	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Share by verbal communication, their personal details(range: own name, name of parents/siblings, address birth date, phone number). ■ Draw what they want to be when they grow up and explain their choice. ■ Identify the major joints involved in movement and name them. ■ Identify the sense organs and describe their functions. ■ Draw various parts of the body (large parts). <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Develop increasing control in movements (jumping). <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe positive conversation skills. ■ Share and cooperate in play and teams. ■ State ways of taking responsibility in simple tasks.

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify their likes, dislikes, needs and wants. ■ Attempt tasks independently. Attempt unfamiliar tasks.
<p>2. Others In My World</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Identify and differentiate between joint and nuclear family. ■ Share information on the festivals celebrated in the family. ■ Create posters on festivals. Describe their neighbourhood. ■ Explain what a neighbourhood is. Explain who a neighbour is. ■ Describe the importance of neighbors and friends. <p>PHYSICAL (Indicator)</p> <p>Demonstrate skillful levels of proficiency control and balance in walking.</p> <p>SOCIAL (Indicator)</p> <p>Identify groups that their family and friends belong to.</p> <ul style="list-style-type: none"> ■ Describe positive conversational skills. ■ Share and cooperate in teams. ■ Describe relationships in a variety of situations. ■ Identify groups they, their family and classmates belong to. ■

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Attempt tasks independently.■ Follow class routines.■ State ways to channel their emotions constructively.■ Attempt tasks independently.
<p>3. My Neighbourhood</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Identify various places: library, school, restaurant, hospital, parks, police station, bank, supermarket, bus stop and water bodies.■ Explain the importance of having these places in your neighbourhood.■ Explain the roles played by various people in a neighbourhood (soldier, carpenter, doctor, nurse, teacher, mechanic, driver, maid, security guard, plumber, electrician, and sweeper).■ List what makes the surroundings clean.■ List the problems caused by the surroundings being unclean.■ Explain how to keep the surroundings clean. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Explain fine motor skills. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Identify the diverse views of people.

	<ul style="list-style-type: none">■ Identify groups they, their family belongs to.■ Describe relationships in a variety of situations.■ State ways of taking responsibility in simple tasks. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Follow class routines.■ Attempt tasks independently.■ Identify safe and unsafe situations.■ Identify their likes, dislikes wants and needs.
4. Safety	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Identify safe and unsafe situations at home, in the playground, at school, in public places.■ Identify when to access emergency services.■ Demonstrate the ability to access them. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Develop fine motor skills. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ State ways of taking responsibility in simple tasks.■ Share and cooperate in play and teams.

	<p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify safe and unsafe situations.■ Ask for help as appropriate.
<p>5. Plants</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Identify the main parts of a plant; label the main parts a of plant(root, stem, leaves, flower bud, fruit, shoot).■ Identify various plants seen in the surroundings (school and home).■ Name various plants seen in the surroundings (home and school).■ Compare and contrast plants that grow in water and on land.■ List the uses of plants (food, medicines, household objects like furniture, baskets).■ Classify products into those made from plants and those not made from plants. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Develop fine motor skills. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ State ways of taking responsibility in simple tasks.■ Share and cooperate in play and teams.■ Describe positive conversation skills. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Attempt tasks independently.

	<ul style="list-style-type: none">■ Ask for help as appropriate.■ Follow class routines.
6. Food We Eat	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Classify the sources of food as plant based and animal based.■ Identify raw and cooked food.■ Distinguish between healthy and junk food.■ Explain the importance of food in our life.■ Explain why food gets wasted and how to reduce wastage. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Have a firm grip with their fingers. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Share and cooperate in play and teams.■ Identify the diverse views of people.■ Describe positive conversational skills. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Follow class routines.■ Attempt unfamiliar tasks.■ Identify situations that cause selected emotions

7. Water	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Name various sources of water.■ Identify the sources of water at home/in the surroundings.■ List various uses of water.■ Suggest ways to save and reuse water.■ Compare and contrast the availability of water overtime.■ Analyse the reasons for the shortage of water.■ Recite a rhyme on conserving water.■ Demonstrate actions to conserve water. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Having a firm grip with their fingers. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Describe positive conversation skills.■ Share and cooperate in play and teams.■ Identify groups they, their family and their classmates belong to.■ Identify diverse views of people.■ State ways of taking responsibility in simple tasks. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Attempt tasks independently.■ Identify different emotions.
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	<ul style="list-style-type: none">■ State when emotions occur.■ Identify their likes, dislike, needs and wants.
8. Shelter	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Describe the parts of a house.■ Describe their own house.■ Compare and contrast house in their surroundings.■ Explain the need for a house.■ List ways to keep the house clean.■ List the materials that are used to clean a house. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Use coordinated movements to manipulate materials. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Describe positive conversational skills.■ Identify the diverse views of people.■ Describe the ways they help at home and in school. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ State emotions they feel.■ Identify likes, dislikes, needs and wants.■ Attempt unfamiliar tasks.■ State how their emotions influence the way they act.

TERM - II October- February	EXPECTED LEARNING OUTCOME AND SUCCESS CRITERIA
Oral + Written	Students will be able to
9. Clothing	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Describe different kind of clothes worn in different seasons, festivals and occasions. ■ Identify the clothes worn by people around them. ■ Explain the need of clothing for human being. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Use coordinated movements to manipulate materials. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify diverse views of people. ■ Share and cooperate in play and teams. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Follow class routines. ■ Ask for help as appropriate.
10. Air	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Identify that air is present everywhere.

	<ul style="list-style-type: none"> ■ List the properties of air (It has no color, taste, smell, It can be felt, cannot be seen). ■ Identify what makes air unclean for living things. ■ Identify the harmful effects of unclean air on Living things. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Demonstrate skillful levels of proficiency, control and balance in walking and running. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams. ■ Identify diverse views of people. ■ Describe positive conversation skills. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Attempt tasks independently. ■ Identify situations that cause selected emotions. ■ State ways to channel their emotions constructively.
<p>11. Keeping Yourself Clean and Healthy</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ List reasons for maintaining a healthy body. ■ Indicate actions required for personal hygiene. ■ Explain the importance of washing hands. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Develop fine motor skills.

	<p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Share and cooperate in play and teams.■ State ways of taking responsibility in simple tasks.■ Identify diverse views of people. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Identify the situations that cause selected emotions.■ Identify the safe and unsafe situations.■ Follow class routines.
<p>12. Animals</p>	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Identify by name the main body parts of animals (head, eyes, legs, nose, stomach, tail, paw, claws, horn, hooves, whiskers).■ Describe the use of main body parts of the animals.■ Draw pictures of pet and wild animals.■ Label the main body parts of the animals.■ List common birds and animals that live on land and in water.■ List common animals and birds that live on land, in water and those live on land and fly in air.■ State ways in which they can help the animals and birds in their surroundings.■ Sing/recite songs/poems on animals and birds.

	<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none">■ Demonstrate skillful levels of proficiency control and balance in walking, climbing, jumping, hopping, skipping, marching and galloping. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none">■ Share and cooperate in play and teams.■ State ways of taking responsibility in simple tasks.■ Describe positive conversation skills.■ Describe relationships in a variety of situations. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none">■ Attempt unfamiliar tasks.■ Identify selected emotions.■ State how their emotions influence the way they act.■ State the emotions they feel.■ State when emotions occur.
13. Transport	<p>COGNITIVE</p> <ul style="list-style-type: none">■ Identify the different means of transport available on land, in water and in air.■ Compare and contrast the various kinds of transport used on land, in water and in air.■ Identify different professions related to transport (bus driver, bus conductor, engine driver, TTE, station master, pilot, cabin crew, taxi driver, truck driver).

<p>14. Communication</p>	<ul style="list-style-type: none"> ■ Identify safe practices when there is traffic on the road (range: walking with an adult, on footpath or the side of street, zebra crossing). ■ Describe the role of traffic police and lights. Identify the cause of smoke in the surroundings. ■ Identify the cause of noise in the surroundings. ■ Describe the ways to reduce noise. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Use coordinated movements to manipulate materials. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Describe positive conversational skills. Describe relationships in a variety of situations. ■ State the ways of taking responsibility in simple tasks. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify situations that cause of selected emotions. ■ State the ways to channel their emotions. ■ Follow class routines. Attempt tasks independently. ■ State when emotions occur. <p>COGNITIVE</p>
	<ul style="list-style-type: none"> Identify verbal and non verbal communication. ■ Describe how we discuss personal problems with family members. ■

	<p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Develop fine motor skills. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Share and cooperate in play and teams. ■ Describe positive conversation skills. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Identify different emotions. ■ State ways to channel their emotions constructively.
<p>15. The World Around Us</p>	<p>COGNITIVE</p> <ul style="list-style-type: none"> ■ Identify the visible heavenly bodies seen in morning and at night. ■ Draw the pictures of sun, moon and stars. ■ Discuss the heavenly bodies in their own words. <p>PHYSICAL (Indicator)</p> <ul style="list-style-type: none"> ■ Use coordinated movements to manage materials. <p>SOCIAL (Indicator)</p> <ul style="list-style-type: none"> ■ Discuss the positive conversation skills. <p>EMOTIONAL (Indicator)</p> <ul style="list-style-type: none"> ■ Attempt tasks independently. ■ Follow class routines.

State emotions they feel.

SUBJECT : ACTIVITIES OF DAILY LIFE (ADL)

TERM I March to September	TERM II October to February
■ How to wear Swimming Costume	■ Make a Bed
■ After School Routine	■ Fireless Cooking
■ Cleaning Water Bottle	■ Self Care in Winters
■ Telephonic Conversation	■ Folding of Cloth and Arranging the Closet
■ Grace and Courtesy	■ Gift Wrapping/ How to make an envelope
■ Dining etiquettes	■ Public Speaking
■ Care for oneself	■ Care for environment
■ Acknowledging someone	■ 3R(Reduce,Reuse,Recycle)
■ Adverse effects of mobile	
■ How to carry/wear sports material	

COMPUTER

TERM I	TERM II
Chapter -1 Computer - My Friend	Chapter - 5 The Keyboard
Chapter - 2 Computer- A machine	Chapter- 6- Using a mouse
Chapter - 3 Uses of a Computer	Chapter - 7 Data and storage
Chapter - 4 Parts of a Computer	

Subject – Art and Craft

April	Origami / Ice cream Stick Art
June	Photo Frame / Bookmark
July	Aluminum Foil Art / Collage Making / 3D Card Making
August	Fabric Painting / Rakhi Making / Paper Craft
September	Best Out of Waste (2D and 3D)
October	Thali or Diya Decoration / Toran Making/ Paper Lamp
December	Postcard / Christmas Art
January	Clay Modelling / Feather Art
February	Sponge Art / Wool Art / Satin Ribbon Art

Subject – Drawing and Painting

April	Theme Drawing :Summer Season / Shapes / Earth Day
June	Theme Drawing :Rainy Season / Animals (figure drawing)
July	Theme Drawing :My School / Go Green
August	Theme Drawing :Independence Day / Nature (Water Colour) / Janmashtmi / Rakhi Making
September	Poster Making :Traffic Rules / Ganesha Chaturthi
October	Vector Portrait : Gandhi Jayanti / Theme Drawing : Navratri
December	Theme Drawing : Christmas / New Year
January	Theme Drawing :Makar Sankranti / Republic Day
February	Theme Drawing :Spring Season/ Basant Panchmi / Indoor and Outdoor Games

Instrumental Music (Keyboard)

1. Introduction to basic musical notes	3. C major scale
2. Right Hand exercise	4. Simple songs (Happy birthday song , Twinkle Twinkle song)

Percussion & Rhythm

1. Introduction with rhythm	5. L R L R L R L R
2. Introduction with instruments	6. Patterns- 1 2 3, 1 2 3
3. Basic beat patterns	7. Pattern- 1 2 3 4 , 1 2 3 4
4. Hand control exercises	

Vocal Music

1. Introduction of swar	2. Alankars
3. Alankar in swar	4. Swaro ke Shastriya name
5. Baal Geet	6. Prayer song for assembly
7. Celebration songs (Nature conservation Day, foundation day.)	8. Patriotic songs
9. Bhajan	10. Devotional songs
11. Saraswati Vandana	12. Folk song
13. English songs	14. Christmas song
15. Basic knowledge of Classical music.	16. Importance of Classical Music in light music
17. Introduction of music through the story.	18. Introduction of Raag with (Aaroh ,Avaroh, Sargam geet, Lakshan geet ,Bandish)
19. Different Rhymes in swar.	20. Hindi Poems in swar.

Subject – Dance

April	Action Song Dance
June	Action Song Dance
July	Action song Dance / Regional Dance
August	Patriotic Dance / Janmashtmi Dance
September	Ganesh Vandana / Zumba Dance
October	Devi Stuti -Navratri
November	Preparation of Annual Function
December	Christmas Dance
January	Patriotic Dance / Zumba Dance
February	Vasant Panchmi / Freestyle Dance

SUBJECT : SKATING

TERM I March to September	TERM II October to February
<ul style="list-style-type: none">■ Orientation of game and Introduction of skill.■ Warm up exercise■ Making children learn how to wearskates.■ Maintain balance with the help of support.■ Walking with Skates.	<ul style="list-style-type: none">■ Walking with Skates■ Role with Skates■ Side A speed skating

SUBJECT : SWIMMING

TERM I March to September	TERM II October to February
<ul style="list-style-type: none">■ Orientation of game with general and safety rules.■ Floor exercise.■ Leg action and arm action.■ Floating with kick board.	<ul style="list-style-type: none">■ Arm and leg action with board and without board.■ Balancing on water breathing style.■ Floor exercises

BASKETBALL

TERM I (March to September)	TERM II (October to February)
<ul style="list-style-type: none"> ■ Understand and describe the key elements of Basketball ■ Basic Simple Skills ■ Warm up Exercise ■ Running and conditioning drills <ul style="list-style-type: none"> i. Jumping ii. Back running iii. Shuttle run iv. Zig-Zag running v. Ball-holding 	<ul style="list-style-type: none"> ■ Activity for flexibility ■ Type of Dribbling ■ Simple dribble ■ Low dribble ■ Alternate hand dribble ■ Both hand dribble ■ Zig-zag (change of hand) dribble ■ Type of passing <ul style="list-style-type: none"> i. partner pass ii. triangle pass and receive iii. monkey in the middle drill iv. high pass v. To give information about rules and regulation vi. Recapitulation of all skills

CRICKET**TERM - 1**

- Orientation of Game with General Rules.
- General and Specific Exercise.
- How to hold the bat (gripping)
- Batting / Bowling / Fielding / Specific Drills

TERM - 2

- Forward Defense / Forward Drive
- Backward Defense / Backward Drive
- Fielding Long Barrier, Pick up and Throw, Run and Chase
- Catching Close Catching (specific drills)

KARATE**TERM - 1**

- Orientation of Game with General Rules.
- Punch, Kick, Block Ippon's

TERM - 2

- Awareness during fighting
- Fight Drill
- Introduction of Peripheral Vision
- Feints

TERM WISE EXAMINATION SCHEDULE(SESSION 2023-24)

PA 1	12.07.2024 to 22.07.2024
TERM I	18.09.2024 to 30.09.2024
PA-2	10.12.2024 to 17.12.2024
TERM II	February 2025 – March 2025

NOTE :

- 1. Date Sheet for term wise exam will be provided well in advance.**
- 2. Kindly ensure that your ward is present during these days.**
- 3. Some competencies will be observed while teaching.**

General tips to study English Language

- Read English newspaper to inculcate reading habit.
 - Dictionary surfing is a good habit to improve spellings and vocabulary.
 - Always speak in English to improve speaking skill.
 - Watch cartoon movies in English version as this will develop your listening skill and also guide you with proper pronunciation.
 - To improve handwriting, focus on the letter formation and practice in your cursive writing workbook.
- Revise rules of English grammar as and when taught in English period.

हिंदी भाषा अध्ययन के प्रमुख नुस्खे

- हिंदी वर्णमाला एवं बारहखड़ी का उच्चारण के साथ विशेष अभ्यास करें ।
- प्रतिदिन हिंदी समाचार पत्र पढ़ें ।
- घर के बड़े-बुजुर्गों से प्रतिदिन कोई एक शिक्षाप्रद किस्सा - कहानी सुनें ।
- व्याकरण के प्रकरणों का अधिक से अधिक अभ्यास करें ।
- श्रुतलेख एवं सुंदर लेख का नियमित अभ्यास करें ।
- वर्णों की बनावट पर विशेष ध्यान देते हुए लिखावट सुधारने का प्रयास करें ।

General tips to study Mathematics

Develop your cognitive skills by practicing regularly.

Avoid copying mistake of digits.

While doing story sums, read the question carefully understand it and then apply the operation.

Be thorough with Mathematical tables.

- Apply Mathematical concepts in daily life to get connected with the subject.
- Solve Mathematical puzzles and games to enhance Mathematical concepts.
- Solve challenging Mathematical problems to activate higher order thinking skill.
- Read about the lives and achievements of famous Mathematicians to know about their contribution to the development of Mathematics.
- Terminologies, symbols and formulas should be well understood and learnt by heart.

General Tips to study Environmental Studies

- Always put on your thinking cap. Observe objects and events around you.
- Try new experiments to investigate and manipulate materials to come to a conclusion.
- Go for additional and structural information to target the concept and encourage active learning.
- Make pictorial summary of chapter (mind maps) to imbibe concept present in short term memory to long term memory.
- Give proper stress on terminologies - their pronunciation, spelling and meaning. Make your own scientific dictionary. Practice diagrams again and again with proper labeling all on one side. Apply what you learn into your daily life to get with your surroundings.