

CLASS I (2024-25)
SCHOLASTIC SYLLABUS
HINDI

Books	<ul style="list-style-type: none"> • नई आशाएँ भाग - 2 (पी. पी. पब्लिकेशन) • नई आशाएँ हिंदी पाठमाला (कार्यपत्रिका) • हिंदी व्याकरण तथा रचना 				
महीना	विषयवस्तु	उपविषय	पाठ्यचर्या लक्ष्य और योग्यता (Curricular Goal & Competency)	कार्यप्रणाली	सीखने के प्रतिफल
अप्रैल	वर्णमाला (स्वर और व्यंजन)	<ul style="list-style-type: none"> • व्यंजन • स्वर और व्यंजन की पहचान • स्वर और व्यंजन लिखना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p>	<p>सही उच्चारण के साथ वाचन-अनुवाचन।</p> <p>स्वर और व्यंजन की साफ़ बनावट और लिखावट।</p> <p>Art Integration</p> <p>वर्णमाला के फ़्लैश कार्ड बनाना।</p>	<ul style="list-style-type: none"> • वर्णमाला में स्वर-व्यंजन अलग-अलग चिन्हित कर पाएँगे। • स्वर, व व्यंजन बोलने, लिखने और पढ़ने में सक्षम होंगे। • स्वर और व्यंजन की साफ़ बनावट कर पाएँगे। • चित्र देखकर उसके विषय में चर्चा करने में सक्षम होंगे।

	<p>(अ) पाठ-1 उपवन चल</p>	<ul style="list-style-type: none"> • वाचन - अनुवाचन • अ स्वर वाले शब्द • दो, तीन, चार अक्षर वाले शब्द • सुलेख 	<p>CG-3: बच्चे एक फिट और लचीले शरीर का विकास करते हैं।</p> <p>C-3.2: विभिन्न शारीरिक गतिविधियों में सन्तुलन, समन्वय और लचीलापन दिखाती हैं।</p> <p>CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।</p> <p>C-11.1: ध्वनि जागरूकता विकसित करती है और स्वनिमों (phonemes) / शब्दांशों (syllables) को मिलाकर शब्द बनाती है और शब्दों को स्वनिमों (phonemes) / शब्दांशों (syllables) में विभाजित करती हैं।</p>	<p>सही उच्चारण के साथ वाचन-अनुवाचन</p> <p>Art Integration</p> <ul style="list-style-type: none"> • दो, तीन, चार अक्षर वाले शब्दों के चित्र बनाना व रंग भरना। • दो, तीन, चार अक्षर वाले शब्दों को सही चित्र से मिलाना। 	<ul style="list-style-type: none"> • अ मात्रा की पहचान कर पाएँगे। • शुद्ध उच्चारण से पढ़ और लिख पाएँगे। • पाठ में आए दो,तीन और चार अक्षर वाले शब्दों को ढूँढ़कर लिखने में सक्षम होंगे।
--	--	---	---	--	---

<p>मात्रा आ - ा आ की मात्रा वाले शब्द</p> <p>पाठ -2 बाज़ार जा</p>	<ul style="list-style-type: none"> • वाचन - अनुवाचन • आ स्वर वाले शब्द • लेखन अभ्यास • चित्र पहचानकर शब्द लिखना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p>	<p>आ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>Art Integration</p> <p>आ मात्रा से संबंधित किन्ही पांच शब्दों के चित्र चिपकाना।</p>	<ul style="list-style-type: none"> • अ और आ के उच्चारण में अंतर समझेंगे। • चित्र देखकर शब्द लिख पाएँगे।
<p>आओ गाँ (बादल भैया (वाचन कौशल हेतु)</p>	<ul style="list-style-type: none"> • कविता का सस्वर वाचन • वर्षा ऋतु चर्चा 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p>	<ul style="list-style-type: none"> • कविता का भाव के साथ कक्षा में प्रस्तुतीकरण <p>Toy Pedagogy</p> <ul style="list-style-type: none"> • कागज़ की नाव बनाना <p>Art Integration</p> <ul style="list-style-type: none"> • वर्षा ऋतु में दिखने वाली वस्तुओं के चित्र बनाकर रंग भरना 	<ul style="list-style-type: none"> • लय और ताल के साथ कविता वाचन कर पाएँगे। • श्रवण वाचन कौशल का विकास

			<p>C-9.1: सरल गीतों, तुकबन्दियों और कविताओं को सुनती-सराहती हैं।</p>		
	<p>आओ बात करें (चित्र वर्णन) (गतिविधि हेतु)</p>	<ul style="list-style-type: none"> • मौखिक अभिव्यक्ति • वाक्य निर्माण 	<p>CG-3: बच्चे एक फिट और लचीले शरीर का विकास करते हैं।</p> <p>C-3.2: विभिन्न शारीरिक गतिविधियों में सन्तुलन, समन्वय और लचीलापन दिखाती हैं।</p> <p>CG-4: बच्चे भावनात्मक बुद्धिमत्ता, अर्थात् अपनी भावनाओं को समझने व प्रबंधन करने, और सामाजिक मानदण्डों के प्रति सकारात्मक रूप से प्रतिक्रिया देने की क्षमता विकसित करते हैं।</p> <p>C-4.4: दूसरे बच्चों के साथ सहयोगात्मक</p>	<p>अन्य खेलों के बारे में चर्चा</p>	<ul style="list-style-type: none"> • अवलोकन, समझकर, सुनकर, कहानी सुनाना।

			व्यवहार प्रदर्शित करती हैं ।		
मई	आओ कहानी सुने मुझे पहचानो	<ul style="list-style-type: none"> चित्रों के माध्यम से कहानी बुनना 	<p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p> <p>C-9.3: धाराप्रवाह और सार्थक बातचीत कर सकतें हैं।</p> <p>C-9.6: स्पष्ट कथानक और पात्रों के साथ छोटी कहानियाँ सुनाती हैं।</p>	<ul style="list-style-type: none"> चित्र देखकर क्रमानुसार कहानी 	<ul style="list-style-type: none"> आस - पास की स्वच्छता का महत्व समझेंगे । कल्पना शक्ति का विकास होगा। आसपास के वस्तुओं के आकार पहचान पाएँगे।
जुलाई	इ - ि (इ - मात्रा) पाठ-3 पिकनिक	<ul style="list-style-type: none"> वाचन-अनुवाचन चित्र पहचानकर शब्द लिखना चित्र बनाना सुलेख 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं ।</p>	इ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन ई की मात्रा वाले शब्दों की सूची बनाकर उनके चित्र बनाना व चिपकाना	<ul style="list-style-type: none"> पाठ में आए इ मात्रा वाले शब्दों को ढूँढकर लिखने में सक्षम होंगे। कविता का सस्वर वाचन कर पाएँगे। श्रवण वाचन कौशल का विकास

			<p>CG-4: बच्चे भावनात्मक बुद्धिमत्ता, अर्थात् अपनी भावनाओं को समझने व प्रबंधन करने, और सामाजिक मानदण्डों के प्रति सकारात्मक रूप से प्रतिक्रिया देने की क्षमता विकसित करते हैं।</p> <p>C-4.4: दूसरे बच्चों के साथ सहयोगात्मक व्यवहार प्रदर्शित करती हैं।</p>	<p>Art Integration बौद्धिक कौशल - चित्र वर्णन</p>	
<p>ई - ी (ई - मात्रा)</p> <p>पाठ- 4 तितली बच गई</p> <p>कविता- आओ गाएँ (तितली रानी) (केवल पठन</p>	<ul style="list-style-type: none"> • सुलेख • सही स्थान पर मात्रा लगाकर शब्द पूरे करना • कविता का सस्वर वाचन • चित्र बनाना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p>	<p>कविता का सुर और ताल के साथ वाचन। अनुभव सुनना-सुनाना- सहयोगी अधिगम</p> <p>Art Integration तितली का चित्र बनाकर उसमें रंग भरना</p>	<ul style="list-style-type: none"> • पाठ में आए ई मात्रा वाले शब्दों को ढूँढकर लिखने में सक्षम होंगे। • इ और ई उच्चारण में अंतर समझेंगे। • लय और ताल के साथ कविता वाचन कर पाएँगे। • ई की मात्रा वाले शब्दों को चित्रों के साथ जोड़ पाएँगे। 	

	हेत)		<p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p> <p>C-9.5: सुनाई गई/बोल कर पढ़ी गई कहानियों को समझती है, पात्रों, कथानक और लेखक क्या कहना चाहती हैं, को पहचानती हैं।</p>		
अगस्त	<p>उ - ु (उ - मात्रा)</p> <p>पाठ -5 फुदकी चुहिया</p>	<ul style="list-style-type: none"> वाचन-अनुवाचन चित्र पहचानकर शब्द लिखना सुलेख सही स्थान पर मात्रा लगाकर शब्द पूरे करना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण</p>	<p>उ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन हाथ की कठपुतली द्वारा कहानी सुनाना।</p> <p>Toy Pedagogy</p> <p>फ़्लैश कार्ड की सहायता से वाक्यों का निर्माण</p>	<ul style="list-style-type: none"> मात्रा के ज्ञान में वृद्धि होगी। शब्द भंडार में वृद्धि होगी। उ की मात्रा के शब्द पढ़ने के सक्षम होंगे। <p>अवलोकन और अभिव्यक्ति क्षमता का विकास होगा।</p> <p>सही स्थान पर उ लगाकर शब्द पूरे कर पाएंगे।</p>

			<p>कौशल विकसित करते हैं।</p> <p>C-9.5: सुनाई गई/बोल कर पढ़ी गई कहानियों को समझती है, पात्रों, कथानक और लेखक क्या कहना चाहती हैं, को पहचानती हैं।</p>		
	<p>ऊ - ू (ऊ मात्रा)</p> <p>पाठ - 6 जादू के जूते</p>	<ul style="list-style-type: none"> • वाचन-अनुवाचन • सुलेख • रु/ रू का प्रयोग • चित्र पहचानकर शब्द लिखना • चित्र बनाना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p>	<p>ऊ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>Art Integration</p> <ul style="list-style-type: none"> • नाट्य विधि (रोल प्ले) • रु और रू वाले शब्दों के चित्र चिपकाकर उनके नाम लिखना। 	<ul style="list-style-type: none"> • मात्रा के ज्ञान में वृद्धि होगी। • उ और ऊ के उच्चारण में अंतर समझेंगे। • शब्द भंडार में वृद्धि होगी। • सही स्थान पर मात्रा लगाकर शब्द पूरे करेंगे। • चित्र पहचानकर शब्द लिखेंगे।

			<p>C-9.5: सुनाई गई/बोल कर पढ़ी गई कहानियों को समझती है, पात्रों, कथानक और लेखक क्या कहना चाहती हैं, को पहचानती है।</p>		
सितम्बर	<p>(ऋ) - ृ (ऋ मात्रा) बरसात की ऋतु</p>	<ul style="list-style-type: none"> • एक और नाम (समान अर्थ वाले शब्द) 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।</p> <p>C-11.2: लिपि की वर्णमाला के बार-बार</p>	<p>ऋ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>Toy Pedagogy कागज़ का मेंढक बनाना तथा बच्चों को मेंढक पर कविता बनाने के लिए प्रोत्साहित करना</p>	<ul style="list-style-type: none"> • ऋ की मात्रा के शब्द बोलने व लिखने में सक्षम होंगे। • शब्द भंडार में वृद्धि होगी • सामान अर्थ वाले शब्द से परिचित होंगे।

			दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती है।		
<p>ए - ऐ (ए मात्रा)</p> <p>पाठ -7 परेश और बेला</p>	<ul style="list-style-type: none"> • चित्र पहचानकर शब्द लिखना • सुलेख • एक- अनेक • सही उत्तर पहचानना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-4: बच्चे भावनात्मक बुद्धिमत्ता, अर्थात अपनी भावनाओं को समझने व प्रबंधन करने, और सामाजिक मानदण्डों के प्रति सकारात्मक रूप से प्रतिक्रिया देने की क्षमता विकसित करते हैं।</p>	<p>ए मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन विभिन्न त्योहारों के बारे में चर्चा</p> <p>Art Integration</p> <ul style="list-style-type: none"> • अपनी पसंद के त्योहार का चित्र चिपकाकर उसका नाम लिखो • दिए गए प्रश्नों के उत्तर पूरे करना। 	<ul style="list-style-type: none"> • पाठ में आए ए मात्रा वाले शब्दों को ढूँढकर लिखने में सक्षम होंगे। • मात्रा के ज्ञान में वृद्धि होगी। • सही स्थान पर मात्रा लगाकर शब्द पूरे करेंगे। 	

			C-4.1: परिवार और समुदाय से सम्बन्धित व्यक्ति के रूप में 'स्व' को पहचानने लगती हैं।		
अक्टूबर	<p>ऐ - ै (ऐ - मात्रा)</p> <p>पाठ -8 पैसे का थैला</p> <p>आओ खुशी मनाएँ सूझ - बूझ (चित्रकथा)</p>	<ul style="list-style-type: none"> • चित्र पहचानकर शब्द लिखना • सुलेख • नाम वाले शब्द • काम वाले शब्द 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-4: बच्चे भावनात्मक बुद्धिमत्ता, अर्थात अपनी भावनाओं को समझने व प्रबंधन करने, और सामाजिक मानदण्डों के प्रति सकारात्मक रूप से</p>	<p>ऐ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>मौखिक गतिविधि सभी बच्चे अपने मनपसंद फल पर 5-6 वाक्य बोलेंगे।</p> <p>Art Integration जानवरों के मुखौटे पहनकर अभिनय प्रस्तुति</p>	<ul style="list-style-type: none"> • मात्रा के ज्ञान में वृद्धि होगी। • ए और ऐ के उच्चारण में अंतर समझेंगे। • शब्द भंडार में वृद्धि होगी। • नाम वाले और काम वाले शब्दों को जानेंगे और लिखेंगे।

			<p>प्रतिक्रिया देने की क्षमता विकसित करते हैं।</p> <p>C-4.6: दूसरों (जानवरों, पौधों सहित) के प्रति जरूरत के वक्त दयालुता और मदद का भाव प्रदर्शित करती हैं।</p>		
नवंबर	<p>ओ - ो (ओ - मात्रा)</p> <p>पाठ -9 सोनू का सपना</p>	<ul style="list-style-type: none"> • सही स्थान पर मात्रा लगाकर शब्द पूरे करना। • शब्दों का चित्रों से मिलान • उत्तर पूरे करना • वाक्य पूरे करना 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-6: बच्चे अपने आस-पास के प्राकृतिक वातावरण के प्रति सकारात्मक सोच विकसित करते हैं।</p>	<p>ओ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>पाठ का वाचन कराते हुए सपनों के बारे में चर्चा।</p> <p>Art Integration</p> <p>पाठ पर आधारित अपना एक काल्पनिक पेड़ बनाना।</p>	<ul style="list-style-type: none"> • पाठ में आए ओ मात्रा वाले शब्दों को ढूँढकर लिखने में सक्षम होंगे। • मात्रा के ज्ञान में वृद्धि होगी। • ओ की मात्रा के शब्द लिखकर वाक्य पूरा करेंगे।

			C-6.1: सभी सजीवों के प्रति परवाह और उनसे जुड़ने में खुशी दिखाती हैं।		
औ - ौ (औ - मात्रा)	वर्णों के सही क्रम से शब्द बनाना। • सुलेख • प्रश्न उत्तर • कविता पाठ	CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं। C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं। CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं। C-9.5: सुनाई गई/बोल कर पढ़ी गई कहानियों को समझती है, पात्रों, कथानक और लेखक क्या कहना चाहती हैं, को पहचानती हैं।	औ मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन Toy Pedagogy औ और औ मात्रा के शब्दों का का खेल खेलेंगे	<ul style="list-style-type: none"> • ओ और औ के उच्चारण में अंतर समझेंगे। • मात्रा के ज्ञान में वृद्धि होगी। 	
पाठ -10 औना और पौना					

	<p>बूझो - बूझो (पहेलियाँ) पढ़ो और सीखो (दसखड़ी) (पुनराभ्यास हेतु)</p>	<p>वाचन-अनुवाचन</p>	<p>CG-7: बच्चे अवलोकन और तार्किक चिंतन के ज़रिए दुनिया को समझते हैं।</p> <p>C-7.1: वस्तुओं की विभिन्न श्रेणियों और उनके बीच के सम्बन्धों को देखती-समझती है।</p> <p>CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।</p> <p>C-11.2: लिपि की वर्णमाला के बार-बार दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती हैं।</p>	<p>शुद्ध उच्चारण सहित वाचन-अनुवाचन दसखड़ी पूरी करना। एक सेदस तक गिनती केवल शब्दों में लिखना।</p>	<ul style="list-style-type: none"> • पहेलियाँ बनाने का प्रयास करेंगे। • एक सेदस तक गिनती शब्दों में लिख पाएंगे।
--	--	---------------------	---	--	---

<p>दिसंबर</p>	<p>अं - ँ (अं - मात्रा)</p> <p>पाठ -11 मोती का कंगन</p>	<ul style="list-style-type: none"> चित्र पहचानकर शब्द लिखना सुलेख समान तुक वाले शब्द 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-6: बच्चे अपने आस-पास के प्राकृतिक वातावरण के प्रति सकारात्मक सोच विकसित करते हैं।</p> <p>C-6.1: सभी सजीवों के प्रति परवाह और उनसे जुड़ने में खुशी दिखाती है।</p>	<p>अं मात्रा वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>Art Integration अपने मनपसंद पक्षी का चित्र चिपकाकर दो वाक्य लिखना</p>	<ul style="list-style-type: none"> पाठ में आए अं मात्रा वाले शब्दों को ढूँढकर लिखने में सक्षम होंगे। मात्रा के ज्ञान में वृद्धि होगी। सही स्थान पर मात्रा लगाकर शब्द पूरे कर पाएँगे।
	<p>अँ - ँँ (अँ - मात्रा)</p> <p>पाठ -12 माँ की अँगूठी</p>	<ul style="list-style-type: none"> चित्र पहचानकर शब्द लिखना सुलेख कविता पाठ 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p>	<p>चन्द्रबिन्दु वाले शब्दों का शुद्ध उच्चारण सहित वाचन-अनुवाचन</p> <p>Art Integration</p>	<ul style="list-style-type: none"> अं और अँ के उच्चारण में अंतर समझेंगे। मात्रा के ज्ञान में वृद्धि होगी। सही स्थान पर मात्रा लगाकर शब्द पूरे कर पाएँगे।

		<p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-4: बच्चे भावनात्मक बुद्धिमत्ता, अर्थात अपनी भावनाओं को समझने व प्रबंधन करने, और सामाजिक मानदण्डों के प्रति सकारात्मक रूप से प्रतिक्रिया देने की क्षमता विकसित करते हैं।</p> <p>C-4.6: दूसरों (जानवरों, पौधों सहित) के प्रति ज़रूरत के वक़्त दयालुता और मदद का भाव प्रदर्शित करती हैं।</p>	अं और अँ मात्रा वाले शब्दों के चित्र बनाना।	
--	--	---	---	--

	<p>आओ गाँ (कौन)</p>	<ul style="list-style-type: none"> • वाचन- अनुवाचन • कवि ता का सस्वर वाचन • एक -अनेक • उलटे अर्थ वाले शब्द 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।</p> <p>C-11.2: लिपि की वर्णमाला के बार-बार दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती हैं।</p>	<p>कविता का सुर और ताल के साथ वाचन।</p> <p>Art Integration नाट्य प्रस्तुतीकरण</p>	<ul style="list-style-type: none"> • कविता का सस्वर वाचन कर पाएँगे। • उलटे अर्थ वाले शब्द को जानेंगे। • शब्द भंडार में वृद्धि होगी। • श्रवण वाचन कौशल का विकास होगा।
--	----------------------------	--	--	--	--

जनवरी	पाठ -13 चिड़ियों का मेला	<ul style="list-style-type: none"> कविता का सस्वर वाचन 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p> <p>CG-9: बच्चे दो भाषाओं में रोजमर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p> <p>C-9.1: सरल गीतों, तुकबन्दियों और कविताओं को सुनती-सराहती है ।</p>	<p>कविता का सुर और ताल के साथ वाचन।</p> <p>Art Integration</p> <p>पुरानी पत्रिका या अखबार से किन्ही चार चिड़ियों के चित्र काटकर कॉपी में चिपकाना ।</p>	<ul style="list-style-type: none"> कविता का सस्वर वाचन कर पाएँगे। श्रवण वाचन कौशल का विकास होगा।
-------	--------------------------------	---	--	---	--

	<p>आओ गाएँ (पतंगे) (वाचन कौशल हेतु)</p>	<ul style="list-style-type: none"> • वाचन- अनुवाचन • सुलेख 	<p>CG-2: बच्चे संवेदी अनुभूतियों में कुशाग्रता विकसित करते हैं।</p> <p>C-2.3: ध्वनियों में उसके पिच, वॉल्यूम से और ध्वनि पैटर्न्स में पिच, वॉल्यूम और टेम्पो से अंतर करती हैं।</p>	<p>कविता का सुर और ताल के साथ वाचन।</p> <p>मौखिक अभ्यास अगर मैं पतंग होता/ होती..... (अपने विचार व्यक्त करेंगे)</p> <p>Art Integration रंगीन पेपर का प्रयोग करके अपने लिए एक पतंग बनाना</p>	<ul style="list-style-type: none"> • कविता का सस्वर वाचन कर पाएँगे। • श्रवण वाचन कौशल का विकास होगा।
	<p>संयुक्त व्यंजन (केवल पहचान एवं पठन हेतु)</p>	<ul style="list-style-type: none"> • वाचन- अनुवाचन • संयुक्त व्यंजन की पहचान, बनावट और लिखावट 	<p>CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।</p> <p>C-11.1: ध्वनि जागरूकता विकसित करती है और स्वनिमों (phonemes) / शब्दांशों (syllables) को मिलाकर शब्द बनाती है और शब्दों को स्वनिमों (phonemes) / शब्दांशों (syllables) में विभाजित करती है।</p>	<p>शुद्ध उच्चारण सहित वाचन अनुवाचन दिए गए संयुक्त व्यंजन से शब्द बनाना</p>	<ul style="list-style-type: none"> • शब्द भंडार में वृद्धि होगी। • संयुक्त व्यंजन की पहचान, बनावट व लिखावट सीखेंगे।

			C-11.2: लिपि की वर्णमाला के बार-बार दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती हैं।		
फरवरी	पाठ -14 चुनमुन और सिलबिल	<ul style="list-style-type: none"> पशु – पक्षियों की बोलियाँ चित्र पहचानकर शब्द लिखना सुलेख 	<p>CG-9: बच्चे दो भाषाओं में रोज़मर्रा की बातचीत के लिए प्रभावी सम्प्रेषण कौशल विकसित करते हैं।</p> <p>C-9.5: सुनाई गई/बोल कर पढ़ी गई कहानियों को समझती है, पात्रों, कथानक और लेखक क्या कहना चाहती हैं, को पहचानती है।</p>	<p>शुद्ध उच्चारण सहित वाचन अनुवाचन</p> <p>Art Integration अपने पसंद के पशु का मास्क बनाकर उसकी आवाज़ निकालना।</p>	<ul style="list-style-type: none"> शब्द भंडार में वृद्धि होगी। संयुक्त व्यंजन से परिचित होंगे और उसकी बनावट लिखावट सीखेंगे।
	शब्दों का खेल (गतिविधि हेतु)	<ul style="list-style-type: none"> वाचन- अनुवाचन शब्द सीढ़ी 	CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं।	शुद्ध उच्चारण सहित वाचन अनुवाचन	<ul style="list-style-type: none"> शब्द भंडार में वृद्धि होगी। भाषा कौशल में वृद्धि होगी।

		पुल्लिंग स्त्रीलिंग शब्दों का ज्ञान	C-11.2: लिपि की वर्णमाला के बार-बार दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती हैं।		
	आओ गिनती सीखें (1 से 10 तक)	एक से दस तक शब्दों में गिनती अंकों व शब्दों में	CG-11: बच्चे भाषा 2 (L2) में पढ़ना और लिखना शुरू करते हैं। C-11.2: लिपि की वर्णमाला के बार-बार दिखने वाले अक्षरों को पहचानती है और इस ज्ञान का इस्तेमाल सरल शब्दों और वाक्यों को पढ़ने-लिखने के लिए करती हैं।	एक से दस तक गिनती अंक व शब्दों में लिखना।	<ul style="list-style-type: none"> • एक से दस तक गिनती सीखेंगे।

ENGLISH

Books:					
1. Tip-Tap-Toe Coursebook		2. Tip-Tap-Toe English (Practice Book)		3. Tip-Tap-Toe English (Supplementary Reader)	
Month	Topic	Subtopic	Curricular Goal & Competency	Teaching Methodology	Learning Outcome
April	<ul style="list-style-type: none"> Alphabets Three-letter words (a, e, i, o, u) L-1: A Giant’s Cake 	<ul style="list-style-type: none"> Writing three- and four-letter words with vowels in center. Comprehension Listening Skills Pronunciation Speaking 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.3: Interacts comfortably with other children and adults.</p> <p>CG-9: Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-9.7: Knows and uses enough words to carry out daily interactions effectively and can guess the meaning of new words in existing vocabulary.</p>	<ul style="list-style-type: none"> Formation of letters using slanting lines, sleeping lines Recognition of letters through flash cards. Introduction of cursive strokes. 	<p>Students will be able to :</p> <ul style="list-style-type: none"> enhance literary skills with the help of poem recitation. develop the power of imagination. identify letters in alphabetical order. recognize and write upper case letters.
May	<ul style="list-style-type: none"> Naming Words Four-letter words (a, e, i, o, u) Practice Book : L-1 Worksheets 	<ul style="list-style-type: none"> Writing three- and four-letter words with vowels in the center Pronunciation Speaking 	<p>CG-9: Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can</p>	<p>Art Integration- Drawing & colouring a person, place, animal, and thing on a sheet.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> strengthen comprehensive skills. build the vocabulary of new words with their meanings.

	<ul style="list-style-type: none"> • Supplementary Reader : L-1 : My Birthday (Poem) 	<ul style="list-style-type: none"> • Vocabulary • Writing Skill: Identity Card 	<p>guess the meaning of new words by using existing vocabulary.</p> <p>CG-10: Children develop fluency in reading and writing in Language-1.</p> <p>C-10.8: Write a paragraph to express their understanding and experiences.</p>		<ul style="list-style-type: none"> • enhance their listening and writing skills.
July	<ul style="list-style-type: none"> • L-2 : Our Favourite Things to Do • One-Many • Punctuations (Capital Letter & Full Stop) • Practice Book : L-2 Worksheets • Supplementary Reader: L-2: I Like Books (Poem) 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking • Vocabulary • Writing Skill (Story Completion) 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.3: Interacts comfortably with other children and adults.</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'.</p> <p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work toward helping others.</p>	<ul style="list-style-type: none"> • Toy Pedagogy-Practice One and Many with objects like balls, pom-poms, etc. <p>Integrated exercises based on the lesson</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance language skills. • enhance their listening, speaking, and writing skills by analyzing the essence of the lesson. • imbibe the value of using polite words and manners. • develop number sense by identifying the objects-few and many. • Begin the sentence with a capital letter and a full stop at the end.
August	<ul style="list-style-type: none"> • L-3: Please, Thank You and Pardon Me • L-4 : Little Painters • Pronouns • Punctuation (Question Mark) • Practice Book : L-3 Worksheets 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking (conversation) • Vocabulary • Writing Skill (Blends) 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.5: Interacts comfortably with other children and adults.</p>	<ul style="list-style-type: none"> • Pictures of people doing things will be shown to the children, wherein they have to frame sentences based on pronouns. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance language skills. • enhance their listening, speaking and writing skills by analyzing the essence of the lesson. • use pronouns in sentences. • identify sentences with a question mark.

	<ul style="list-style-type: none"> Supplementary Reader: Golden Keys 		<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.1: Explores and plays with a variety of materials and tools to create two – dimensional and three-dimensional artworks in varying sizes.</p>		
September	<ul style="list-style-type: none"> L- 5: The Greedy Monkey This is/That is These are/ Those are Practice Book : L-4 & L-5 Worksheets Supplementary Reader : L-4 : Today I Am L-5 : Nine of Ten 	<ul style="list-style-type: none"> Comprehension Listening Skills Pronunciation Speaking : Rhyming Words Vocabulary Writing Skill (Guided Picture Composition) 	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.1: Explores and plays with a variety of materials and tools to create two – dimensional and three-dimensional artworks in varying sizes.</p> <p>CG-9: Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-9.7: Knows and uses enough words to carry out daily interactions effectively and can guess the meaning of new words in existing vocabulary.</p>	<ul style="list-style-type: none"> Sentence Framing with these/those with different flashcards in the class. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> enhance their listening, speaking, and comprehension skills by analyzing the essence of the lesson. inculcate the value ‘not to be greedy and show gratitude for what we have. build a vocabulary of new words with their meanings. use this is/that is and these are / those are in the sentences. enhance writing skillsthrough picture observation.

<p>October</p>	<ul style="list-style-type: none"> • L-6: Brand New Ball • Opposite Words • Articles: A, An • Practice Book : L-6 • Supplementary Reader : L-6: Opposite Day 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking : Rhyming Words • Vocabulary • Writing Skill (Guided Picture Composition) 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.5: Interacts comfortably with other children and adults.</p> <p>CG-10 Children develop fluency in reading and writing in Language 1 (L1).</p> <p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables.</p>	<ul style="list-style-type: none"> • Sorting Game Students will be given different naming words with pictures, wherein they will sort and place these words under the appropriate articles. • Activity Based Pedagogy – Poem/song on the concept of ‘Opposites’ 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance literary skills with the help of poem recitation. • develop the power of imagination. • build a vocabulary of new words with their meanings. • differentiate between the use of ‘a’ and ‘an’ before nouns. • choose and write the correct article in a sentence. • compare two different things and develop a concrete understanding.
<p>November</p>	<ul style="list-style-type: none"> • L-7: Papa, What’s For Lunch • Am/is/are • Doing Words • Practice Book : L-7 • Supplementary Reader : • L-7: When Will Amma be Back 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking : Rhyming Words • Vocabulary • Writing Skill (Picture Composition) 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.3 Interacts comfortably with other children and adults.</p> <p>CG-9: Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.7: Knows and uses enough words to carry out day to day interactions effectively and can guess the meaning of new words by using existing vocabulary.</p>	<ul style="list-style-type: none"> • Toy Pedagogy- • Action charades: identifying body actions through games. • compose and write simple sentences using am /is /are 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance their listening, speaking and comprehension skills by analyzing the the essence of the lesson. • build a vocabulary of new words with their meaning • identify and understand different action words. • use am /is /are in the sentences. • enhance writing skills using help words.

December	<ul style="list-style-type: none"> • L-8: Where Do You Go at Night, Mr Sun? • Describing Words • Sound Words “ee”, “oo” • Practice Book : L-8 • Supplementary Reader : • L-8: Full Moon (Poem) 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation of Words “ee”, “oo” • Speaking : Rhyming Words • Vocabulary (Rhyming Words) • Writing Skill (Framing Sentences) 	<p>CG-9: Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9: Listens to and appreciates simple songs, rhymes, and poems.</p> <p>CG-6: Children develop a positive regard for the natural environment around them.</p> <p>C-6.1: Shows care for and joy in engaging with all life forms.</p>	<p>Noun Showdown :</p> <p>Students will speak a few sentences about their favourite things.</p> <p>Roll and Read :</p> <p>Students will roll a dice and find a word with the blend.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance literary skills with the help of poem recitation. • develop the power of imagination. • identify and understand different describing words. • Will distinguish between long and short vowel sounds. • identify and label pictures of words with blends ‘ee’, and ‘oo’.
January	<ul style="list-style-type: none"> • L-9: The Three Butterflies • Has/Have • Punctuation (Comma) • Practice Book : L-9 • Supplementary Reader : L-9: Wiggle Jiggle 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking : Rhyming Words • Vocabulary (Animals and Their Babies) • Writing Skill (Jumbled Sentences) 	<p>CG-9: Children develop effective communication skills for day to day interactions in two languages.</p> <p>C-9.3: Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately.</p>	<ul style="list-style-type: none"> • Nature Walk : 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • enhance their listening, speaking, and comprehensionskills by analyzing the essence of the lesson. • Familiarize themselves with the factsabout different kinds of insects. • Inculcate moral values like loyalty, honesty, brotherhood and unity. • to identify and use of has/ have in the sentences. • to use commas in the correctplaces.

<p>February</p>	<ul style="list-style-type: none"> • L-10: When the Earth Broke into Two • Position Words (on, in, under) • Joining Words (and) • Practice Book : L-10 • Supplementary Reader : • L-10: The Elephant and The Mice 	<ul style="list-style-type: none"> • Comprehension • Listening Skills • Pronunciation • Speaking: Role Play • Vocabulary (Animals and Their Homes) • Writing Skill (Paragraph Writing) 	<p>CG-10 Children develop fluency in reading and writing in Language 1 (L1).</p> <p>C-10.9: Shows interest in picking up and reading a variety of children’s books.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately.</p>	<ul style="list-style-type: none"> • Toy Pedagogy-Live examples from classroom will be taken up to find the position of various objects • Theatre in Education- Enactment of the story 	<ul style="list-style-type: none"> • enhance their listening, speaking and comprehension skills by analyzing the the essence of the lesson. • imbibe the value of ‘not to panic’ and think carefully before taking any action. • identify and use appropriate prepositions in a sentence. • To connect simple sentences with ‘and’.
-----------------	---	--	---	--	---

EVS

Book: Environmental Studies – The World Around Us					
Month	Topic	Subtopic	Curricular Goal & Competency	Teaching Methodology	Learning Outcome
April	<ul style="list-style-type: none"> Ch-1 About Me 	<ul style="list-style-type: none"> Introduction to Self My Birthday I am Special What I like 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.3: Interacts comfortably with other children and adults.</p> <p>C-4.4: Shows cooperative behaviour with other children.</p>	<ul style="list-style-type: none"> Art Integration – Name Tag Oratory Skills – Self-introduction 	<p>Students will be able to:</p> <ul style="list-style-type: none"> introduce themselves. talk about their speciality. express their likes and dislikes.
May	<ul style="list-style-type: none"> Ch-2 My Body 	<ul style="list-style-type: none"> Parts of our Body Our Body Parts Help Us Sense Organs Growing Up 	<p>CG-2: Children develop sharpness in sensorial perceptions.</p> <p>C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of their experiences.</p> <p>CG-3: Children develop a fit and flexible body.</p> <p>C-3.1: Shows coordination between sensorial perceptions and body movements in various activities.</p> <p>CG-9: Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-9.1: Listens to and appreciates simple songs, rhymes, and poems.</p>	<ul style="list-style-type: none"> Explanation through hands-on activities and demonstration. Fun with rhyme Integration with physical education – Fun body movement game. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> learn the names and functions of different body parts. associate the functions of senses with the organs. understand the importance of taking care of our body.

July	<ul style="list-style-type: none"> Ch-3 Looking after My Body Ch-4 Clothes We Wear 	<ul style="list-style-type: none"> Clean and Healthy Body Keeping Fit Need of Clothes Types of Clothes Materials Used to Make Clothes Clothes for Special Occasions Uniforms Costumes 	<p>CG-1: Children develop habits that keep them healthy and safe. C-1.1: Shows a liking for and understanding of nutritious food and does not waste food.</p> <p>CG-3: Children develop a fit and flexible body. C-3.1: Shows coordination between sensorial perceptions and body movements in various activities.</p> <p>CG-1: Children develop habits that keep them healthy and safe. C-1.2: Practices basic self-care and hygiene.</p> <p>CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.4: Works collaboratively in the arts.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom. C-13.2: Memory and mental flexibility: Develops adequate working memory, and mental flexibility(to sustain or shift attention</p>	<ul style="list-style-type: none"> Oratory skills – Speak any three ways to keep our body fit, clean, and healthy. Art Integration – Paste pictures of any five things that help you to stay clean. Art Integration – Draw/paste the pictures of clothes worn in different seasons. Oratory Skills – Speak a few lines on any uniform worn by people at work. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the importance of health and hygiene. learn the importance of physical activities which help to strengthen their body. <p>Students will be able to:</p> <ul style="list-style-type: none"> understand the importance of Clothes. identify different types and styles of clothes worn in different seasons. know about different materials used to make clothes. learn about different uniforms and costumes.
------	--	---	---	---	---

August	<ul style="list-style-type: none">Ch-5 Food We Eat <ul style="list-style-type: none">Ch-6 Safety Rules	<ul style="list-style-type: none">FoodKinds of FoodMilk ProductsMeals We EatGood Food Habits <ul style="list-style-type: none">SafetySafety at Home,	<p>appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in a structured environments.</p> <p>CG-1: Children develop habits that keep them healthy and safe. C-1.1: Shows a liking for and understanding of nutritious food and does not waste food.</p> <p>CG-2: Children develop sharpness in sensorial perceptions. C-2.4: Differentiates multiple smells and tastes.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom. C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in a structured environments.</p> <p>CG-1: Children develop habits that keep them healthy and safe.</p>	<ul style="list-style-type: none">Art Integration – Draw and colour pictures of food we get from plants and animals. <ul style="list-style-type: none">Art Integration – Make red and green for representing safety	<p>Students will be able to:</p> <ul style="list-style-type: none">understand the importance of food and its types.strengthen the concept of healthy meals.differentiate between three main meals of the day.inculcate good food habits. <p>Students will be able to:</p> <ul style="list-style-type: none">understand the importance of Safety.
--------	---	--	--	--	--

	<ul style="list-style-type: none"> Ch-7 My Family 	<p>school, in a playground, on the road, in a vehicle, and a swimming pool.</p> <ul style="list-style-type: none"> Family and its Types Helping Each Other 	<p>C-1.4: Practices safe use of material and simple tools. C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms. C-4.4: Shows cooperative behaviour with other children. C-4.5: Understands and responds positively to socio-norms in the classroom and school. CG-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 others. CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.4: Works collaboratively in the arts.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their own</p>	<p>and danger signs.</p> <ul style="list-style-type: none"> Make a traffic light on a sheet using coloured paper. <p>Art Integration – Family Tree</p> <p>Fun with rhyme</p>	<ul style="list-style-type: none"> learn the importance of following traffic signals. learn to follow safety rules at home, at school, in the playground, and on the road. <p>Students will be able to:</p> <ul style="list-style-type: none"> understand the importance of family.
--	--	--	--	---	--

<p>September</p>	<ul style="list-style-type: none"> • Ch-8 We Need Shelter 	<ul style="list-style-type: none"> • Fun with Family • Learning from Family • Need of a House • Types of Houses • Types of Roofs • Rooms in a House • A Good House 	<p>emotions, and responds positively to social norms.</p> <p>C-4.1: Starts recognizing 'self' as an individual belonging to a family and community.</p> <p>CG-7: Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypotheses and using observations to explain their hypothesis.</p> <p>CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.4: Works collaboratively in the arts.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in</p>	<ul style="list-style-type: none"> • Enact as anyone member of the family. • Critical Thinking • Art Integration- Picture collage of different types of pucca houses. 	<ul style="list-style-type: none"> • differentiate about types of families. • list how they have fun with their family members. • inculcate good manners and habits in their family <p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the importance And need of a house. • differentiate between types of houses and roofs. • list different rooms in a house and their uses. • learn the characteristics of a good house.
------------------	--	---	---	--	--

October	<ul style="list-style-type: none"> Ch-9 Our Neighbourhood 	<ul style="list-style-type: none"> Neighbourhood Places in our Neighbourhood 	<p>learning in structured environments.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms. C-4.3: Interacts comfortably with other children and adults.</p>	<ul style="list-style-type: none"> Critical Thinking - Word search puzzle. Art Integration - Draw any one neighbourhood place and write a few sentences on it. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the difference between neighbours and neighbourhood. recall the places in their neighbourhood. learn the ways to keep their neighbourhood clean.
	<ul style="list-style-type: none"> Ch-10 My School 	<ul style="list-style-type: none"> School Rooms in a School People Who Help Us in School Keeping the School Clean 	<p>CG-1: Children develop habits that keep them healthy and safe. C-1.3: Keeps school/classroom hygienic and organized. CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts.</p>	<ul style="list-style-type: none"> School Tour Art Integration & Oratory Skills – Draw the picture of ‘My School’ and speak 5-6 sentences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the importance of school. identify the different rooms of a house. learn the ways to keep their school clean.
	<ul style="list-style-type: none"> Ch-11 People Who Help Us 	<ul style="list-style-type: none"> Our Helpers 	<p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p>	<ul style="list-style-type: none"> Theatre in Education- Students will act as anyone helper. Art Integration- Make a greeting card. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> learn about helpers. name and describe the people who help us and make our lives comfortable. learn to respect the work

November	<ul style="list-style-type: none"> Ch-12 Festivals We Celebrate 	<ul style="list-style-type: none"> Festivals Diwali, Christmas, Gurburab and Eid-ul-Fitr National Festivals 	<p>C-4.6: Shows kindness and helpfulness to others (including animals, and plants) when they are in need.</p> <p>CG-9: Children develop effective communication skills for day-to-day interactions in two languages.</p> <p>C-9.7: Knows and uses enough words to carry out daily interactions effectively and can guess the meaning of new words using existing vocabulary.</p> <p>CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.</p>	<ul style="list-style-type: none"> Art Integration- Collage on festivals Diya Decoration Rangoli making Oratory Skills – Speak a few lines on the topic ‘My Favourite Festival’. 	<p>done by the helpers.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> identify and understand the importance of festivals. learn the joy of sharing and caring. differentiate between National and Religious Festivals.
----------	--	--	--	--	--

December	<ul style="list-style-type: none"> Ch-13 Travelling is Fun Ch-14 The World of Plants 	<ul style="list-style-type: none"> Means of Transport Land Transport Air Transport Water Transport Parts of a Plant Types of Plants Food for Plants Uses of Plants 	<p>CG-7: Children make sense of the world around them through observation and logical thinking. C-7.1: Observes and understands different categories of objects and the relationships between them. CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom. C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in a structured environments.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms. C-4.6: Shows kindness and helpfulness to others (including animals, and plants) when they are in need. CG-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 forms.</p>	<ul style="list-style-type: none"> Activity Based Pedagogy – Grouping game using different means of transport. Art Integration – Making means of transport ex- car, boat, airplane etc. Fun with Rhyme Activity Based Pedagogy – Nature walk Art Integration – Draw, colour, and name the things which we get from plants. Collage making Fun with Rhyme 	<p>Students will be able to:</p> <ul style="list-style-type: none"> learn the importance of festivals. identify and classify different means of transport. learn about the uniqueness and similarity of different vehicles. <p>Students will be able to:</p> <ul style="list-style-type: none"> name the different parts of a plant. identify the types of plants. list the uses of plants and things required by a plant to grow.
----------	--	--	---	--	--

	<ul style="list-style-type: none"> Ch-15 The World of Animals 	<ul style="list-style-type: none"> Big, Small, and Very Small Animals Birds and Insects Wild, Pet, and Domestic Animals Animal Homes 	<p>CG-7: Children make sense of the world around them through observation and logical thinking. C-7.1: Observes and understands different categories of objects and the relationships between them. CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.4: Works collaboratively in the arts.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms. C-4.6: Shows kindness and helpfulness to others (including animals, and plants) when they are in need. CG-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 forms. CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom. C-13.1: Attention and intentional action: Acquires skills to plan, focus</p>	<ul style="list-style-type: none"> Art Integration – Draw an animal using different shapes. Fun with rhyme Riddles on animals Critical Thinking – Word search puzzle 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify and categorize the different types of animals. know about the different homes of animals.
--	--	--	---	--	--

<p>January</p>	<ul style="list-style-type: none"> Ch-16 Water and Air 	<ul style="list-style-type: none"> Water on Earth Uses of Water Clean Water Air Around Us Uses of Air 	<p>attention, and direct activities to achieve specific goals.</p> <p>C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in a structured environments.</p> <p>CG-7: Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1: Observes and understands different categories of objects and the relationships between them.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.</p> <p>C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in</p>	<ul style="list-style-type: none"> Art Integration – Make a paper fan using origami sheets. Fun with rhyme Explanation through hands-on activities and demonstration about water and air. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name different sources of water. list various uses of water. name different sources of water. understand the need for cleanwater and air. know the difference between wind, storm, and breeze. learn the uses of air.
----------------	---	--	--	--	---

	<ul style="list-style-type: none"> Ch-17 Weather 	<ul style="list-style-type: none"> Weather Sunny and Hot Day Cold Day Cloudy Day Windy Day Rainy Day 	<p>learning in structured environments.</p> <p>CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their emotions, and respond positively to social norms.</p> <p>C-4.6: Shows kindness and helpfulness to others (including animals, and plants) when they are in need.</p> <p>CG-7: Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1: Observes and understands different categories of objects and the relationships between them.</p> <p>CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.4: Works collaboratively in the arts.</p> <p>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention</p>	<ul style="list-style-type: none"> Riddles on weather Art Integration- Fingerprint rainbow craft activity Riddles on weather Weather song 	<p>Students will be able to:</p> <ul style="list-style-type: none"> know the meaning of weather. understand the weather conditions on different days – sunny and hot days, cold days, cloudy days, windy days, and rainy days.
--	---	--	--	---	--

February	<ul style="list-style-type: none"> Ch-18 In The Sky 	<ul style="list-style-type: none"> Sun Moon Stars Clouds 	<p>appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in a structured environments.</p> <p>CG-7: Children make sense of the world around them through observation and logical thinking. C-7.1: Observes and understands different categories of objects and the relationships between them. CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts.</p>	<ul style="list-style-type: none"> Fun with Rhyme Art Integration- Make different phases of the Moon using clay. Day and Night sky activity 	<p>Students will be able to:</p> <ul style="list-style-type: none"> differentiate between the day and the night sky. explore and learn some facts about the sun, the moon, stars, and clouds.
----------	--	--	---	--	---

MATHS

Books	Mathematics Textbook cum Workbook – 1 – Part 1 and 2 – Pratap Publisher				
Month	Topic	Subtopic	Curricular Goal & Competency	Teaching Methodology	Learning Outcome
APRIL	Unit-3 Numbers – One to Nine and Zero	<ul style="list-style-type: none"> • Concept of zero • Counting 1 to 9 • Count and Write • Number Names 0-9 	<p>CG-7: Children make sense of the world through observation and logical thinking.</p> <p>C-7.1: Observes and understands different categories of objects and the relationships between them.</p>	<p>Story Narration</p> <ul style="list-style-type: none"> • Concept of Zero through a rhyme. • Objects will be drawn for the given numbers. <p>Art integration (Matching Activity) Draw and match the numbers with jumbled number names.</p>	<p>The students will be able to –</p> <ul style="list-style-type: none"> • understand the value of zero in comparison to other numbers. • strengthen the concept of correlation.
	Unit-4 Numbers from 10-20 Table of 0	<ul style="list-style-type: none"> • Just after, before and between numbers • Comparison of Numbers • Random Counting • Reverse Counting 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C- 8.3: Counts up to 99 both forward and backward and in groups of 10s and 20s.</p>	<ul style="list-style-type: none"> • Guess the number game. • Pick the greatest number card. <p>Toy Pedagogy With the help of a hand puppet of an alligator which is always hungry for the greater number, the concept of comparison of numbers will be enhanced.</p>	<ul style="list-style-type: none"> • enhance cognitive ability. • classify greater and smaller numbers. • build the concept of random and backward counting.

<p>MAY</p>	<p>Unit-4 Numbers from 10 -20 (Continued)</p> <p>Unit-8 Number 1- 100</p> <p>Table of 1</p>	<ul style="list-style-type: none"> • Greater and Smaller Number • Comparison of Numbers (Numbers up to 100). 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C -8.3: Counts up to 99 both forwards and backward and in groups of 10s and 20s.</p>	<p>Toy Basket</p> <p>Compare the number of objects in the given collection.</p>	<ul style="list-style-type: none"> • The students will be able to – classify greater and smaller numbers up to 100. • Compare different objects.
<p>JULY</p>	<p>Unit -8 Number 1- 100 (Continued)</p>	<ul style="list-style-type: none"> • Ascending and Descending Order 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C-8.4: Arrange numbers up to 99 in ascending and descending order.</p>	<p>Observe the height</p> <ul style="list-style-type: none"> • Height of students will be observed and arranged according to ascending and descending order. 	<ul style="list-style-type: none"> • The students will be able to – observe number patterns. • Identify the number order. • arrange the numbers in ascending and descending order.
	<p>Unit-10 Addition</p>	<ul style="list-style-type: none"> • Properties of Addition • Addition Of Single Digit Numbers • Addition Using a number line • Number Combinations • Addition By Counting Forward • Addition Of 2 Digit Numbers- Column Addition 	<p>C-8.6: Performs addition of 2- 2-digit numbers fluently using flexible strategies of composition and decomposition.</p>	<p>Toy pedagogy</p> <ul style="list-style-type: none"> • Objects like spoons, ice cream sticks, etc will be used to make different number combinations. 	<ul style="list-style-type: none"> • Strengthen the concept and properties of addition. • add numbers up to 9 using real objects and number lines. • identify and make different number combinations for a given number. • add single-digit numbers and 2-digit numbers without regrouping.

AUGUST	Unit-2 Pre-number Vocabulary	<ul style="list-style-type: none"> • Pre-number vocabulary (Bigger- Smaller, Longer- Shorter, Taller- Shorter, Thinner- Thicker, Heavier-Lighter, Nearer- Farther, On- Under, Top – Bottom, Inside- Outside • Differentiation of objects based on Pre- number vocabulary 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C-8.12: Develop adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.</p>	<p>Art Integration Creating illustrations to demonstrate pre-numerical vocabulary instances.</p> <p>Story Narration The narration of the story will be done in which pre-number vocabulary is used.</p>	<ul style="list-style-type: none"> • The students will be able to – develop vocabulary and correlate it with real-life experiences.
	Unit-11 Subtraction Table of 2	<ul style="list-style-type: none"> • Properties of Subtraction • Subtraction Of Single Digit Numbers • Subtraction Using a Number line • Subtraction Of 2-digit Numbers- Column Subtraction • Number Combination 	<p>C-8.6: Performs subtraction of 2- 2-digit numbers fluently using flexible strategies of composition and decomposition.</p>	<p>Art Integration (Smash the Dough) Clay balls will be made by students and a number of balls will be smashed as per the number combination.</p>	<ul style="list-style-type: none"> • Strengthen the concept and properties of subtraction • subtract numbers up to 9 using real objects and number line • subtract single-digit numbers • subtract 2-digit numbers without regrouping • identify and make different number combinations for a given number.
SEPTEMBER	Unit -1	<ul style="list-style-type: none"> • Identification and 	CG -7: Children make sense		<ul style="list-style-type: none"> • The students will be able to

	Grouping	sorting of objects into groups	of the world around us through observation and logical thinking. C-7.1: Observes and understands different categories of objects and the relationships between them.	<ul style="list-style-type: none"> • Toy Pedagogy- Students will bring their favourite fruit and vegetable and group them. 	<p>identify objects and group them based on some common properties.</p> <ul style="list-style-type: none"> • classify objects belonging to the same group.
	Unit - 5 Ordinal Numbers Table of 3	<ul style="list-style-type: none"> • Writing ordinal numbers in words. • Observing the picture and writing the positions of things/animals/letters of the alphabet in the given words. 	C -7.3: Uses appropriate tools and technology in daily life situations and for learning.	<ul style="list-style-type: none"> • Story Narration Students will be able to comprehend the story related to ordinal numbers and identify the positions. 	<ul style="list-style-type: none"> • identify the position of an object or a person.
OCTOBER	Unit 6 Shapes	<ul style="list-style-type: none"> • Understanding different types of lines. • Recognizing basic shapes. • Tracing the outline of small objects like coins and erasers. • Counting the total number of lines and shapes in the given figures. 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C -8.8: Recognises basic geometric shapes and their observable properties.</p>	<p>Art Integration Shape Garden- Students will draw a garden of different shapes.</p> <ul style="list-style-type: none"> • Clay Modelling Students will make different shapes using clay. 	<ul style="list-style-type: none"> • The students will be able to recognize and draw horizontal, vertical, and slanting lines. • identify objects in the environment and correlate them with shapes. • recognize and trace 2D objects of circle, square, rectangle, and triangle shapes.

	Unit-7 Patterns	<ul style="list-style-type: none"> Observing, Describing, Identifying, Extending, and Creating their pattern by fingerprint, thumbprint, leaf print, and vegetable print 	C -8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers	Art Integration Learners will create their patterns using thumb printing, leaf printing, and vegetable printing. Also by using stickers of different objects.	<ul style="list-style-type: none"> identify and describe the patterns in terms of geometrical shapes in the surroundings, numbers, and letters identify and extend the pattern in a sequence by shapes, numbers, and letters
	Unit-12 Money Table of 4	<ul style="list-style-type: none"> Identification of Indian currency (notes) and coins currently in use) Recording the sums of money represented by notes and coins. 	C – 8.11: Performs simple transactions using money up to INR 100.	Toy Pedagogy Toy shopping activity will be conducted in the class with the help of fake/play money.	<ul style="list-style-type: none"> recognize Indian money (coins and notes). Practice counting amounts of money
NOVEMBER	Unit- 9 Measurement of Length	<ul style="list-style-type: none"> Comparing longer and shorter objects Using body parts and non-standard units to measure the length of the classroom objects. 	CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. C- 8.9: Performs simple	Observing and comparing lengths of two things to identify longer/ shorter objects. Demonstration Method Students will measure the	<ul style="list-style-type: none"> The students will be able to Compare the lengths of two or more objects by observing them visually. measures lengths and distances using nonstandard units of Measurement.

			measurements of the length of objects in their immediate environment.	length of the following things through non-standard units Classroom- footspan, book- handspan, Pencil box- fingers	
	Unit-13 Odd and Even Number (0 to 9)	<ul style="list-style-type: none"> Identify the odd and even numbers by forming the pairs. 	<p>CG-7: Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1: Observes and understands different categories of objects and the relationships between them.</p> <p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C- 8.1: Sorts objects into groups and sub-groups based on more than one property.</p>	<p>Pair Up Activity</p> <ul style="list-style-type: none"> Sorting and grouping of ice cream sticks (Numbers 0 to 9) as odd and even. 	<ul style="list-style-type: none"> group and count the objects in pairs recognize the grouping of even numbers in pairs and odd numbers if cannot be paired.
DECEMBER	Unit -14 Skip Counting	<ul style="list-style-type: none"> Skip Counting in 2's, 3's, 5's and 10's 	CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.	<ul style="list-style-type: none"> Use Paper clips on a paper plate Students will place the clips in between the numbers according to the given 	<p>The students will be able to</p> <ul style="list-style-type: none"> count in 2's, 3's, 5's and 10's recognize the difference to follow the pattern of skip

			C -8.3: Counts up to 99 both forwards and backward and in groups of 10s and 20s.	skip count.	counting and completing thesequential order.
	Unit -16 Measurement of Weight	<ul style="list-style-type: none"> Identifying the heaviest and lightest thing in a group Understanding the working of see-saw and pan balance. 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C- 8.9: Performs simple measurements of the weight ofobjects in their immediate environment.</p>	<p>Hanger Activity</p> <ul style="list-style-type: none"> Students will be guided to hang two different objects on the edges of the hanger and then the learners will observe that the lighter side will always go upwards. 	<ul style="list-style-type: none"> Differentiate between lighter and heavier things
JANUARY	Unit -20 Data Handling	<ul style="list-style-type: none"> Counting the similar objects based on colour or shape in a collection Picture reading and completing the information based on it. 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C- 8.1: Sorts objects into groups and sub-groups based on more than one property.</p>	<p>Chart Activity</p> <ul style="list-style-type: none"> Students will accumulate the data as per the classroom surroundings and classify it on a chart. 	<ul style="list-style-type: none"> Collects, represents, and interprets data based on observation of real or visual situations or experiences
FEBRUARY	Unit -18 Measurement of Time	<ul style="list-style-type: none"> Activities done during different parts of the day i.e. morning, afternoon, evening and night. Identifying the activities that take longer time to complete One-minute fun time. 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C -8.10: Performs simple measurements of time.</p>	<p>Clock-Making ActivityStudents will get to know the way of makinga clock. They will also learn about the two hands of the clock.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> comprehend the sequence of events in a day classify events occurring at different times of the day predict the difference betweenlonger and shorter objects.

	Unit- 19 Calendar	<ul style="list-style-type: none"> • Days of the week • Months in a year • Calendar reading • Knowing the months of different festivals 	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C -8.10: Performs simple measurements of time in minutes, hours, days, weeks, and months.</p>	<p>Calendar Word Wall Activity</p> <ul style="list-style-type: none"> • Questions will be pasted on the calendar word wall and the learners will recall and write the name of the day and the month accordingly. 	<ul style="list-style-type: none"> • recall names of days in a week and months in order • tell the number of days in each month interpret the information shown in the calendar
--	-------------------	---	--	--	---

CO-SCHOLASTIC SYLLABUS

COMPUTER

Book	IT Planet – CodeBotics: PM Publishers Pvt. Ltd.				
Month	Topic	Subtopic	Curricular Goal & Competency	Teaching Methodology	Learning Outcome
APRIL	DIGITAL LITERACY	<ul style="list-style-type: none"> Ch 1: Computer - A Magic Machine 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them.</p>	<ul style="list-style-type: none"> Guage previous knowledge of the students. Introduction- The teacher will show the interactive panel installed in the classroom. Guide students in exploring a computer during their visit to the computer lab. Utilizing flashcards and audio-visual to introduce students to various machines. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Acquire knowledge about natural and man-made things. Learn about different kinds of machines. Learn the functions of a computer.
MAY	DIGITAL LITERACY	<ul style="list-style-type: none"> Ch 2: Computer - Its Parts and Uses 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1 Observes and understands different categories of objects and</p>	<ul style="list-style-type: none"> Comparing special functions of the human body parts with the parts of a computer and their functions using labeled 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Learn different functions and uses of parts of a computer.

			relationships between them.	<ul style="list-style-type: none"> • diagrams/flashcards. • Explore the components of a computer during their time in the computer lab • Encourage children to draw parts of a computer. 	<ul style="list-style-type: none"> • Gain knowledge about 4 main parts of a computer
JULY	DIGITAL LITERACY	<ul style="list-style-type: none"> • Ch 3: The Keyboard and Mouse 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them.</p>	<ul style="list-style-type: none"> • Delve deeper into the functions of the keyboard and mouse during a visit to the computer lab. • Use of fun and interactive videos tailored to their age to teach the effective use of the keyboard and mouse. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Learn about the various features of a Keyboard, the different types of keys, and their functions. • Learn about the different parts and functions of a Mouse.
AUGUST	DIGITAL LITERACY	<ul style="list-style-type: none"> • Ch 4: Paint – Introduction 	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<ul style="list-style-type: none"> • Introduction to the Paint program using an interactive panel and a computer in the lab. • Utilizing flashcards and visual aids to help students identify various 	<p>The students will learn to:</p> <ul style="list-style-type: none"> • Start the Paint program and understand various tools in the Tools group. • Draw different shapes using the Shapes group and

			C-12.4 Works collaboratively in the arts.	tools within the Paint program.	save their work for future.
SEPTEMBER	DIGITAL LITERACY	<ul style="list-style-type: none"> Worksheet 1 	<p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects ask questions.</p>	<ul style="list-style-type: none"> Quiz 	Students will engage in critical thinking and enhance their problem-solving skills.
OCTOBER	COMPUTATIONAL THINKING	<ul style="list-style-type: none"> Ch 5: Data and Memory 	<p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.2 Memory and mental flexibility: Develops adequate working memory, and mental flexibility (to sustain or shift attention appropriately), and self-</p>	<ul style="list-style-type: none"> Use of simple comparisons to everyday objects or experiences - Memory Game Concept of Sorting and Classification with a variety of objects in their surroundings. Survey and Data collection - Encourage students 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Know how a computer works and understand the concept of data and information. Comprehend the need of memory in a computer and the difference between human and computer memory.

			control (to resist impulsive actions or responses) that would assist them in learning in structured environments.	to collect data on topics like favourite colour by asking their friends or family members, and then help them organize the data in tables.	
NOVEMBER	COMPUTATIONAL THINKING	<ul style="list-style-type: none"> Ch 6: Tux Paint – Introduction 	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.4 Works collaboratively in the arts.</p>	<ul style="list-style-type: none"> Utilizing flashcards and visual aids to learn and identify the different tools of the program. Creating colorful drawings with the help of different tools present in the Tux Paint program. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Understand various components and use different tools to draw and color in Tux Paint. Open, Save, and Quit the Tux Paint program
DECEMBER	COMPUTATIONAL THINKING	<ul style="list-style-type: none"> Ch 7: Patterns and Puzzles 	<p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers.</p>	<ul style="list-style-type: none"> Introduction to Patterns, Designs, and Arrangement through objects in the environment. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize the patterns around us. Arrange objects and data in a specific order. Solve tasks by breaking them into smaller parts.

JANUARY	ARTIFICIAL INTELLIGENCE	<ul style="list-style-type: none"> Ch 8: Let's Draw with AI 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning.</p>	<ul style="list-style-type: none"> Exploring the distinction between 'Natural' and 'Artificial' by observing life forms and objects in their environment. Drawing shapes and pictures from incomplete, raw sketches on the screen in the AutoDraw program. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> Comprehend AI Learn AI-based drawing and create drawings using the AutoDraw program.
FEBRUARY	ARTIFICIAL INTELLIGENCE	<ul style="list-style-type: none"> Worksheet 2 Revision 	<p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p> <p>C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, and asks questions.</p>	<ul style="list-style-type: none"> Quiz 	<p>Students will engage in critical thinking and enhance their problem-solving skills.</p>

GENERAL AWARENESS

Book	DO YOU KNOW? (Level 1) – Cambridge University Press				
Month	Topic	Subtopic	Curricular Goal & Competency	Teaching Methodology	Learning Outcome
APRIL	My Country	<ul style="list-style-type: none"> • This is My India • Festive Spirit • My Fellow Indians • Touring India • On the Sports Field 	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage.</p>	<ul style="list-style-type: none"> • Storytelling session highlighting each festival. • Virtual field trips using age-appropriate videos or interactive websites, invoking children's curiosity about India's natural and cultural heritage. • Use of colourful visuals such as maps, pictures of famous landmarks, traditional clothing, musical instruments, and cuisines. 	Diversification of creative and cultural abilities amongst students.
MAY	AROUND THE WORLD	<ul style="list-style-type: none"> • If you Lived Here • Dress to Impress • Wheels on 	CG-7 Children make sense of the world around them through observation and logical thinking.	<ul style="list-style-type: none"> • The facilitator will encourage the children to look around, for the different kinds of 	Students will develop an appreciation for the world around them and gratitude towards community helpers and

		<p>the Move</p> <ul style="list-style-type: none"> • Who am I? • Identify the Place 	<p>C-7.1 Observes and understands different categories of objects and relationships between them.</p>	<p>houses in their neighbourhood.</p> <ul style="list-style-type: none"> • The facilitator will ask, how one travels? Favourite place to travel. • Visit to Community Helpers. 	<p>their services or 'Seva'.</p>
JULY	ENVIRONMENT AND THE WORLD OF SCIENCE	<ul style="list-style-type: none"> • Gazing at the Sky • Know Your Body • Safety First • Explore the Computer • Water • Activity 1: Road Safety • Everyday Machines 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning.</p>	<ul style="list-style-type: none"> • Nature Walk • Simon says – Close your eyes etc. (Action Game) • Simple enactment demonstrating First aid and Road Safety. • Use of relevant Flashcards 	<p>Students will develop a sense of Incorporation of Science with day-to-day life, learn about road safety, and get an insight into SDG-3 i.e. (Good Health and Well-Being)</p>
AUGUST	THE WORLD OF PLANTS AND ANIMALS	<ul style="list-style-type: none"> • Guess the Name • Where Do I Live? • Young Ones of Animals • Wild or Domestic • How to 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses</p>	<ul style="list-style-type: none"> • Animal Charades – Guess the Animal • Visit to the School Garden • Age-appropriate interactive videos. • Use of relevant Flashcards and visual aids. 	<p>Students will explore the world of Plants and Animals to develop a sense of logical thinking.</p>

		<ul style="list-style-type: none"> Plant Seeds Activity 2: Race and Win! Winged Creatures 	<p>observations to explain their hypothesis.</p>		
SEPTEMBER	ART AND LITERATURE	<ul style="list-style-type: none"> Grandma's Story Bag Picture Tale Rhyme On! Bookworm Melody Makers Odd One Out 	<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways. C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts.</p>	<ul style="list-style-type: none"> Simple Story Dramatization Rhymes Guess the Sounds – Interactive Panel Activity Odd One Out through objects in the environment 	<p>Students will engage in exploration, imaginative, and creative thinking.</p>
OCTOBER	GRAMMAR AND LANGUAGE	<ul style="list-style-type: none"> Animal Sounds Tongue-Twisters Riddles Spotting the Nouns I Feel... Activity 3: Let's Rhyme! 	<p>CG-11 Children begin to read and write in Language 2 (L2) C-11.1 Develops phonological awareness and can blend phonemes/syllables into words and segment words into phonemes/syllables.</p>	<ul style="list-style-type: none"> Guess the Animal Sounds – Interactive Panel Activity Use of Expressions stick puppets and Make a Face - Game 	<p>Development of language and expression.</p>
NOVEMBER	SPORTS AND GAMES	<ul style="list-style-type: none"> Famous Sportsperson Sports Gear Indoor or Outdoor 	<p>CG-3 Children develop a fit and flexible body. C-3.1 Shows coordination between sensorial</p>	<ul style="list-style-type: none"> Use of Visual teaching aids – flashcards, cutouts, sports gear. Group Discussion – 	<p>Enhance the overall development of students.</p>

		<ul style="list-style-type: none"> • Board Games • Why Play? 	perceptions and body movements in various activities.	Favorite sport <ul style="list-style-type: none"> • Importance of play – Story Narration 	
DECEMBER	MORAL VALUES AND LIFE SKILLS	<ul style="list-style-type: none"> • Emergency Numbers • Safety First • Clock Tales • Healthy Habits • This Way Please • Family Time 	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their emotions and respond positively to social norms. C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately.	<ul style="list-style-type: none"> • What will you do if? – Situational and inquiry-based learning • Open-ended questions – Road Safety • Hands-on activity – Manipulation of clock hands to show different times. • Inbuilt Healthy Habits, Response to situations and family responsibilities through simple narratives. 	The students will be able to: Develop positive learning habits, life skills, and the ability to adapt to a variety of situations and succeed in all aspects of society.
JANUARY	MIND GAMES	<ul style="list-style-type: none"> • Fun with Shapes, Numbers and Colours • Decode • I am Different • Memory Game • How 	CG-7 Children make sense of the world around them through observation and logical thinking. C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses	<ul style="list-style-type: none"> • Introduction to patterns with objects in the environment • Decode Game - Code students with letters and numbers • Picture Talk/Conversation • Introduction of 	The students will be able to: Develop critical thinking and problem-solving skills.

		<p>Observant Are You?</p> <ul style="list-style-type: none"> • Timeline 	<p>observations to explain their hypothesis.</p>	<p>months through Calendars and singing monthly songs</p>	
FEBRUARY	TRIVIA CORNER	<ul style="list-style-type: none"> • Around the World • Art and Literature • Awards and Honours • Science and Technology • Sports 	<p>CG-7 Children make sense of the world around them through observation and logical thinking.</p> <p>C-7.1 Observes and understands different categories of objects and relationships between them.</p>	<ul style="list-style-type: none"> • Fun Quiz 	<p>The students will be able to: Develop a vision towards Science, Technology, Engineering, Arts, and Technology. (STEAM)</p>

संगीत पाठ्यक्रम 2024-2025

पहली कक्षा

अप्रैल	सरगम का अभ्यास ,आरोह अवरोह प्रार्थना अभ्यास ,तुम्ही हो माता स्थाई का अभ्यास ,और जो खिल सके ना अंतरे का अभ्यास
मई	ऐ मालिक तेरे बंदे हम प्रार्थना अंतरा प्रथम का अभ्यास
जुलाई	देश भक्ति गीत सारे जहाँ से अच्छा स्थाई का अभ्यास
अगस्त	देश भक्ति गीत-"पर्वत वो सबसे ऊंचा" अंतरा का अभ्यास
सितम्बर	शिक्षक दिवस गीत –"नन्हे से कदम"का अभ्यास
अक्टूबर	गांधी जयंति गीत – "दे दी हमें आज़ादी" स्थाई अंतरा का अभ्यास
नवम्बर	दीप जलाओ दिवाली गीत का अभ्यास दिवाली
दिसंबर	क्रिसमस गीत –"जिंगल बेल"अभ्यास
जनवरी	प्रेरणा दायक गीत का अभ्यास , संभल-संभल के चलता चल स्थायी अंतरा का अभ्यास
फरवरी	सरस्वती वंदना-"हम बचे तेरे"स्थायी अंतरा का अभ्यास

CRAFT

	BOOK - ART EXPRESS-1
MONTH	CONTENT
April	Book - page - 13 - Independence Day (cotton impression) File work - Paper Fan (book page - 19)
May	Book - Page - 17 - Dinosaur Safari (lady finger impression)
July	Book - Page - 21 - Bouncy Bear (wool pasting) File work - Mother's Day greeting card - (book pages - 28-30)
August	Book - page - 22 - Walt Disney (sticker pasting)
September	Book - page - 16 - Krishna Janmashtami (Sequins and cotton pasting) File work - Fluttering Butterfly - Painting with a stencil (book page - 24)
October	Book - page - 25 - Dancing Peacock (thumb impression) File work - Pasta Reindeer - (book page - 31)
November	Book - page - 26 - Happy Diwali (Glitter and sequence pasting)
December	Book - page - 27 - Artistic Flowers (Pencil shaving and wood powder pasting) File work - Pigeon - Origami (book page - 33)
January	Book - page - 37 - Rainbow (paper collage)
February	File work - Be - Beyond the Frame - Pop Art (book page - 38)
March	Book - 1. page - 23 - Water Queen Fish (earbud impression)

ART

Book - 'Art Express' by PP Publication

General Objective

Through guided exploration and practice, students will develop their creative abilities, critical thinking skills, and technical proficiency.

By engaging with diverse artistic styles, historical contexts, and cultural perspectives, students will gain a deeper understanding of the role of art in society and its capacity for personal and collective expression.

Furthermore, this syllabus aims to foster an environment that encourages :

- Experimentation
- Self-reflection
- Power and significance of visual communication.

April

Page no. 4, 5

Topic: Wonder colours (Filework)

May

Page no. 6

Topic: Snowy Mountains (Filework)

July

Book page no. 7, 8

Topic: Happy Kid (Filework)

August

Book page no. 9

Topic: Flying Kites (Filework)

September

Book page no. 10, 11

Topic: The Princess (Filework)

October

Book page no. 12

Topic: Slimy Snail (Filework)

November

Book page no. 14, 15

Topic: Bird Palace (Filework)

December

Book page no. 18

Topic: Colourful Parrots (Filework)

January

Book page no. 20, 32

Topic: Tiny Fish (Filework)

February

Book page no. 34

Topic: Otto Octopus (Filework)

March

Book page no. 35, 36

Topic: Happy Holi (Filework)

DANCE

	<p>Objective- 1. To make pupils aware of their vast cultural Traditions (Both classical and folk).</p> <p>2. To make fundamentals of rhythmic order of body, mind, and spirit.</p>
MONTH	CONTENT
APRIL	<ul style="list-style-type: none"> • Introduction of ‘Bhoomi- pranam’ in basic knowledge of ‘Odissi’ Classical dance. • Step no. of 1 & 2 of the ‘Chowk’ basic posture of Odissi classical dance
MAY	<ul style="list-style-type: none"> • Step of the dance of ‘Expressions’.
JULY	<ul style="list-style-type: none"> • Practice of first two steps of the Odissi classical dance. • Steps of the Patriotic song
AUGUST	<ul style="list-style-type: none"> • Steps of Janmashtami.
SEPTEMBER	<ul style="list-style-type: none"> • Two Physical exercises related to ‘Odissi’ Odissi classical dance. • Steps of folk dance with festival themes.
OCTOBER	<ul style="list-style-type: none"> • Steps no.3&4 of ‘Odissi’ classical dance.
NOVEMBER	<ul style="list-style-type: none"> • Steps of Teacher’s Day dance song.
DECEMBER	<ul style="list-style-type: none"> • Practice of Step No. 4.
JANUARY	<ul style="list-style-type: none"> • Steps of Christmas song.
FEBRUARY	<ul style="list-style-type: none"> • Practice all steps and hand movements of the ‘Odissi’ classical dance.

PHYSICAL EDUCATION

- **APRIL-MAY**

YOGA

SURYANAMASKAR

BALL GAME

- PASSING THE BALL
- THROWING AND CATCHING

(PEC ACTIVITY)

- MOVEMENT WITH A BALL

SWIMMING

- FLOAT & BUBBLE

ADDITIONAL SPECIALIZED SPORTS

- CRICKET
- CHESS

- **JULY**

- HIT THE TARGET
- MAKE A PYRAMID WITH THE CONE
- THROWING AT TARGET

SKIPPING

- SINGLE HOP
- BALANCING ON ONE LEG

(PEC ACTIVITY)

- ZIGZAG PATHWAYS

SWIMMING

- FLOATING WITH HANDS MOVEMENT

ADDITIONAL SPECIALIZED SPORTS

- TENNIS
- ATHLETICS

- **AUGUST**

CHASING GAME

- CHAIN
- FOLLOW THE LEADER
- CLAP & CATCH THE BALL
- FIT ON THE LINE

(PEC ACTIVITY)

- RHYTHMIC ACTIVITIES
- JUMPING, HOPPING & TWISTING

SWIMMING

FLOATING WITH HANDS

ADDITIONAL SPECIALIZED SPORTS

- ROPE SKIPPING
- ATHLETICS

- **SEPTEMBER**

ATHLETICS

- STANDING STANCE
- RACES (PRACTICE)
- RELAY (INTRODUCTION)

SWIMMING

FLOAT AND FREESTYLE

ADDITIONAL SPECIALIZED SPORTS

- BASKETBALL
- YOGA

- **OCTOBER**

ANNUAL ATHLETIC MEET

- PRACTICE OF RACES

ADDITIONAL SPECIALIZED SPORTS

- YOGA
- BASKETBALL

- **NOVEMBER**

DODGING SKILL

- DODGEBALL
- DOG AND BONE
- COLLECTING THE BALL

(PEC ACTIVITY)

- BEAN BAG BALANCE RACE

ADDITIONAL SPECIALIZED SPORTS

- BASKETBALL
- YOGA

• **DECEMBER –**

JANUARY

FOOTBALL KICKING

- INSIDE FOOT
- HITTING AND KICKING

YOGA

- MEDITATION
- LAUGHTER EXERCISE

(PEC ACTIVITY)

- THROW AND RUN

ADDITIONAL SPECIALIZED SPORTS

- ROPE SKIPPING
- TABLE TENNIS

• **FEBRUARY**

BEAN BAG

ACTIVITY

- THROW THE BEAN BAG

(PEC ACTIVITY)

- ROLLING THE BALL
- PASSING THE BALL

ADDITIONAL SPECIALIZED SPORTS

- CHESS
- CRICKET