



SYLLABUS BIFURCATION FOUNDATIONAL STAGE Class 1

A detailed syllabus mapped with NCF
Foundational Stage and Pink Book Part 2 for
APPS & APS

2024-25

SYLLABUS BIFURCATION
ACADEMIC SESSION 2024-25

CLASS: I

SUBJECT: MATHEMATICS

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Chapter 1- Pre-Number Concept Chapter 2- Numbers 1 to 10	OCTOBER Chapter 8- Multiplication Chapter 9- Division
MAY Chapter 3- Addition and Subtraction Upto 10 Chapter 4- Numbers Up to 20	NOVEMBER Chapter 10- Measurement Chapter 11- Shapes PERIODIC ASSESSMENT-2
JULY Chapter 5- Numbers 21 to 100 PERIODIC ASSESSMENT-1	DECEMBER Chapter 12- Time Chapter 13- Money
AUGUST Chapter 6- Addition Of Numbers Upto to 100	JANUARY Chapter 14- Patterns
SEPTEMBER Chapter 7-Subtraction of Numbers up to 100 Tables 0 to 5 HALF-YEARLY EXAM	FEBRUARY Chapter 15- Reading Pictograph Tables 0 to 10 ANNUAL EXAMINATION

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
<p>APRIL Lesson1-Fun with Grandparents</p> <p>Grammar: Chapter 1- Alphabet and Words</p>	<p>OCTOBER Lesson 5- Kind Meena</p> <p>Grammar: Chapter 9- Action Words Chapter- 10- Is,am,are</p>
<p>MAY Poem Lesson 2- My Birthday Gift</p> <p>Grammar: Chapter 2- Naming Words</p>	<p>NOVEMBER Lesson 6 - Little Red Hen Poem -Mother Shake the Cherry Tree</p> <p>Grammar: Chapter 11- Has /Have Chapter- 12- Describing Words</p> <p>PERIODIC ASSESSMENT-2</p>
<p>JULY Poem The Cupboard</p> <p>Grammar: Chapter 3- Special Names Chapter 4- Singular and Plural Chapter 5- Countable and Uncountable</p> <p>PERIODIC ASSESSMENT-1</p>	<p>DECEMBER Lesson 7- The Bear and Two Friends</p> <p>Grammar: Chapter 13- A, An, The Chapter 14- Sentences</p>
<p>AUGUST Lesson 3- Yummy Food Poem When I Was One</p> <p>Grammar: Chapter 6- This/That/These/Those Chapter 7- Gender -He/ She</p>	<p>JANUARY Poem - List and Found</p> <p>Lesson 8- Sona and Her Friends</p> <p>Grammar: Chapter 15- Capital Letters Chapter 16- Joining Words</p>
<p>SEPTEMBER Lesson 4- A New Friend</p> <p>Grammar: Chapter 8- Words in Place of Naming Words</p> <p>HALF-YEARLY EXAM</p>	<p>FEBRUARY Lesson 9 - Jimmy has a robot</p> <p>Grammar: Chapter 17- Position Words</p> <p>ANNUAL EXAMINATION</p>

CLASS: I

SUBJECT: EVS

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Chapter 1- About Myself Chapter 2- My wonderful body	OCTOBER Chapter 9- Our Neighbourhood Chapter 10- My School
MAY Chapter 3- Taking care of my body Chapter 4- My Family	NOVEMBER Chapter 11- People who help us Chapter 12- Festival Time PERIODIC ASSESSMENT-2
JULY Chapter 5- The food we eat PERIODIC ASSESSMENT-1	DECEMBER Chapter 13- Travelling time Chapter 14- The world of plants
AUGUST Chapter 6- The clothes we wear Chapter 7- My House	JANUARY Chapter 15- The world of animals Chapter 16- Water
SEPTEMBER Chapter 8- Safety Rules HALF-YEARLY EXAM	FEBRUARY Chapter 17- Up in the sky Chapter 18- Weather and Seasons ANNUAL EXAMINATION

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL गुंजन: (अ) बस आई (आ) दावत	OCTOBER गुंजन: पाठ-1 (ओ) तोता और मोर (औ) लोकी की बेल दसखड़ी बिंदु- चंद्र बिंदु संयुक्त अक्षर व्याकरण- पाठ-6: नाम की जगह
MAY गुंजन: (इ) सितार बजा (ई) गीता और वाणी व्याकरण- पाठ-1: हमारी भाषा पाठ-2 : हमारी वर्णमाला पाठ- 3: मात्राएँ	NOVEMBER गुंजन: दो व्यंजन साथ- साथ ध्वनियों के चिन्ह व्याकरण- पाठ- 7 कैसा- कितना पुनरावृत्ति PERIODIC ASSESSMENT-2
JULY गुंजन: (उ) गुड़िया की चुनरी पुनरावृत्ति PERIODIC ASSESSMENT-1	DECEMBER गुंजन: र के बहुत से रूप आओ गिने चित्र वर्णन व्याकरण- पाठ- 8 : करना है कुछ काम पाठ-9 एक जैसे अर्थ वाले शब्द
AUGUST गुंजन: (ऊ) तरबूज का रस (रु,रु) गुटरू कबूतर (ऋ) गीत- मकड़ी रानी हमारी बगिया के फूल (ए) शेर की दहाड़ व्याकरण- पाठ-4 शब्द और वाक्य पाठ- 5: किसे क्या कहते हैं	JANUARY गुंजन: पाठ -9 पढ़ने की बारी पाठ-10 इन्हें भी जाने व्याकरण- पाठ-10 उल्टे अर्थ वाले शब्द

SEPTEMBER गुंजन: (ऐ) मैना उड़ गई पुनरावृत्ति HALF-YEARLY EXAM	FEBRUARY व्याकरण- पाठ- 11 हिंदी की गिनती (1-10) पुनरावृत्ति ANNUAL EXAMINATION
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CLASS: I

SUBJECT: GK

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Unit 1- Our Surrounding	OCTOBER Unit 1 - Our Surrounding Unit 2 - The Living World
MAY Unit 2- The Living World Unit 3- Everyday Science	NOVEMBER Unit 3 - Everyday Science Unit 4- Exploring India Assignment - III PERIODIC ASSESSMENT-2
JULY Unit 4- Exploring India Assignment - I Unit 5- Exploring the World PERIODIC ASSESSMENT-1	DECEMBER Unit 5- Exploring the World Unit 6- Sports and Entertainment
AUGUST Unit 6- Sports and Entertainment Unit 7- Language and Literature	JANUARY Unit 7- Language and Literature Unit 8 - Mental Ability
SEPTEMBER Unit 8- Mental Ability Unit 9 -Skill Booster Assignment -II Quiz Contest - I HALF-YEARLY EXAM	FEBRUARY Unit 9 -Skill Booster Assignment – IV Quiz Contest - II ANNUAL EXAMINATION

CLASS: I

SUBJECT: COMPUTER

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Chapter 1- Computer : A Magic Machine	OCTOBER Chapter 6 - Tux Paint - Introduction
MAY Chapter 2 - Computer : It's parts and uses	NOVEMBER Chapter 6 - Tux Paint Introduction (Practice) PERIODIC ASSESSMENT-2
JULY Chapter 3- The keyboard and Mouse PERIODIC ASSESSMENT-1	DECEMBER Chapter 7 - Pattern and Puzzle
AUGUST Chapter 4 : Paint - Introduction	JANUARY Chapter 8 - Let's draw with AI
SEPTEMBER Chapter 5- Data and Memory Revision Chapter 1 - 4 HALF-YEARLY EXAM	FEBRUARY Revision ANNUAL EXAMINATION

CLASS: I**SUBJECT: MUSIC**

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Rhymes, action songs and bal Git	OCTOBER Festival songs or rhymes Responds to a given rhythm by body movements
MAY Prayer, slokas, rhymes based on climate	NOVEMBER Festival songs or rhymes Responds to a given rhythm by body movements
JULY Prayer, slokas, rhymes based on festivals etc	DECEMBER Mimics voices and actions of animals and birds. Enacts on Rhymes and poems from the text books
AUGUST Prayer and National Anthem	JANUARY Patriotic songs
SEPTEMBER 1.Makes a rhythmic beat with an empty can / pot. 2.Listen to certain types of local / folk music in class	FEBRUARY Observes listens and responds to his or her own and other class mates and displays Art Expression
TERM -1 EXAMINATION (Syllabus- Chapters covered from April to September)	TERM -2 EXAMINATION (Syllabus- Chapters covered from October to February)

CLASS: I**SUBJECT: ART&CRAFT**

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Fun With Lines- Freehand Drawing Fun with Lines- Sun Rays	OCTOBER Learn to Draw-Bat Fun with Craft-Santa on stick Fun with Craft-Bunny Bookmark Fun with Colours- Butterfly
MAY Fun With Lines- Funky Hairstyles Fun With Numbers Fun With shapes(Basic shapes)	NOVEMBER Fun with Colours- Blowing Cloud Fun with Colours- Ice cream Fun with Colours-Balloons Fun with Colours-Tree
JULY Fun With Shapes-Fish Fun With Shapes-Monsters Fun With Shapes-Landscape	DECEMBER Fun with Colours-Veggies Fun with Colours-Balloons Fun Activity-Zoo

AUGUST Fun With Forms Learning Seasons-Winter Learning Seasons-Summer	JANUARY Family Time Value Time
SEPTEMBER Learning Seasons-Autumn Learning Seasons-Monsoon Learn to Draw-Frog TERM -1 EXAMINATION (Syllabus- Chapters covered from April to September)	FEBRUARY Family Time TERM -2 EXAMINATION (Syllabus- Chapters covered from October to February)

CLASS: I

SUBJECT: GAMES

TERM I	TERM II
Month – Content Coverage	Month – Content Coverage
APRIL Who am I?	OCTOBER 1.What do we like to play to have fun? 2. Why do we eat food?
MAY What are my body parts?	NOVEMBER What are the food items that we eat daily?
JULY 1.How does my body move? 2. How do we sit/ stand/ walk/ sleep?	DECEMBER How can we avoid mishaps and injuries?
AUGUST 1. Body Mass Index 2. Plate Tapping Test 3. Flamingo Balance Test	JANUARY What do we like to play to have fun?
SEPTEMBER 1.How do we take care of our body? 2.What different body parts are involved in different movements? 3.How shapes and sports equipment’s are related? TERM -1 EXAMINATION (Syllabus- Chapters covered from April to September)	FEBRUARY 1. Body Mass Index 2. Plate Tapping Test 3.Flamingo Balance Test TERM -2 EXAMINATION (Syllabus- Chapters covered from October to February)

Month	Domains	Curricular Goals	Competencies	Learning Outcomes	Syllabus-	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
1st-15th April शिक्षण दिनों की संभावित संख्या :	शारीरिक विकास	CG-2 छात्रों में तीक्ष्ण संवेदी धारणा का विकास CG-3 स्फूर्ति व शारीरिक लचीलेपन का विकास	C -2.6 अपने अनुभवों की समय जागरूकता को प्राप्त करने के लिए संवेदी धारणा को एकीकृत करना शुरू करता है। C-3.3 अपने हाथों और उँगलियों से रंग भरने के माध्यम से काम करने में सटीकता और नियंत्रण दिखाता है।	1)अपना परिचय देना । LO 1. आपसी बातचीत में घर की भाषा का प्रयोग बहुत कम कर पाते हैं। LO2.आपसी बातचीत में घर की भाषा का उपयोग थोड़ा कर पाते हैं। LO3. आपसी बातचीत में घर की भाषा का उपयोग सहजता से कर पाते हैं।	छात्र परिचय व कविता वाचन ,रंग भरना - गतिविधि	सुनना व बोलना LO 1. आपसी बातचीत में घर की भाषा का प्रयोग बहुत कम कर पाते हैं। LO2.आपसी बातचीत में घर की भाषा का उपयोग थोड़ा कर पाते हैं। LO3. आपसी बातचीत में घर की भाषा का उपयोग सहजता से कर पाते हैं।	HI छात्रों के लिए सहायक शिक्षण -छोटे वाक्यों और स्पष्ट भाषण का प्रयोग करें ताकि HI बच्चा आपके हाव-भावों को समझ सके और दृष्टांतों का अध्ययन कर सके। -फ्लैशकार्ड, ग्राफिक आयोजकों वास्तविक वस्तुओं, वास्तविक अनुभवों, नाटकीयकरण और गतिविधियों का उपयोग करें। -सुनिश्चित करें कि आपके छात्र के पास आपके चेहरे और मुंह के सीधे दृश्य के साथ बैठने की प्राथमिकता है। -नियमित प्रतिक्रिया लें और सुदृढीकरण दें -मित्र शिक्षक -सहायक तकनीक का उपयोग अर्थात्। -टैप रिकार्डर -ऑडियोबुक्स --बधिरों के लिए दूरसंचार उपकरण (टीडीडी) -वॉयस-टू-टेक्स्ट सॉफ्टवेयर प्रोग्राम -CART कम्युनिकेशन रियल-टाइम ट्रांसलेशन	1)छात्र अपना परिचय दें- अपना नाम , अपने माता-पिता का नाम, परिवार के सदस्यों का नाम ।	1)अपना परिचय सुनाना।

			C -2.6 अपने अनुभवों की समय जागरूकता को प्राप्त करने के लिए संवेदी धारणा को एकीकृत करना शुरू करता है।	2)देखी गई सामग्री को अपने शब्दों में कहना ।		VI छात्रों के लिए सहायक शिक्षण -बच्चे को हमेशा बोर्ड और टीचर के पास बैठाएं। -निर्देश देते समय हमेशा छात्र का नाम लें -स्कूल और कक्षा को आसानी से सुलभ बनाएं -बच्चे की सहायता के लिए समूहों में कार्य दें विशिष्ट निर्देश दें बड़े हुए प्रिंट/आवर्धित कार्यपत्रकों का उपयोग। - बच्चे की जरूरतों के अनुसार पाठ और असाइनमेंट के ब्रेल संस्करण जब भी संभव हो ठोस सामग्री और व्यावहारिक अनुभव का उपयोग करें -नियमित प्रतिक्रिया लें और सुदृढीकरण दें - सहायक उपकरणों का उपयोग अर्थात्- -टैप रिकार्डर -स्क्रीन आवर्धक -ऑडियोबुक्स -आवर्धक -डेजी प्लेयर (डिजिटल एक्सेसिबल इंफॉर्मेशन सिस्टम) -स्क्रीन रीडर -ओसीआर	2)कक्षा में उपस्थित वस्तुओं के नाम बताएगा ।	2)कविता/ बालगीत सुनाना ।
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	शारीरिक विकास	CG-3 स्फूर्ति व शारीरिक लचीलेपन का विकास	C 3.1-कविता वाचन में हाव-भाव का प्रयोग करना।	3)घर परिवेश तथा विद्यालय की भाषा में तालमेल बैठकर अपने अनुभव व्यक्त करना।			SLD छात्रों के लिए सहायक शिक्षण	3)अनौपचारिक बातचीत	
				4)कविता व बालगीत को सुनकर समझना।			विभिन्न निर्देश - कार्य को छोटे भागों में विभाजित करें - शिक्षण की VAKT (दृश्य, श्रवण, किनेस्थेटिक और स्पर्शनीय) विधि का उपयोग करें ग्राफिक आयोजकों और सिमेंटिक मानचित्रों का उपयोग - शिक्षण और सीखने की विधि का तरीका -मित्र शिक्षक	4)छात्र अध्यापिका द्वारा गाए गए बालगीत सुनाएँगे।	
				5) गति एवं हावभाव के साथ बोलना।			-सहायक उपकरणों का उपयोग अर्थात्। -स्पीच-टू-टेक्स्ट सॉफ्टवेयर -टेक्स्ट-टू-स्पीच सॉफ्टवेयर -शब्द पूर्वानुमान -अक्षर जाँच लें -कैलकुलेटर	5)छात्र कविता हाव-भाव के साथ सुनाएँगे।	
16th April - 30th April	शारीरिक विकास	CG-2 छात्रों में तीक्ष्ण संवेदी धारणा का विकास	C -2.6 अपने अनुभवों की समग्र जागरूकता को प्राप्त करने के लिए संवेदी धारणा को एकीकृत करना शुरू करता है।	1)वर्णों की पहचान सीखना।	स्वर-व्यंजन व कहानी वाचन(चित्रकथा)	बोधन क्षमता	ऑटिस्टिक छात्र -विद्यार्थी के लिए एक विजुअल शेड्यूल का उपयोग करें, यानी स्कूल में दिन की गतिविधियों के लिए, कक्षा के नियम - शिक्षण की VAKT (दृश्य, श्रवण, किनेस्थेटिक और स्पर्शनीय) विधि का	1)स्वर व व्यंजन से संबंधित पी.पी.टी दिखाकर छात्रों से बुलवाना।	1)अभ्यास पत्रिका

							उपयोग करें -मित्र शिक्षक		
	शारीरिक विकास	CG-2 छात्रों में तीक्ष्ण संवेदी धारणा का विकास	C-2.2 प्रतीकों और अभ्यावेदन के लिए विकसित दृश्य स्मृति।	2)परिवेश में उपलब्ध संदर्भों चित्रों व छपी हुई सामग्री को पढ़कर समझना ।		LO 1. अपनी भाषा में कहानी बहुत कम या सुना नहीं पाते हैं। LO2.अपनी भाषा में कहानी सुनाने का प्रयास करते हैं। LO3. अपनी भाषा में कहानी सुना पाते हैं।	विशिष्ट कार्य/गतिविधियों के लिए अनुक्रमिक चरण निर्देश। वर्कशीट में आवास यानी रिक्त स्थान भरें या एमसीक्यू आधारित वर्कशीट	2)स्वर और व्यंजन से संबंधित फ्लैश कार्ड दिखाकर वर्णों के नाम बुलवाना ।	2)वर्ण सुनना
				3)कहानी सुनकर व समझकर अपने शब्दों में सुनाना । LO 1. अपनी भाषा में कहानी बहुत कम या सुना नहीं पाते हैं। LO2.अपनी भाषा में कहानी सुनाने का प्रयास करते हैं। LO3. अपनी भाषा में कहानी सुना पाते हैं।			माता-पिता के साथ शामिल हों और संवाद करें: -IEP चर्चा और कार्यान्वयन -शिक्षकों, विशेष शिक्षक से नियमित प्रतिक्रिया -होम प्लान	3)बिंदुओं को मिलाकर वर्ण निर्माण करना ।	
								4)शब्द लिखकर वर्ण बताना तथा चित्र देखकर वर्ण लिखना ।	
								5)छात्र अपने शब्दों में चित्र	

								देखकर कहानी सुनाएँगे।	
1st May-15th May	भाषा और साक्षरता विकास	CG -10 पठन व लेखन कौशल का विकास (भाषा1)	C-10.3 वर्णों को पहचानना व शब्दों को पढ़ने व लिखने में इसका प्रयोग करना।	1)बिना मात्रा वाले शब्दों को पढ़ना व लिखना।	बिना मात्रा वाले शब्द, पाठ-बस आई (गुंजन पाठमाला)	सुनकर समझना और बोलना		1.चित्र दिखाकर शब्द बताना।	चित्र पहचानकर सही शब्द लिखना व उच्चारण करना।
				2) मौखिक अभिव्यक्ति का विकास।		LO1. आपसी बातचीत में स्कूल की भाषा का प्रयोग बहुत कम या नहीं कर पाते हैं।		2.वर्णों को जोड़कर लिखना।	
				LO1. आपसी बातचीत में स्कूल की भाषा का प्रयोग बहुत कम या नहीं कर पाते हैं।		LO2.आपसी बातचीत में स्कूल की भाषा का प्रयोग थोड़ा कर पाते हैं।		3.शब्द श्यामपट्ट पर लिखकर उसका उच्चारण करवाना।	
				LO2.आपसी बातचीत में स्कूल की भाषा का प्रयोग थोड़ा कर पाते हैं।		LO3.आपसी बातचीत में स्कूल की भाषा का प्रयोग करते हैं।			
				LO3.आपसी बातचीत में स्कूल की भाषा का प्रयोग करते हैं।					
16 May-20 May	भाषा और साक्षरता विकास	CG -10 पठन व लेखन कौशल का विकास (भाषा1)	C-10.1 ध्वन्यात्मक जागरूकता विकसित करना।	1.मात्रा की सही बनावट सीखना व कविता वाचन।	आ की मात्रा, पाठ-दावत(गुंजन पाठमाला)	श्रवण कौशल तथा लेखन अभिव्यक्ति		1)मात्रा में रंग भरना।	अभ्यास पत्रिका - शब्दों में सही स्थान पर मात्रा लगाकर शब्द बनाना।

	शारीरिक विकास	CG -2 छात्रों में तीक्ष्ण संवेदी धारणा का विकास	C -2.2 प्रतीकों और अभ्यावेदन के लिए दृश्य स्मृति विकसित करता है ।	2. शब्दों को लिखना व पढ़ना सीखना।		LO 1.कविता नहीं सुना पाते हैं। LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।		2) चित्र दिखाकर शब्द बोलना ।	
				3. मात्रा की पहचान सीखना।		LO 3.स्कूल की भाषा में कविता सुना पाते हैं।		3) शब्दों में सही स्थान पर मात्रा लगाना ।	शब्द अंत्याक्षरी का खेल खेलना ।
				LO 1.कविता नहीं सुना पाते हैं। LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।				4) चित्र का सही शब्द से मिलान करना ।	
				LO 3.स्कूल की भाषा में कविता सुना पाते हैं।					
04 July-15 July	भाषा और साक्षरता विकास	CG -9 प्रभावी संचार कौशल का दैनिक जीवन में विकास ।	C -9 .1 सरल गीतों, तुकबंदी और कविताओं को सुनता है और उनकी सराहना करता है।	1. इ मात्रा के शब्द लिखना व पढ़ना ।	पुनरावृत्ति आवधिक मूल्यांकन-1 , इ की मात्रा, पाठ-सितार बजा (गुंजन पाठमाला)	श्रवण कौशल तथा लेखन अभिव्यक्ति		1.इ की मात्रा से बनने वाले शब्द लिखकर चित्र दिखाना ।	1)कविता कंठस्थ कर सुनाना ।
				2 .कविता का हाव-भाव से वाचन करना सीखना ।		LO1.वर्णों पर सही मात्रा नहीं लगा पाता हैं। LO2.वर्णों पर मात्रा थोड़ी बहुत लगा पाता हैं।		2.चित्र देखकर शब्द लिखना।	2) चित्र पहचानकर सही शब्द से मिलान करना ।

						LO3. वर्णों पर मात्रा लगा पाता है।			
				3.इ की मात्रा के शब्दों की पहचान सीखना।				3.इ की मात्रा की कविता बुलवाना।	
				LO1.वर्णों पर मात्रा नहीं लगा पाता है। LO2.वर्णों पर मात्रा थोड़ी बहुत लगा पाता है। LO3. वर्णों पर मात्रा लगा पाता है।					
16 July-31 July	भाषा और साक्षरता विकास	CG -11 पठन व लेखन कौशल का विकास (भाषा2)	C -11 . 1 जागरूकता विकसित करता है और मिश्रण करने में सक्षम होता है	1) ई की मात्रा के शब्द लिखवाना।	ई की मात्रा, पाठ-गीता और वाणी (गुंजन पाठमाला)	सुनकर समझना और बोलना		1) चित्र व शब्द बोलकर ई मात्रा की पहचान करना ।	पाठ का शुद्ध वाचन ।
				2)कविता का सस्वर करना सीखना।		LO 1.कविता नहीं सुना पाते हैं। LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।		2) चित्र देखकर शब्द लिखना ।	ई मात्रा के पाँच शब्द लिखकर चित्र बनाना
				3. इ तथा ई की मात्रा में अंतर समझना।		LO 3.स्कूल की भाषा में कविता सुना पाते हैं।		3) चित्र पहचानकर सही मात्रा वाला शब्द छाँटना ।	
				LO 1.कविता नहीं सुना पाते हैं। LO2.स्कूल				4) पाँच-पाँच ई मात्रा के शब्द	

				की भाषा में कविता थोड़ा बहुत सुना पाते हैं।				लिखकर चित्र बनाना	
				LO 3.स्कूल की भाषा में कविता सुना पाते हैं।					
01 August-15 August	भाषा और साक्षरता विकास	CG -10 पठन व लेखन कौशल का विकास (भाषा1)	C -10. 4 सटीकता और प्रवाह के साथ कहानियों और अंशों को पढ़ता है	1.उ तथा ऊ की मात्रा की बनावट सीखना।	उ की मात्रा, पाठ-गुड़िया की चुनरी (गुंजन पाठमाला)	श्रवण,लेखन तथा रचनात्मक अभिव्यक्ति का विकास		1.चित्र दिखाकर उ की मात्रा के शब्द बुलवाना।	पाठ में से उ मात्रा के शब्द चुनना ।
				2. कविता का सस्वर वाचन करना सीखना।	ऊ की मात्रा,पाठ-तरबूज का रस (गुंजन पाठमाला)			2.उ की मात्रा से संबंधित कविता बुलवाना।	मौखिक क्रियाकलाप - पाँच वाक्य बोलना
				3.रचनात्मक अभिव्यक्ति का विकास।				3.गुड़िया का चित्र बनवाकर उस पर पाँच पंक्तियाँ सुनाना।	
				LO1.गुड़िया का चित्र नहीं बना पाते हैं।		LO1.गुड़िया का चित्र नहीं बना पाते हैं।			
				LO2. गुड़िया का चित्र थोड़ा बहुत बना पाते हैं।		LO2. गुड़िया का चित्र थोड़ा बहुत बना पाते हैं।			
				LO3. गुड़िया का चित्र बना पाते हैं।		LO3. गुड़िया का चित्र बना पाते हैं।			

16 August-31 August	भाषा और साक्षरता विकास	CG -10 पठन व लेखन कौशल का विकास (भाषा1)	C -10. 5 लघु कथाएँ पढ़ता है और उसका अर्थ समझता है - पात्रों की पहचान	1. ए की मात्रा की बनावट सीखना।	ए की मात्रा,पाठ-शेर की दहाड़(गुंजन पाठमाला)	सुनकर समझना,बोलना तथा व्यवहारिक व्याकरण का ज्ञान		1)ए की मात्रा बनाकर रंग भरना।	वर्ग पहेली -ए मात्रा के शब्द छाँटकर लिखना।
				2.मात्रा का सही उच्चारण सीखना।	व्याकरण- वाटिका- पाठ-9 एक जैसे अर्थ वाले शब्द,पाठ-10 उलटे अर्थ वाले शब्द व्याकरण- वाटिका- पाठ-4 शब्द और वाक्य	LO1. शेर का मुखौटा नहीं बना पाते हैं।		2) चित्र दिखाकर ए मात्रा के शब्द बोलना।	चित्र पहचानकर शब्द का सही उच्चारण करना।
				3. रचनात्मक अभिव्यक्ति का विकास।		LO2.शेर का मुखौटा थोड़ा बहुत बना पाते हैं।		3) चित्र पहचानकर वाक्यों में सही मात्रा वाला शब्द भरना	
				LO1. शेर का मुखौटा नहीं बना पाते हैं।		LO3. शेर का मुखौटा बना पाते हैं।		4) ए मात्रा शब्दों से वाक्य निर्माण करना।	
				LO2.शेर का मुखौटा थोड़ा बहुत बना पाते हैं।				5) कविता सम्बंधित शेर का मुखौटा बनवाना तथा	

								उसे पहनकर शेर की आवाज निकालना।	
				LO3. शेर का मुखौटा बना पाते हैं।					
01September-15 September	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.2 वर्णों को जोड़कर शब्द पढ़ लेता है तथा वाक्य निर्माण कर लेता है।	1.समझ का विकास होना।	पुनरावृत्ति ,अपठित गद्यांश	सुनकर व पढ़कर समझना और बोलना		1.छात्रों के सामने तीन या चार वाक्य बोलकर वाक्यों से संबंधित प्रश्न पूछना।	अपठित गद्यांश पढ़कर मौखिक प्रश्नोत्तर
				2. पढ़ने की क्षमता का विकास।		LO1. शिक्षिका द्वारा वाक्य बोलने पर समझ नहीं पाते हैं।		2.छात्रों के सामने गद्यांश लिखकर छात्रों से गद्यांश पढ़वाना।	
				3.पढ़कर तथा समझकर उत्तर देने की क्षमता का विकास।		LO2.वाक्य थोड़ा बहुत समझ पाते हैं।			
				LO1. शिक्षिका द्वारा वाक्य बोलने पर समझ नहीं पाते हैं।		LO3.वाक्य समझ पाते हैं।			
				LO2.वाक्य थोड़ा बहुत समझ पाते हैं।					
				LO3.वाक्य समझ पाते हैं।					
16 September-30 September				1.ऐ की मात्रा की बनावट सीखना।	ऐ की मात्रा, पाठ-मैना उड़	पठन,लेखन तथा व्याकरण का ज्ञान		1.ऐ की मात्रा में रंग भरवाना।	अभ्यास पत्रिका - मिले जुले शब्दों में से ए व ऐ मात्रा

					गई(गुंजन पाठमाला)				के शब्द छाँटकर लिखना।
	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.1 छात्रों में ध्वन्यात्मक जागरूकता विकसित होती है।	2. कविता वाचन सीखना।	एक-अनेक(वचन)			2.ए तथा ऐ की मात्रा वाले शब्द अलग-अलग करके लिखना।	पूछे शब्दों का सही वचन बताना।
				3.एक-अनेक का ज्ञान।		LO1. ऐ की मात्रा को पहचान नहीं पाते हैं।		3.ऐ की मात्रा की कविता बुलवाना।	
				LO1. ऐ की मात्रा को पहचान नहीं पाते हैं।		LO2.ऐ की मात्रा को थोड़ा बहुत पहचान पाते हैं।		4.नाटक व अन्य क्रियाकलाप के माध्यम से एक व अनेक समझाना।	
				LO2.ऐ की मात्रा को थोड़ा बहुत पहचान पाते हैं।		LO3.ऐ की मात्रा को पहचान पाते हैं।			
				LO3.ऐ की मात्रा को पहचान पाते हैं।					
1 October-15 October				1) ओ व ओ की मात्रा में अंतर सीखना।	ओ की मात्रा,पाठ-तोता और मोर(गुंजन पाठमाला)व्याकरण-वाटिका-लिंग	पठन, सृजनात्मकता व लेखन कौशल का विकास		1. ओ तथा औ की मात्रा बनवाकर रंग भरवाना।	कविता का शुद्ध उच्चारण से वाचन।

	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.1 छात्रों में ध्वन्यात्मक जागरूकता विकसित होती है।	2 .कविता का हाव-भाव से वाचन करना सीखना ।	औ की मात्रा,पाठ-लौकी की बैल, दसखड़ी(गुंजन पाठमाला)	LO1.दोनों मात्राओं ओ व औ के शब्द लिखने व पढ़ने में गलती करते हैं ।		2.ओ तथा औ की मात्रा से सम्बंधित कविता बुलवाना।	ओ मात्रा से पाँच पशु -पक्षियों के नाम लिखकर चित्र बनाना ।
				3) दोनों मात्राओं से शब्द लिखना व पढ़ना सीखना ।		LO2.दोनों मात्राओं ओ व औ के शब्द सहायता करने पर पढ़ व लिख लेते हैं ।		3.तोता और मोर की कविता का वाचन करवाना।	शब्दों से वाक्य निर्माण करना ।
				LO1. दोनों मात्राओं ओ व औ के शब्द लिखने व पढ़ने में गलती करते हैं ।		LO3.दोनों मात्राओं ओ व औ के शब्द आसानी से पढ़ व लिख लेते हैं ।		3.लौकी की बैल बनवाकर उसमें रंग भरना।	
				LO2.दोनों मात्राओं ओ व औ के शब्द सहायता करने पर पढ़ व लिख लेते हैं ।					
				LO3.दोनों मात्राओं ओ व औ के शब्द आसानी से पढ़ व लिख लेते हैं ।					
16 October-31 October	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.1 छात्रों में ध्वन्यात्मक जागरूकता विकसित होती है।	1.मात्रा की बनावट का ज्ञान ।	अं की मात्रा, पाठ-संचित की पतंग,(गुंजन पाठमाला)चित् र-वर्णन	श्रवण, वाचन व लेखन कौशल का विकास		1) चित्र दिखाकर शब्द बोलना ।	अभ्यास पत्रिका - चित्र पहचानकर शब्द में सही स्थान पर अनुस्वार लगाना
				2.अं की मात्रा के शब्दों को कविता के माध्यम से लिखना व पढ़ना सीखना।		LO1. चित्र वर्णन में वाक्यों के क्रम व बनावट में त्रुटियाँ हैं ।		2) शब्दों में सही स्थान पर अनुस्वार लगाना ।	

	सौंदर्यबोध एवं सांस्कृतिक विकास	CG-12 दृश्य और प्रदर्शन कलाओं में क्षमताओं और संवेदनाओं का विकास करना ।	C-12.4 कला में सहयोग से काम करना।	3.रचनात्मक अभिव्यक्ति का विकास-चित्र वर्णन		LO2 . चित्र वर्णन में वाक्यों के क्रम व बनावट में थोड़ी त्रुटियाँ हैं ।		3) पतंग का चित्र बनाकर उसमें रंग भरना ।	
	सौंदर्यबोध एवं सांस्कृतिक विकास	CG-12 दृश्य और प्रदर्शन कलाओं में क्षमताओं और संवेदनाओं का विकास करना ।	C-12.3 चित्र -वर्णन में कला के माध्यम से विचारों,भावनाओं व कल्पनाशीलता का प्रयोग करना।	LO1. चित्र वर्णन में वाक्यों के क्रम व बनावट में त्रुटियाँ हैं ।		LO2 . चित्र वर्णन में वाक्यों को सही रूप से लिख लेते हैं ।		4) पाठ से अनुस्वार वाले शब्द ढूँढना ।	
				LO2 . चित्र वर्णन में वाक्यों के क्रम व बनावट में थोड़ी त्रुटियाँ हैं ।				5) चित्र दिखाकर बच्चों से वाक्य बुलवाना ।	
				LO2 . चित्र वर्णन में वाक्यों को सही रूप से लिख लेते हैं ।					
1 November-15 November		CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.1 छात्रों में ध्वन्यात्मक जागरूकता विकसित होती है।	1. मात्रा की बनावट सीखना।	चंद्रबिंदु की मात्रा पाठ-मेले की सैर, क्ष,त्र,ज्ञ,श्र-संयुक्ताक्षर	बोधन क्षमता, वाचन कौशल व व्यावहारिक व्याकरण का ज्ञान।			1) पाठ में से चंद्रबिंदु वाले शब्द छाँटना व पढ़कर सुनाना

					(गुंजन पाठमाला) व्याकरण- वाटिका- पाठ-5 किसे क्या कहते हैं?				
		CG- 11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.2 संयुक्ताक्षर, अनुस्वार व अनुनासिक के माध्यम से शब्दों को पढ़कर वाक्य में प्रयोग कर सकते हैं।	2.अनुस्वार व अनुनासिक में अंतर समझना।				2) शब्दों में सही स्थान पर चंद्रबिंदु लगाकर सही शब्द बनाना	2)आसपास के वातावरण से पाँच वस्तुओं के नाम बताना
				3. कविता वाचन				3) मिले-जुले शब्दों में से बिंदु व चंद्रबिंदु के शब्द छाँटकर अलग करना ।	
				LO 1.कविता सुनाने में अत्यंत कठिनाई महसूस करते हैं ।		LO 1.कविता सुनाने में अत्यंत कठिनाई महसूस करते हैं ।		4) चीजें दिखाकर नाम पूछना व लिखवाना	
				LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।		LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।		5) समान अर्थ वाले शब्द बुलवाना ।	
				LO 3.स्कूल की भाषा में कविता हाव-भाव के साथ सुना पाते हैं।		LO 3.स्कूल की भाषा में कविता हाव-भाव के साथ सुना पाते हैं।			

16 November- 30 November	भाषा और साक्षरता विकास	CG- 11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.2 दो व्यंजनों के प्रयोग के माध्यम से शब्दों को पढ़कर वाक्य में प्रयोग कर सकते हैं।	1. दो व्यंजनों की बनावट सीखना।	दो व्यंजन साथ- साथ(गुंजन पाठमाला) व्याकरण- वाटिका- पाठ-11 गिनती	लेखन कौशल व व्याकरण इकाइयों का ज्ञान।		1.दो व्यंजन साथ-साथ लिखकर बच्चों से बुलवाना।	1.दो व्यंजन वाले शब्द लिखो।
				2.समान अर्थ वाले शब्दों का ज्ञान।	व्याकरण- वाटिका- पाठ- 9 एक जैसे अर्थ वाले शब्द,पाठ-10 उलटे अर्थ वाले शब्द (आगे पढ़ाई गई मात्राओं के शब्द)			2.दो व्यंजन वाले शब्दों पर गोला बनाना।	2. समान अर्थ वाले शब्दों का मिलान करो।
				3.उलटे अर्थ वाले शब्दों का ज्ञान।		LO 1. उलटे अर्थ वाले शब्द पूरी तरह स्पष्ट नहीं हैं।		3.चित्र दिखाकर विद्यार्थियों से एक जैसे अर्थ वाले शब्द पूछना।	3. उलटे अर्थ वाले शब्द पर गोला लगाओ।
				LO 1. उलटे अर्थ वाले शब्द पूरी तरह स्पष्ट नहीं हैं।		LO 2. उलटे अर्थ वाले शब्द लिखने में कुछ त्रुटियाँ करते हैं।		4.चित्र दिखाकर उलटे अर्थ वाले शब्द समझाना।	

				LO 2. उलटे अर्थ वाले शब्द लिखने में कुछ त्रुटियाँ करते हैं।		LO 2. उलटे अर्थ वाले शब्दों का अच्छा ज्ञान है।		5. उलटे अर्थ वाले शब्दों पर सही का चिन्ह लगाना।	
				LO 2. उलटे अर्थ वाले शब्दों का अच्छा ज्ञान है।					
01 December-15 December	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.2 वर्णों को जोड़कर शब्द पढ़ लेता है तथा वाक्य निर्माण कर लेता है।	2. गद्यांश पढ़कर प्रश्नों के उत्तर लिखना।	अपठित गद्यांश पुनरावृत्ति आवधिक मूल्यांकन-2	सोचने - समझने और तर्क शक्ति का विकास		1. छात्रों के सामने तीन या चार वाक्य बोलकर वाक्यों से संबंधित प्रश्न पूछना।	1. श्रुतलेख लिखवाना।
				LO 1. गद्यांश पढ़कर समझ नहीं पाते हैं।		LO 1. गद्यांश पढ़कर समझ नहीं पाते हैं।		2. छात्रों के सामने गद्यांश लिखकर छात्रों से गद्यांश पढ़वाना।	2. गद्यांश पढ़कर प्रश्नों के उत्तर लिखिए।
				LO 2 . गद्यांश पढ़कर समझते हैं पर प्रश्नों के उत्तर देने में गलती करते हैं।		LO 2 . गद्यांश पढ़कर समझते हैं पर प्रश्नों के उत्तर देने में गलती करते हैं।			
				LO 2 . गद्यांश पढ़कर व समझकर प्रश्नों के उत्तर लिख लेते हैं।		LO 2 . गद्यांश पढ़कर व समझकर प्रश्नों के उत्तर लिख लेते हैं।			
16 December-31 December	भाषा और साक्षरता विकास	CG-9 प्रभावी संचार कौशल का दैनिक	C-9.1 सरल गीतों, तुकबंदी और कविताओं को सुनकर उनकी सराहना करता है।	1) कविता का हाव-भाव से वाचन करना सीखना।	हाथी(कविता) गीत गाओ (गुंजन पाठमाला)	वाचन कला, रचनात्मक अभिव्यक्ति के विकास		1. हाथी कविता का सस्वर वाचन करना।	1. कविता वाचन करवाना।

		जीवन में विकास ।			व्याकरण-वाटिका-पाठ-5 नाम की जगह	से आत्मविश्वास में वृद्धि			
				3) सर्वनाम शब्दों का ज्ञान।				2. छात्रों द्वारा हाथी का चित्र बनाकर उसके बारे में पाँच वाक्य लिखना।	2. नाम की जगह प्रयोग होने वाले शब्दों पर गोला लगाना।
				2) रचनात्मक अभिव्यक्ति का विकास - हाथी के बारे में पाँच वाक्य ।					
				LO 1. हाथी का चित्र बनाते हैं पर वाक्य लिखने में गलतियाँ करते हैं ।		LO 1. हाथी का चित्र बनाते हैं पर वाक्य लिखने में गलतियाँ करते हैं ।			
				LO 2 . हाथी का चित्र बनाते हैं पर वाक्य लिखने में गलतियाँ करते हैं ।		LO 2 . हाथी का चित्र बनाते हैं पर वाक्य लिखने में गलतियाँ करते हैं ।			
				LO 3 . हाथी का चित्र बनाकर पाँच वाक्य लिख लेते हैं ।		LO 3 . हाथी का चित्र बनाकर पाँच वाक्य लिख लेते हैं ।			
09 January-15 January	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.1 छात्रों में ध्वन्यात्मक जागरूकता विकसित होती है।	1. नए शब्द सीखना।	पाठ-9 पढ़ने की बारी -बरखा रानी, पाठ-में किसी को नहीं मारूँगा	मौखिक व रचनात्मक अभिव्यक्ति का विकास		1. वर्ग पहेली में से पाठ में आए शब्द छाँटकर लिखना।	1. मौखिक प्रश्न पूछना

					व्याकरण- वाटिका- पाठ- 7 कैसा -कितना				
				2. जंगली जानवरों के बारे में जानकारी प्राप्त करना।				2. पाँच जंगली जानवरों के चित्र चिपकाना।	2. वाक्य निर्माण
				3. कविता वाचन-बरखा रानी				3.चिड़ियाघर के बारे में बातचीत करना।	
				LO 1.कविता सुनाने में अत्यंत कठिनाई महसूस करते हैं।				4.किसी पशु के बारे में चार वाक्य बताना।	
				LO2.स्कूल की भाषा में कविता थोड़ा बहुत सुना पाते हैं।					
				LO 3.स्कूल की भाषा में कविता हाव-भाव के साथ सुना पाते हैं।					
16 January- 31 January	शारीरिक विकास	CG-2 2 छात्रों में तीक्ष्ण संवेदी धारणा का विकास	C -2.6 अपने अनुभवों की समग्र जागरूकता को प्राप्त करने के लिए संवेदी धारणा को एकीकृत करना शुरू करता है।	2.वाहनों का ज्ञान विकसित होना।	पाठ-मेट्रो की सैर (गुंजन पाठमाला) र के रूप ,डॉक्टर जिराफ(क्रिया कलाप) व्याकरण- वाटिका-	अपने आसपास के वातावरण के प्रति जागरूकता व पठन कौशल का विकास		1.मेट्रो ट्रेन का चित्र चिपकाकर उसके बारे में कुछ पंक्तियाँ सुनाना।	1.वाक्य बनाओ।

					पाठ-8 करना है कुछ काम				
				3.र की मात्रा की बनावट सीखना।				2.सड़क,आसम ान तथा पानी में चलने वाले दो-दो वाहनों के नाम लिखना।	2. श्रुतलेख
	भाषा और साक्षरता विकास	CG-11 पठन व लेखन कौशल का विकास (भाषा2)	C-11.2 र के रूप के प्रयोग से बने शब्द पढ़ लेता है तथा वाक्य निर्माण कर लेता है।	3. पठन कौशल का विकास				3.बिना पेट्रोल,इंजन के चलने वाले वाहनों के नाम लिखवाना।	3.मौखिक प्रश्न
				LO 1. पाठ को शुद्ध उच्चारण के साथ थोड़ा बहुत पढ़ पाते हैं ।		LO 1. पाठ को शुद्ध उच्चारण के साथ थोड़ा बहुत पढ़ पाते हैं ।		3.र के तीनों रूप लिखकर उनमें रंग भरना।	
				LO 2. थोड़ी सी सहायता से पाठ को शुद्ध उच्चारण के साथ पढ़ पाते हैं ।		LO 2. थोड़ी सी सहायता से पाठ को शुद्ध उच्चारण के साथ पढ़ पाते हैं ।			
				LO 1. पाठ को शुद्ध उच्चारण व हाव भाव के साथ पढ़ पाते हैं।		LO 1. पाठ को शुद्ध उच्चारण व हाव भाव के साथ पढ़ पाते हैं।			
01 February-15 February	भाषा और साक्षरता विकास	CG-9 प्रभावी संचार कौशल का दैनिक जीवन में विकास ।	C-9. 4 कार्य के लिए मौखिक निर्देश को समझता है।	3.रचनात्मक अभिव्यक्ति का विकास-चित्र वर्णन	अपठित गद्यांश, चित्र वर्णन ,पुनरावृत्ति	श्रवण, वाचन व लेखन कौशल का विकास		1.छात्रों के सामने तीन या चार वाक्य बोलकर वाक्यों	1.श्रुतलेख लिखवाना

								से संबंधित प्रश्न पढ़ना।	
				LO1. चित्र वर्णन में वाक्यों के क्रम व बनावट में त्रुटियाँ हैं।		LO1. चित्र वर्णन में वाक्यों के क्रम व बनावट में त्रुटियाँ हैं।		2. छात्रों के सामने गद्यांश लिखकर छात्रों से गद्यांश पढ़वाना।	2. गद्यांश पढ़कर प्रश्नों के उत्तर लिखना।
				LO2 . चित्र वर्णन में वाक्यों के क्रम व बनावट में थोड़ी त्रुटियाँ हैं।		LO2 . चित्र वर्णन में वाक्यों के क्रम व बनावट में थोड़ी त्रुटियाँ हैं।		3) मौखिक प्रश्नोत्तर	3. वाक्य निर्माण
				LO2 . चित्र वर्णन में वाक्यों को सही रूप से लिख लेते हैं।		LO2 . चित्र वर्णन में वाक्यों को सही रूप से लिख लेते हैं।		4) चित्र वर्णन व वाक्य निर्माण	
16 February-30 February	भाषा और साक्षरता विकास	CG-10 पठन व लेखन कौशल का विकास (भाषा1)	C -10. 4 सटीकता और प्रवाह के साथ कहानियों और अंशों को हाव-भाव व उचित विराम के साथ पढ़ता है	2. गद्यांश पढ़कर प्रश्नों के उत्तर लिखना।	पुनरावृत्ति	सोचने - समझने और तर्क शक्ति का विकास		1. छात्रों के सामने तीन या चार वाक्य बोलकर वाक्यों से संबंधित प्रश्न पढ़ना।	1. श्रुतलेख
				LO 1. गद्यांश पढ़कर समझ नहीं पाते हैं।		LO 1. गद्यांश पढ़कर समझ नहीं पाते हैं।		2. छात्रों के सामने गद्यांश लिखकर छात्रों से गद्यांश पढ़वाना।	2. प्रश्न उत्तर लिखवाना।
				LO 2 . गद्यांश पढ़कर समझते हैं पर प्रश्नों के उत्तर देने में गलती करते हैं।		LO 2 . गद्यांश पढ़कर समझते हैं पर प्रश्नों के		3. परीक्षा पाठ्यक्रम	3. वाक्य निर्माण

						उत्तर देने में गलती करते हैं।		अनुसार पुनरावृत्ति	
				LO 2 . गद्यांश पढ़कर व समझकर प्रश्नों के उत्तर लिख लेते हैं।		LO 2 . गद्यांश पढ़कर व समझकर प्रश्नों के उत्तर लिख लेते हैं।			
March					वार्षिक मूल्यांकन				

Centralised Syllabus Bifurcation For APS – (Vidya Pravesh for Seamless Transition)

WEEK 1

Class 1	Domains	Curricular Goals	Competencies (C)	Learning Outcomes Graded Learning outcomes-	Syllabus- (As per Vidya Pravesh NCERT)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment
Month: April (Approx no of Teaching Days) 24-25 No of Periods 5-6	1.Physical development (Annamaya kosha)	CG-1 Children develop habits that keep them healthy and safe	C- 1.2 Practices self-care and hygiene. C-1.3 Keeps school classroom hygienic and organized. C-1.5	(LO 1-Basic level) 1.Gets help to wash and dry hands before and after using the toilet or eating. 2.Improves catching, throwing, and kicking using	Meet and Greet- 1.Circle Time 2.Free Play 3.Basics of 4. Health and Hygiene	(Basic Level) Students will identify their classes and distinguish from other classrooms.	HI students- Use simple sign language for interaction. Walking in different types of lines (Straight line, Zigzag) Flash cards VI Students	(Theme Based) Video on self-care and hygiene. (Experiential Learning) Demonstration by	Observation Checklist 1.Worksheets will be given for colouring.

			Shows awareness of safety in movements (walking running cycling) and acts appropriately.	different sized balls. (LO2- Medium level) 1.Begins to maintain cleanliness in classrooms, playgrounds, etc	5.Balancing Activity		1.Audio / Video Balancing Activity (with assistance) Flash Cards with large fonts. LD students Walking in different lines (Straight, Zigzag) Autism Brain Game Walking on number 8 (with assistance) Hurdle race	teacher in classroom. (Activity Based Learning) Free Play 1.Hygienic and organized balancing activity. Children will keep book on their head and balance to work properly. 2.Coloring of different shapes of fruits vegetables give example of	
		CG-3	C-3.1 Shows coordination between sensorial perceptions and body movement	(LO 1-Basic level) 1.Listens to longer (4 to 8 sentences) songs / poems unfamiliar with attention and have conversations about them and ask questions.	All About Me	(Basic Level) Talk about yourself. (Medium Level)			

	<p>1.Physical development (Annamaya kosha)</p>	<p>Children develop a fit and flexible body</p>	<p>in various activities</p>	<p>(LO2- Medium level) Sings recites longer 10 sentences songs/poem poems</p>	<p>(Talking and listening) 1.Share experiences. 2.Songs and Rhymes 3.Identification of sounds and objects. (Reading with Comprehension) Picture Dictionaries</p>	<p>Talk about your favorite toys, books, fruits, colours. (Advanced Level) Talk about your family members, places you are visited with your family. Solve Worksheet</p>		<p>fruits and vegetables 3.Annamaya Koshas 4.Discussion amongst two three students on their habits Learning Spaces Indoor/ Outdoor (Theme Based Learning) Recapitulate the rhymes Twinkle Twinkle ...</p>	
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			<p>C-9.1</p> <p>1.Listens to and appreciate simple songs, rhymes and poems</p>				<p>HI students-</p> <p>Use simple sign language for interaction.</p> <p>Flash cards</p> <p>Videos</p> <p>Sticking and colouring worksheets</p> <p>VI Students</p> <p>(All activities with assistance)</p> <p>Audio learning.</p> <p>Feel, touch of letters and repeat loudly the sounds with teacher.</p>	<p>(Experiential Learning)</p> <p>Teacher will ask questions about their daily routine.</p> <p>Word Game – 1.</p> <p>How many letters make your name.</p> <p>2.Identification of first sound of letters in a rainbow.</p> <p>Learning spaces</p> <p>(Indoor/ Outdoor)</p>	<p>Observation</p> <p>Checklist</p> <p>Worksheets on Identifying objects with the beginning sounds.</p> <p>Joining the dots</p>
	2.Language and literacy	<p>CG-9</p> <p>1.Children develop effective communication skills for day-to-day interactions in two languages</p>							

							<p>Large fonts flashcards</p> <p>Braille letter Sign Board</p> <p>LD students</p> <p>Video on phonics</p> <p>Sticking and identifying worksheets</p> <p>Autism</p> <p>(All activities with assistance)</p> <p>Flash Cards</p> <p>Behaviour control cards.</p> <p>Sticking and identifying Worksheets</p>		
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WEEK 2

Class: 1	Domains	Curricular Goals (CG so anytime)	Competencies (C)	Learning Outcomes Graded Learning outcomes: -	Syllabus- (As per Vidya Pravesh NCERT)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment
Month- April (Approx No of Teaching Days) 24-25 No of Periods: 5-6	1. Language and literacy development	CG-9 Children develop effective communication skills for day-to-day interactions in two languages	C-9.1 Listens to appreciate simple songs rhymes and poems.	(LO1-Basic level) 1.Listens to longer (4 to 8 sentences) songs / poems unfamiliar with attention and have conversations about them and ask questions.	Meet and Greet- Talking and Listening (Picture Reading) Pick and Speak	(Basic Level) Student will sing a favourite rhyme. (Medium Level) Students will identify the object /picture (Advanced Level)	HI students- Use simple sign language for interaction. Flash cards Of all letters Worksheet VI Students Audio learning Feel, touch of object and	(Theme Based Learning) 1.Picture Reading Students will identify the characters in the picture 2. Show and Tell	Observation Checklist Worksheet on feeling faces. Free hand drawing .

				<p>(LO2- Medium level)</p> <p>Sings recites longer 10 sentences songs/poem poems</p>	<p>Reading with Comprehension)</p> <p>1.Picture Dictionaries</p> <p>2.World of labels</p>	<p>Students sings the rhymes with actions and identify the rhyming words.</p> <p>Solve Worksheets</p>	<p>repeat loudly the sounds with teacher.</p> <p>LD students</p> <p>All activities with assistance</p> <p>Alphabet tracing worksheets</p> <p>Threading the beads of letters activity</p> <p>Autism</p> <p>Alphabet tracing worksheets</p> <p>Threading the beads of letters activity</p>	<p>Students will select any object and identify the sounds of the letter .</p> <p>3.Listen to rhyming words</p> <p>(Activity Based Learning)</p> <p>1. What does this face say.</p> <p>2.Blending</p> <p>Students will guess the word and blend it.aloud.</p> <p>1.Learning Spaces</p>	
		<p>CG-10</p> <p>Children develop fluency in reading</p>	<p>(LO1-Basic level)</p> <p>Recognizes most frequently used Aksharas including (Samyuktaksharas) and connects to</p>						

	1. Language and literacy development	and writing in Language 1(L1)2	<p>C:10.3 Recognises all the letters of the alphabet (forms of akshara)of the script and uses the knowledge to read and write words.</p>	<p>corresponding sounds</p> <p>(LO2- Medium level)</p> <p>Read simple 324 syllable words including a few commonly occurring double consonants that are familiar and with known aksharas.</p> <p>(LO 1-Basic level)</p> <p>Begins to interact comfortably with less familiar adults</p>				Indoor/ Outdoor	
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				<p>(LO2-Medium level)</p> <p>Demonstrates comfort in staying in the classroom without parents or familiar adults.</p> <p>(LO-3 Advanced level)</p> <p>Enjoys being in the company of peers.</p> <p>(LO 1-Basic level)</p> <p>Likes to share their joy with other children through play music and dance</p>					
	<p>2.Socio Emotional and Ethical Development (Mano maya kosha)</p>	<p>C.G 4</p> <p>Children develop emotional intelligence that is the ability to understand and manage their own and response positively two social norms</p>	<p>C-4.3</p> <p>Interacts comfortably with other children and adults.</p> <p>C-4.4</p> <p>Shows cooperative behavior with other children</p>						

		<p>CG- 13</p> <p>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</p>	<p>C-13.3</p> <p>Observation</p> <p>wonder, curiosity and exploration: Observes minute details of objects, wonders ,and explores using various senses</p>	<p>(LO2- Medium level)</p> <p>Shows curiosity and wonder in exploring collections from the nature immediate surroundings.</p> <p>(LO 1-Basic level)</p> <p>Participates in establishing classroom norms and behaves accordingly</p>					
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	3.Positive Learning Habits		, tinkers with objects , ask questions . C: 13.4 Classroom norms: adopts and follows norms with agency and understanding						
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CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 1, MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT ENGLISH.****

PROSE

Lesson :1 Fun with Grandparents

Month:	Domain	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes: -	Syllabus- (As per Prescribed book subject – (English)	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential	Suggested Assessment (Use of Assessment Tools- Observation –
April/May									

<p>(Approx No of Teaching Days) 5 days</p> <p>No of Periods :05- 07</p>	<p>Language and Literacy Development</p>	<p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-9.3 Converses fluently and can hold a meaningful conversation</p>	<p>(LO 1- Basic level) Engages in conversations, waits for their turn to speak, and allows others to speak</p> <p>(LO-2 Medium level) Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it</p>	<p>Name of the book: Roots and wings</p> <p>Name of Publisher: Shrijan Publishers</p> <p>Concept: Listening to the story</p> <p>Speaking: Simple Sentences about Grandparents</p> <p>Reading of the chapter</p> <p>Writing New Words</p> <p>Grammar: Sentences and punctuation</p>	<p>(Basic Level) Listening: Story Narration and answering the questions orally</p> <p>(Medium Level) Reading: Reading sight words on their own</p> <p>(Advanced Level) Speaking a few lines about their Grandparents</p>	<p>HI students With the models, flash cards- (Family values- worksheet s) Helping in work (Life skill)</p> <p>VI Students Use of audio/ flash cards (Large font) assistive technology- audio</p> <p>Partial- Google quiz (tactile- touch and</p>	<p>Learning, Theme Based Learning)</p> <p>Activity Based Learning</p> <p>Making a 'Love You' card for Grandparents</p> <p>No of Periods:02</p> <p>Learning Spaces:</p> <p>Indoor</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)</p> <p>Rubrics and Checklist</p>
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		<p>CG-11 Children begin to read and write in Language 2</p>	<p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read .</p>	<p>(LO-1 Basic level) Begins to visually recognize and connect letters to corresponding sounds</p> <p>(LO2-Medium level) Reads simple two-syllable words that are familiar and with known letters</p> <p>(LO-3 Advanced level)</p>	<p>L-1 Alphabet and Words L-14 Sentences(May)</p>	<p>study) Puzzle, wooden box, symbols</p> <p>LD students Practical experience in a park, garden. Values to be imbibed, flash card, worksheets</p> <p>Autistic students Draw a collage</p> <p>Any other:</p>		
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		<p>CG-4 Children develop emotional</p>	<p>C.4.1- Starts recognising 'self' as an individual belonging to a family</p>	<p>Recognizes as sight words their names and labels of objects in their environment</p> <p>(LO 1- Basic level)</p> <p>Identifies self as a member of a family.</p> <p>(LO2- Medium level)</p> <p>Values the work of adult members of the family</p>			<p>Involve & communicate with parents.</p>		
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	Socio - emotional & Ethical Development (Man omay a kosha)	intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	and community						
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POEM

My Little hands

Class:1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes: -	Syllabus- (As per Prescribed book subject – (English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) Experiential Learning: Share some memories or activities you do along with your father	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
Month: June/July									
(Approx No of Teaching Days):									
20 Days	Language and Literacy Development	CG 9 - Children develop effective communication skills for day-to-day interaction	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	(LO 1- Basic level) Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them	Reading: Group Recitation	Corus Recitation along with the teacher (Medium Level) Recitation with correct	HI students Professional interpreters- Card making VI Students	No of Periods :02	Checklist and Rubrics
No of Periods:									
5 - 7 Periods							Touch, feel and express the 3-D	Learning Spaces – (Indoor/Outdoor) or (Activity	

		s in two languages		and ask questions (LO2-Medium level) Sings/recites longer (10 sentences) songs/ poems (LO 1-Basic level) Identifies self as a member of a family, neighbourhood	Speaking: Act like your father	pronunciation and action (Advanced Level) Identifying the rhyming words	card (sand letter creations) large font of the text, use of magnifying glass, torch LD students: Expressions with pictures worksheet Autistic students: Colouring picture (my dad) worksheet Any other: Involve & communicate	Rooms/ Playground, Hobby rooms, Lib): Indoor	
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	<p>Socio - Emotional and Ethical Development (Manomaya Kosha)</p>	<p>d and manage their own emotions, and responds positively to social norms</p>	<p>and community</p>	<p>d, school, city, with different people doing different roles</p> <p>(LO-2 Medium level)</p> <p>Shares personal details about family members occupation, their place of work, details about</p>			<p>e with parents.</p>		
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	Lang uage and Liter acy Devel	CG-9 Children develop effective communic ation skills for	CG-9.4 Understand s oral instructions for a complex task and	(LO 1- Basic level) Follows instructions comprising of several	<u>PROSE</u> <u>Lesson :2 My Birthday Gift</u>			Experiential Learning: Arranging birthday party No of Periods :02	Checklist and Rubrics
					Concept: Listening: to the story Speaking: Simple Sentences about	(Basic Level) Talk few sentences about birthday celebration	CWSN - Assistive Learning: - Refer to the Special Educator		

	opment	day-to-day interactions in two languages	gives clear oral instructions for the same to others	steps (8 to 9 instructions at a time) (LO2-Medium level) Gives clear instructions comprising of several steps (8 to 9 instructions at a time)	their birthday celebration Reading of the chapter Writing New Words Grammar: L -2 Naming words L-3 Special Names L-4 Singular Plural	(Medium Level) Story narration (Advanced Level) Complete the flow chart (Pg-33)	HI students Singing birthday song (show videos) pictures worksheet VI Students Feel the balloon, eat the cake, sing a birthday song LD students Prepare a gift box packing value-based conversation or role play Autistic students	Learning Spaces Indoor Activity Based Learning: Plant a sapling and observe its growth Learning space: Outdoor Activity Based Learning: Identify the naming words in the story you read. Learning space: Library	
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							Worksheet on birthday cake. Make a collage with paper crumping (small balls)		
	Positive Learning Habits	CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a	C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and	(LO-1 Basic level) Likes to share their joy with other children through play, music and dance (LO-2 Medium Level) Shows eagerness and			Any other :	Involvement & Communication with parents .	

		school classroom .	explores using various senses, tinkers with objects, asks questions	takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance)					
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POEM

The Cupboard

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – (English)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist,
August	Language	CG-9 Children	C-9.1	(LO 1- Basic level)					

<p>No. of teaching days: 20</p> <p>No of Periods: 5 - 7 periods</p>	<p>and Literacy Development</p>	<p>develop effective communication skills for day-to-day interactions in two languages</p>	<p>Listens to and appreciates simple songs, rhymes, and poems</p>	<p>Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions</p> <p>(LO2-Medium level)</p> <p>Sings/recites longer (10 sentences) songs/ poems</p>	<p>Name of the book: Roots and wings</p> <p>Name of Publisher: Shrijan Publishers</p> <p>Listening : Oral question instructions</p> <p>Speaking: Speak about the items in the classroom cupboard</p> <p>Grammar: Sound words</p> <p>L-5 Countable and Uncountable</p>	<p>(Basic Level)</p> <p>Listens to the songs/poems recited by their friends</p> <p>(Medium Level)</p> <p>Chorus singing</p>	<p>Special Educators)</p> <p>& Use of IE Room</p> <p>CWSN - Assistive Learning:-</p> <p>Refer to the Special Educator</p> <p>HI students</p> <p>Make a cardboard cupboard</p> <p>VI Students</p> <p>Feel the surroundings like, touch the cupboard. Audio-What are</p>	<p>Activity Based Learning:</p> <p>Draw a cupboard and paste the pictures of things kept in your cupboard at home.</p> <p>No of Periods 02</p> <p>Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)</p> <p>Indoor</p>	<p>Rubrics, Portfolio, Worksheets, Competency building Question Paper)</p> <p>Checklist and Rubrics</p>
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					<p>L-6 This/That/These/Those</p>	<p>the uses of a cupboard?</p> <p>LD students</p> <p>Arranging the cupboard and explain its uses</p> <p>Autistic students</p> <p>Speak about your grandmother. Join the dots and make a cupboard, paper folding activity. Stick pictures with stickers</p>	<p>Activity Based Learning:</p> <p>Find the objects around you that are countable and uncountable.</p> <p>Learning Spaces – Outdoor</p> <p>No of Periods 01</p>	
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							Any other :		
		CG-9 Children develop effective	C-9.7 Knows and uses enough	(LO-1 Basic level)	Concept:	(Basic level) Eating together with	Involve & Communica te with parents .		

PROSE
Lesson :3 Yummy Food

	<p style="text-align: center;">Language and Literacy Development</p>	<p>communication skills for day-to-day interactions in two languages</p> <p style="text-align: center;">CG-11 Children begin to read and write in Language 2</p>	<p>words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p style="text-align: center;">C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses</p>	<p>Predicts meaning of unknown words in texts using picture and context cues</p> <p style="text-align: center;">(LO-1 Basic level) Begins to visually recognize and connect letters to</p>	<p>Listening to the story and answer the questions</p> <p>Speaking: Simple Sentences about healthy and unhealthy food</p> <p>Reading of the chapter and comprehend</p> <p>Writing: Transcription Write a paragraph on your favourite food</p>	<p>friends and share their experience</p> <p style="text-align: center;">(Medium level)</p> <p>Recognises different food items and label them</p> <p style="text-align: center;">(Advanced level)</p> <p>Writes the name of food items given in the chapter.</p>	<p>CWSN - Assistive Learning:-</p> <p>Refer to the Special Educator</p> <p>HI students</p> <p>Make a chart of favourite dishes (3-D chart)</p> <p>VI Students</p> <p>Feel 3-D chart of food items, foam sheet. Express the feelings after touching. Audio- use on the importance of food</p>	<p>Activity Based Learning: Salad making</p> <p style="text-align: center;">No. of periods- 02</p> <p>Experiential Learning: Difference between junk food and healthy food, share their opinion</p> <p style="text-align: center;">No. of periods- 01</p>	<p>Checklist and Rubrics</p>
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			<p>this knowledge to read and write simple words and sentences</p>	<p>corresponding sounds</p> <p>(LO-2 Medium level)</p> <p>Begins to visually recognize and connect letters to corresponding sounds</p> <p>(LO-3 Advanced level)</p> <p>Recognizes as sight words their names and labels of objects in their environment</p>			<p>LD students Real things to be shown, worksheets. Speak about junk food and healthy food. Sharing and caring (tell about moral stories)</p> <p>Autistic students Audio/video usage. Google quiz</p> <p>Any other :</p> <p>Involve & Communicate</p>		
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		<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 towards helping others</p>	<p>(LO-1 Basic level) Germinates and takes care of seedlings of local trees</p>			<p>te with parents .</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with Special needs. NCERT(jul 2014)</p>		
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Socio Emot ional and Ethic al Devel opme nt (Man omay a kosha)									
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POEM
When I was One

Month (Approx No of Teaching Days)	Dom ains	Curricula r Goals (CG)	Competenc ies (C:)	Learning Outcomes Graded Learning outcomes: -	Syllabus- (As per Prescribed book subject – English) Name of the book	Competency Based (Graded) Learning (Tasks/Activi ties assigned	CwSN Assistive Learning (In consultatio n with	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist,
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No of Periods				(LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Name of Publisher	for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	Special Educators) & Use of IE Room	No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
September No of teaching		CG-9 Children develop effective communication skills for day-to-day	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	(LO 1- Basic level) Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention	(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers	(Basic Level) Listens to the conservation shared by their friends about their childhood	CWSN - Assistive Learning:- Refer to the Special Educator HI students	Activity Based Learning: Draw a cake and as many candles on the cake as your age and colour it. No. of periods: 02	Checklist and Rubrics

<p>days: 18 - 20</p> <p>No. of periods: 5 – 7</p>	<p>Language and Literacy Development</p>	<p>interactions in two languages</p> <p>CG-12 Children develop abilities and sensitivities in visual and</p>	<p>C-12.4 Works collaboratively in the arts</p>	<p>and have conversations about them and ask questions</p> <p>(LO2- Medium level)</p> <p>Sings/recites longer (10 sentences) songs/ poems</p> <p>(LO 1- Basic level)</p> <p>Moderates own volume, pitch and tempo to align with a partner/ group</p>	<p>Concept:</p> <p>Listening to the poem and answer oral question</p> <p>Speaking:</p> <p>Speak about the childhood memories</p> <p>Grammar: L-12 Describing words</p> <p>Grammar: L-7 Gender- He or She</p>	<p>(Medium Level)</p> <p>Find the rhyming words from the poem</p> <p>(Advanced Level)</p> <p>Identification of the opposite words</p>	<p>Showing videos of childhood, toys handling, flash cards</p> <p>VI Students</p> <p>Feel the toys, worksheets audio/ video, flashcards</p> <p>LD students</p> <p>Looking at the picture and expressing few sentences. Eg. ball, cake, doll, bed, clothes, water</p>	<p>Learning space: Outdoor</p> <p>Activity Based Learning: Paste five pictures. Write two describing words for each picture.</p> <p>No. of periods- 01</p> <p>Experiential Learning:</p>	
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	<p>Aesthetic and Cultural Development</p> <p>(Anandma ya kosha)</p>	<p>performing arts and express their emotions through art in meaningful and joyful ways</p>		<p>about the reading</p>			<p>bottle, tiffin etc.</p> <p>Autistic students</p> <p>Audio/video, worksheets on the items the child has</p> <p>Any other :</p> <p>Involve & Communicate with parents .</p> <p>Reference Books :</p>	<p>Identify and write HE words with a blue colour and SHE words with a pink colour.</p>	
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<p>October</p> <p>No of teaching days: 18 - 20</p>	<p>Lang uage and Liter acy Devel</p>	<p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>C-9.3 Converses fluently and can hold a meaningful conversation</p>	<p>(LO-1 Basic level) Engages in conversations , waits for their turn to speak, and allows others to speak</p> <p>(LO-2 Medium level) Engages with non-fictional content read aloud or</p>	<p style="text-align: center;"><u>PROSE</u> <u>Lesson :4 A New Friend</u></p> <p>(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers Concept:</p>	<p>(Basic Level) Read aloud</p> <p>(Medium Level) Individual reading</p> <p>(Advanced Level)</p>	<p>1. Including Children with Autism in Primary classes a teacher’s handbook NCERT (Mar 2019)</p> <p>2. Including Children with Special needs. NCERT(jul 2014)</p> <p>HI students</p> <p>Make a kite, games</p> <p>VI Students</p>		
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<p>No. of periods:</p> <p>5 - 7</p>	<p>opment</p>	<p>CG-10 Children develop fluency in reading and writing in Language 1</p>	<p>C-10.5 Reads short stories and comprehends its meaning – by</p>	<p>discussed in class, is able to link knowledge from their own experiences, and talks about it</p> <p>(LO-1 Basic level) Begins “Independent Reading” of books of equal textual and visual content</p> <p>(LO-2 Medium level) Begins to read unfamiliar story books</p>	<p>Listening to the passage and comprehend</p> <p>Speaking: Conversation (Talking about the picture Pg-54)</p> <p>Reading of the chapter and comprehend</p> <p>Writing: Transcription Write a paragraph on your favourite toy</p>	<p>Role play</p>	<p>Flashcards, audio, narrating the story</p> <p>LD students (Assistive device) Express the story in your own words. Google quiz</p> <p>Autistic students Colouring the kite, worksheets- kite colour, google quiz</p>	<p>Activity Based Learning: Scrap book – cut and paste activity</p> <p>No. of periods: 02</p> <p>Theme Based Learning: Knowing our neighbours</p>	<p>Checklist and Rubrics</p>
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		<p>identifying characters, storyline and what the author wanted to say – on their own</p> <p>CG-11 Children begin to read and write in Language 2</p> <p>C-11.2 Recognises most</p>	<p>and comprehend with guidance from the Teacher</p> <p>(LO-1 Basic level)</p> <p>Begins to visually recognize and connect letters to corresponding sounds</p> <p>(LO-2 Medium level)</p> <p>Reads simple two-syllable words that are familiar and</p>	<p>L-8 Words in Place of Naming Words</p>				
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			<p>frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences</p>	<p>with known letters</p> <p>(LO-3 Advanced level)</p> <p>Recognizes as sight words their names and labels of objects in their environment</p> <p>(LO-1 Basic level)</p> <p>Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry)</p>					
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		<p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>C-4.3 Interacts comfortably with other children and adults</p>	<p>(LO-2 Medium level) Plays in a coordinated manner with other children, recognises mutual interests with friends</p> <p>(LO-3 Advanced level) Enjoys being in the company of peers</p> <p>Makes and maintains a close friendship with at least one child</p>					
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Socio Emot ional and Ethic al Devel opme nt mano maya kosha									
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PROSE

Lesson :5 Kind Meena

Month (Approx No of Teaching Days)	Doma ins	Curricula r Goals (CG)	Competenc ies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Syllabus- (As per Prescribed book subject – English) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activi ties assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	CwSN Assistive Learning (In consultatio n with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
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<p>Month – November</p> <p>No. of teaching days: 15 – 20</p> <p>No. of periods: 5 - 7 periods</p>	<p>Language and Literacy Development</p>	<p>CG-10 Children develop fluency in reading and writing in Language 1</p> <p>CG-11 Children begin to read and write in Language 2</p>	<p>C-10.9 Shows interest in picking up and reading a variety of children’s books</p> <p>C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables</p>	<p>(LO 1- Basic level) Explains preferences in book choices, and reads short books on a regular frequency</p> <p>(LO 1- Basic level) Identifies rhyming words and alliterations</p> <p>(LO2- Medium level) • Identifies the beginning and end</p>	<p>(English) Name of the book: Roots and wings</p> <p>Name of Publisher: Shrijan Publishers</p> <p>Concept:</p> <p>Listening to the passage and comprehend</p> <p>Speaking: Picture comprehension (Pg-63)</p> <p>Reading of the chapter and comprehend</p>	<p>(Basic Level) Read fairy tales from the school library</p> <p>(Medium Level) Keep the books back to the original place in the library</p> <p>(Advanced Level) Passage comprehension</p>	<p>CWSN - Assistive Learning:-</p> <p>Refer to the Special Educator</p> <p>HI students Flash cards, worksheets, Google quiz. Activity- Fairy wings with foam sheets, role play; create word wall.</p> <p>VI Students Students can touch and feel the fairies’ wings</p> <p>LD students</p>	<p>Activity Based Learning: Making of hanging star</p> <p>No. of periods: 02</p> <p>Experiential Learning: Dumb Charades for Action Verbs</p> <p>No. of periods: 01</p>	<p>Checklist and Rubrics</p>
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	Socio Emotional	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage	C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need	syllables in words (LO-3 Advanced level) Combines 2-3 syllables to form simple words (LO 1- Basic level) Shows care and tenderness in dealing with other living things	Writing: Colouring activity- Complete the sentences based on the picture Grammar: L-9 Action words		Flash card, audio/ video narrating a story (few sentences), worksheets Autistic students Colouring the picture of a fairy (wings) Any other : Involve & Communicate with parents . Reference Books :		
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	<p>and Ethical Development</p> <p>(Manomaya kosha)</p> <p>Positive Learning</p>	<p>their own emotions, and respond positively to social norms</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-13.4 Classroom norms: Adopts and follows norms with agency and understanding</p>	<p>(LO-1 Basic level) Participates in discussing classroom norms and behaves according to norms</p> <p>Creates DIY classroom job</p>			<p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with Special needs. NCERT(jul 2014)</p>		
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	Habit s			charts/posters and follows it					
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PROSE
Lesson :6 Little Red Hen

Month (Approx No of Teaching Days)	Dom ains	Curricula r Goals (CG)	Competenc ies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level)	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activi ties assigned for CW & HW) (Basic Level)	CwSN Assistive Learning (In consultatio n with Special Educators)	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency
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				(LO2- Medium level) (LO-3 Advanced level)		(Medium Level) (Advanced Level)	& Use of IE Room	Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	building Ques Paper)
Month (Approx No of Teaching Days) December No. of teaching	Language and Literacy Development	CG-9 Children develop effective communication skills for day-to-day interactions in two languages	C-9.3 Converses fluently and can hold a meaningful conversation	(LO 1- Basic level) Engages in conversations, waits for their turn to speak, and allows others to speak (LO2- Medium level) Engages with non-fictional content read	(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers Concept:	(Basic Level) Conversation-Speaking about the picture. (Speech practice) (Medium Level)	CWSN - Assistive Learning:- Refer to the Special Educator HI students Flashcards, audio, video, word wall, use of real things, story chart,	Activity Based Learning: Decorate the feathers of the peacocks by pasting rubber bands on it (Pg- 117) No. of periods: 02 Theme Based Learning:	Checklist and Rubrics

<p>days: 20 - 25</p> <p>No of Periods</p> <p>5 - 7 periods</p>		<p>CG-10 Children develop fluency in reading and writing in Language 1 (L1)</p>	<p>C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to</p>	<p>aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it</p> <p>(LO 1- Basic level) Begins “Independent Reading” of books of equal textual and visual content</p> <p>(LO2- Medium level) Begins to read unfamiliar story books and comprehend with guidance from the Teacher</p>	<p>Listening to the animal sounds</p> <p>Speaking: Speak two lines on a bird you like</p> <p>Reading of the chapter and comprehend</p> <p>Writing: Solve the riddles (Pg-72)</p> <p>Grammar: L -10 Is, Am, Are</p> <p>Grammar:</p>	<p>Narrate the story in own words</p> <p>(Advanced Level) Read value based story book from the library</p>	<p>worksheets, Google quiz (Animal sounds)</p> <p>VI Students Show the plastic toys of animals, magnifying glass. Touch, feel and explain about the things seen (large font)</p> <p>LD students Identification, story narration with few sentences, flash cards, audio/</p>	<p>(Enactment) Self help is the best help</p> <p>No. of periods: 01</p> <p>Activity Based Learning: Make two flowers. Write IS and ARE in the middle. In the petals, write singular and plural nouns.</p> <p>No. of periods: 02</p> <p>Activity Based Learning: Create a sentence pyramid with the words HAS and HAVE. Frame</p>	
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			say – on their own	Identifies plots, and characters	L-11 Has and Have		video, worksheets	meaningful sentences.	
	Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in	C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	(LO 1- Basic level) Plays with simple rhythmic patterns in slow and medium tempo (LO2- Medium level) Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the			Autistic students Sticking of pictures of animals with their name. Matching the names. Examples of real things. Any other : Involve & Communicate with parents .	No. of periods: 02	

	<p>opment</p> <p>Anandmayakosha</p>	<p>meaningful and joyful ways</p>		<p>beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)</p> <p>(LO-3 Advanced level)</p> <p>Moderates volume and pitch based on musical composition, space, context and situation</p>					
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				<p>(LO 1- Basic level)</p> <p>Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions</p> <p>(LO2- Medium level)</p> <p>Sings/recites longer (10 sentences) songs/ poe</p>						
		<p>CG-9 Children develop effective communication skills for</p>	<p>C-9.1 Listens to and appreciates simple</p>	<p>(LO-1 Basic level)</p>	<p>Basic</p>	<p><u>POEM</u> <u>Mother Shake the Cherry-Tree</u></p>	<p>HI students</p> <p>Show a cherry fruit, show video of cherry tree, counting of cherries, flashcards of a tree,</p>			

<p>Month</p> <p>January</p> <p>(Approx No of Teaching Days)</p> <p>15 – 20</p> <p>No of Periods</p> <p>5 - 7 periods</p>	<p>Language and Literacy Development</p> <p>Socio Emot</p>	<p>day-to-day interactions in two languages</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'Seva'</p>	<p>songs, rhymes, and poems</p> <p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards</p>	<p>Germinates and takes care of seedlings of local trees</p>	<p>(English)</p> <p>Name of the book: Roots and wings</p> <p>Name of Publisher: Shrijan Publishers</p> <p>Concept:</p> <p>Listening to the poem and answer oral questions</p> <p>Speaking: Speak about the cherry tree</p>	<p>(Basic Level)</p> <p>Identification of rhyming words</p>	<p>mother, father, brother etc.</p> <p>VI Students</p> <p>Real cherry to be shown, touch and smell, large font, magnifying glass, torch</p> <p>LD students Flash card, real things-cherry</p> <p>Autistic students Colouring of a cherry tree with cutouts of a cherry, flashcards</p>	<p>Activity Based Learning: Download the picture of the cherry tree from the internet and paste it in A4 size paper.</p>	<p>Checklist and Rubrics</p>
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	ional and Ethic al Devel opme nt (Man omay a kosha)		helping others					No. of periods: 02	
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PROSE

Lesson :7 The Bear and Two Friends

Month (Approx No of Teaching Days) No of Periods	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
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Month		CG-9	C-9.5	(LO 1- Basic level)	(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers Concept: Listening to the passage and comprehend (Pg-112) Speaking: Picture reading (Pg-87) Reading of the chapter and comprehend	(Basic Level) Fill in the missing letters and complete the words (Medium Level) Picture identification with action words (Advanced Level) Make sentences using the words from the lesson	CWSN - Assistive Learning:- Refer to the Special Educator HI students Flash cards, stick bear (Picture), garden, forest, story, sequencing of story pictures using the things mentioned in the story, worksheets, role play. VI Students Large font pictures and	Activity Based Learning: Make a special candy pack for your best friend No. of periods: 02 Experiential Learning: Talk about your best friend No. of periods: 01	Checklist and Rubrics
January (Approx No of Teaching Days) 15 – 20 No of Periods 5 - 7 periods	Lang uage and Liter acy Devel opme nt	Children develop effective communic ation skills for day-to- day interaction s in two languages CG-11 Children begin to read and write in Language 2	Comprehen ds narrated/rea d-out stories and identifies characters, storyline and what the author wants to say C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses	Interprets the intent of the plot and characters in a story and retells the story in a different form (LO 1- Basic level) Begins to visually recognize and connect letters to					

			<p>this knowledge to read and write simple words and sentences</p>	<p>corresponding sounds</p> <p>(LO2- Medium level)</p> <p>Reads simple two-syllable words that are familiar and with known letters</p> <p>(LO-3 Advanced level)</p> <p>Recognizes as sight words their names and labels of objects in their environment</p> <p>Writes down short words on dictation</p>	<p>Writing:</p> <p>Colour the picture and complete the sentence</p> <p>Grammar:</p> <p>Using (is/am/are) + action words + ing</p> <p>L-15 Capital Letters</p>		<p>large font story, magnifying glass, audio, story narration- real stick, a baggage (potli), bear etc.</p> <p>LD students</p> <p>Enact like a bear, worksheets, flash cards</p> <p>Autistic students</p> <p>Show real things like a stick, bag, audio, video, flash cards, worksheets</p>	<p>Activity Based Learning:</p> <p>Highlight the letters that should be capitalised in the given worksheet.</p> <p>No. of periods: 01</p>	
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	<p>Socio Emotional and Ethical Development (Manomaya Kosha)</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>(LO 1- Basic level) Shows curiosity and interest in identifying specific flora and fauna</p> <p>Takes responsibility for tending and caring for saplings and plants</p>			<p>Any other :</p> <p>Involve & Communicate with parents .</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with</p>		
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							Special needs. NCERT(ju I 2014)		

POEM
Lost and Found

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
No of Periods				(LO 1- Basic level) (LO2- Medium level)		(Basic Level) (Medium Level)	& Use of IE Room	No of Periods Learning Spaces – (Indoor/Outdoor)	

				(LO-3 Advanced level)		(Advanced Level)		or (Activity Rooms/ Playground, Hobby rooms,Lib)	
Month January (Approx No of Teaching Days) 21 – 25 No of Periods	Lang uage and Liter acy Devel opment	CG-9 Children develop effective communic ation skills for day-to- day interactio ns in two languages	C-9.1 Listens to and appreciates simple songs, rhymes, and poems	(LO 1- Basic level) Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions (LO2- Medium level) Sings/recites longer (10	(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers Concept: Listening to the poem and answer oral question	(Basic Level) Speak about the important things in your life (Medium Level) Recite the poem with correct intonation	CWSN - Assistive Learning: - Refer to the Special Educator HI students Flashcards, worksheets, game of hide and seek in the classroom. Keep one fruit. (Identify	Activity Based Learning: Draw and colour the object that is lost and not found. No. of periods: 02 Experiential Learning: Write your feelings about the lost favourite items	Checklist and Rubrics

<p>5 - 7</p> <p>Periods</p>				<p>sentences) songs/ poems</p>	<p>Speaking: Speak about the lost and found things</p> <p>Writing: Identification of rhyming words</p>		<p>according to smell)</p> <p>VI Students</p> <p>Real thing (fruits) touch, smell and feel, worksheets, large-font, audio</p> <p>LD students</p> <p>Flash cards, large font size pictures, activity, search</p> <p>Autistic students</p> <p>Flash cards, worksheets, Google quiz, hide-</p>	<p>No. of periods: 01</p>	
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Month February	Language and Liter	CG-9 Children develop effective communication skills for day-to-day interaction	C-9.6 Narrates short stories with clear plot and characters	(LO-1 Basic level) Narrates their own short stories with simple plots and characters.	PROSE		n-seek game HI students Toys of animals, fruits mentioned in the lesson, role play, worksheets, video, word power VI Students Smell, touch and feel the toys and fruits, magnifying	Activity Based Learning: Colouring pictures of animals and writing 5 sentences on them.	Checklist and Rubrics
					<u>L-8 Sona and her Friends</u>				
					(English) Name of the book: Roots and wings Name of Publisher: Shrijan Publishers	(Basic level) Speaking about favourite animal (Medium level)			

<p>(Approx No of Teaching Days)</p> <p>21 – 25</p> <p>No of Periods</p> <p>5 - 7 periods</p>	<p>acy Development</p>	<p>s in two languages</p> <p>CG-11 Children begin to read and write in Language 2</p>	<p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple</p>	<p>(LO-1 Basic level) Begins to visually recognize and connect letters to corresponding sounds</p> <p>(LO-2 Medium level) Reads simple two-syllable words that are familiar and</p>	<p>Concept: Listening to the sounds of animals and recognize</p> <p>Speaking: Picture conversation</p> <p>Reading: Loud reading</p> <p>Writing: One sentence each of the given pictures</p>	<p>Listening to the passage and answering questions orally</p>	<p>glass, large font</p> <p>LD students Picture sticking activity, worksheets, video, flash cards, Google quiz, word wall</p> <p>Autistic students Flash cards, worksheets, stick and colour the favourite animal and fruit in a chart</p>	<p>No. of periods: 02</p> <p>Experiential Learning: Sharing and caring with nature</p> <p>No. of periods: 01</p> <p>Activity Based Learning: Take three paper cups and label them A, AN, and THE. Place the strips of naming</p>	
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			words and sentences	with known letters (LO-3 Advanced level) Recognizes as sight words their names and labels of objects in their environment Writes down short words on dictation (LO-1 Basic level) Shows curiosity and interest in identifying specific flora and fauna	of birds and animals (Pg-99) Grammar: L-13 Three Useful Words – A/An/The L-17 Position words			words in the correct article cups. No. of periods: 01 Activity Based Learning: Listen to the instructions given by the teacher carefully, and then draw the picture on a piece of paper. No. of periods: 02	
		CG-6 Children develop a positive regard for the natural environme	C-6.1 Shows care for and joy in engaging						

	Socio Emot ional and Ethic al Devel opme nt (Man omay a kosha)	nt around them	with all life forms	Takes responsibility for tending and caring for saplings and plants					

PROSE

L- 9 Jimmy has a Robot

Month (Approx No of Teaching Days) No of Periods	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
Month February		CG-9 Children develop effective communication	C-9.5 Comprehends narrated/read-out	(LO 1- Basic level)	(English)	(Basic Level)	CWSN - Assistive Learning: -	Activity Based Learning:	Checklist and Rubrics

<p>(Approx No of Teaching Days)</p> <p>15 – 18 days</p> <p>No of Periods</p> <p>5 - 7 periods</p>	<p>Language and Literacy Development</p>	<p>ation skills for day-to-day interactions in two languages</p> <p>CG-11 Children begin to read and write in Language 2</p>	<p>stories and identifies characters, storyline and what the author wants to say</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write</p>	<p>• Interprets the intent of the plot and characters in a story and retells the story in a different form</p> <p>(LO 1- Basic level)</p> <p>Begins to visually recognize and connect letters to</p>	<p>Name of the book: Roots and wings</p> <p>Name of Publisher: Shrijan Publishers</p> <p>Concept: Listening to the passage and drawing pictures</p> <p>Speaking: Talk a few sentences about the machines used at home</p> <p>Reading: Loud reading</p>	<p>Speak about the robot in the story</p> <p>(Medium Level)</p> <p>Frame sentences using joining words</p> <p>(Advanced level)</p> <p>Write a few lines about the robot Romy and complete the paragraph</p>	<p>Refer to the Special Educator</p> <p>HI students</p> <p>Project work- Make a chart of household gadgets and write about their uses, worksheet, flashcards. (Taking care of oneself while using these appliances.)</p> <p>VI Students</p> <p>Flash cards, large font, magnifying glass, touch</p>	<p>Draw and colour pictures of different types of robots</p> <p>No. of periods: 02</p> <p>Experiential Learning: Knowing about the different kinds of machines</p> <p>No. of periods: 01</p> <p>Activity Based Learning: Colouring pictures of animals and writing 5 sentences on them.</p>	
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			<p>simple words and sentences</p>	<p>corresponding sounds</p> <p>(LO2- Medium level)</p> <p>Reads simple two-syllable words that are familiar and with known letters</p> <p>(LO3- Advanced level)</p> <p>Recognizes as sight words their names and labels of objects in their environment</p>	<p>Writing: Complete the flowchart by adding suitable words showing the main happenings in the story</p> <p>Grammar:</p> <p>L-16 Joining words</p>		<p>and feel the machines.</p> <p>LD students Flash cards real things, audio/ video, worksheets, flash cards, Google quiz</p> <p>Autistic students Colouring pictures, flash cards, worksheets, showing video to find out the usage of household gadgets</p> <p>Any other :</p>	<p>No. of periods - 02</p> <p>Experiential Learning: Sharing and caring with nature</p> <p>No. of periods - 01</p> <p>Activity Based Learning: Use appropriate joining words to combine two given sentences in the worksheet.</p> <p>No. of periods - 01</p>	
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				Writes down short words on dictation			Involve & communicate with parents.		
			C-7.3				Reference Books :		
			Uses appropriate tools and technology in daily life situations and for learning						
		CG-7		(LO-1 Basic level) Uses tools and implements effectively in work situations					
		Children make sense of the world around through observation and logical thinking		(LO-2 Medium level)					
				Shows simple usage of digital technology in learning situations (e.g., starting/pausing					
	Cognitive Devel						1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)		

	opment (Vijnanamaya kosha)			audio-visual material)					
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CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 1,
 MAPPED WITH NCF- FOUNDATIONAL STAGE (Vidya Pravesh for Seamless Transition)
 APS MUMBAI**

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Syllabus- (As per VIDYA PRAVESH by NCERT) TEXTBOOK- LEARNING MATHS- FRANK EDUCATIONAL AIDS	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)		
					TERM 1						
April/May	Cognitive Development	CG 8 Children develop mathematical	C-8.1 Sorts objects into groups	(LO 1- Basic level) sorts objects into	Month- April/ May L-1 Pre Number concepts SUB CONCEPT	Basic Level) Identifies and draw the things which are near and	CWSN - Assistive Learning:- Refer to the Special Educator	Activities 1. Concept of big and small to be introduced through	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,		

		understanding and abilities to recognize the world through quantities, shapes and measures	and sub groups based on more than one property.	<p>three groups based on size, length, weight and height. (big-small, tall-short, heavy-light) (LO2- Medium level)</p> <p>Sorts objects into groups based on the attributes that they recognise.</p> <p>(LO-3 Advanced level)</p> <p>Sort objects into groups and sub groups(eg: in a group of blocks based on length, then within length based on weight.</p>	<p>Pre number concepts.</p> <p>Concept of more</p> <p>Concept of nearest – farthest.</p> <p>Concept of less-least.</p> <p>Complete the groups.</p> <p>Match one to one.</p> <p>Concept of same-different.</p>	<p>far, inside or outside</p> <p>(Medium Level)</p> <p>Sorts and describe the objects on the basis of shapes</p> <p>(Advanced Level)</p> <p>Read the words used for different positions of the object.</p>	<p>Visual Impairment students assistance:</p> <p>Hearing Impairment students assistance: - Use shorter sentences, and clearer speech so that the HI child can follow your expressions and look, and study the illustrations. Use flashcards, graphic organizers real objects, real experiences, dramatization, and activities</p>	<p>activities/objects of different sizes.</p> <p>2. Free hand drawing on blackboard</p> <p>3.Arrange seeds and leaves according to their size and color</p> <p>4. Play the ball on a inclined surface and observe how it moves down.(rolling and sliding)</p> <p>5. Create a story where the words like above, below, farther nearest or order are used.</p>	<p>Competency building Ques Paper)</p> <p>Role play method.</p> <p>Play way method.</p> <p>Activity method.</p> <p>Quiz.</p> <p>HOTS and lower order thinking skills.</p> <p>Worksheets.</p>
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May/June	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	C-8.3 Counts upto 99 both forwards and backwards and in groups of 10s and 20s	<p>(LO 1- Basic level) Count objects with understanding of cardinality till 10 accurately.</p> <p>(LO2- Medium level) Counts forward up to 10 from memory in correct sequence</p> <p>(LO-3 Advanced level) Counts forward and backward from a specific number (between 0 and 99)</p>	<p>Month- May/June L-2 Numbers 1 to 10</p> <p><u>SUB CONCEPT</u></p> <p>Counting of numbers from 1- 10</p> <p>Recognition of numbers 1 to 10.</p> <p>Number names from 1- 10</p> <p>Concept of greater and less.</p> <p>Comparison of numbers using Number Line.</p> <p>Ordinal and Cardinal numbers.</p>	<p>(Basic Level) Recitation of rhymes based on numbers</p> <p>(Medium Level) Counting and sorting objects</p> <p>(Advanced Level) Read and write number names</p>	<p>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: -</p> <p>Make the child always seated near the board and the teacher.</p> <p>-Always take the name of the student when giving instructions</p> <p>-Give tasks in groups for assistance to the child</p> <p>Hearing Imp Impairment students assistance: Use shorter sentences, and clearer speech so that the HI child can follow your</p>	<p>Activities Collect water bottle,notebooks ,books,pencils and keep the things in front of them and count them loudly.</p> <p>2. By showing different objects i.e how many pencils are there in my hand.</p> <p>3. Count the objects and match the other same pictures.</p> <p>4. Write the missing number</p>	<p>Observation –</p> <p>Hands on activity method.</p> <p>Play way method.</p> <p>Quiz.</p> <p>HOTS and lower order thinking skills.</p> <p>Worksheets</p>
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							expressions and look, and study the illustrations.		
July	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	C-8.6 Performs addition and subtraction of two digit numbers fluently using flexible strategies of composition and decomposition.	(LO 1- Basic level) Recognizes the +/- symbols for addition, subtraction operations. (LO2- Medium level) Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally (LO-3 Advanced level) Develops relationship	Month-July L-3 Addition and Subtraction upto 10 SUB CONCEPT Adding and subtracting upto 10. Adding and subtracting on finger counting. Concept of zero. Adding and subtracting with zero.	Basic Level) Add and subtract using objects (Medium Level) Showing different numbers of fruits in different baskets, ask children how many fruits altogether (Advanced Level) Solve day to day problems based on addition and subtraction	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance: Use shorter sentences, and clearer speech so that the HI child can follow your expressions and look, and study the illustrations.	Activities 1. Collect same objects like leaves, pebbles, seeds etc .Keep them in two different groups and ask the child to tell how many objects are there altogether in two groups. 2. Take a dice say 4-3 asks a child to count the holes on its two parts. Ask another child to tell total number of holes in domino. 3. Ask questions like two chinks	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Story telling.(cap seller) Hands on activity method. As individual and group task. Quiz. HOTS and lower order thinking skills. Worksheets

				between addition and subtraction of numbers				and three chalks ,how many altogether? 4. Collect things like leaves ,seeds, chalks, pencil etc . ask the students how many are there? Take some of the objects from the collection and ask how many are left? 5. Subtraction using real objects and pictures.	
July	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize	C-8.5 Recognizes and uses numerals to represent quantities upto 99 with the understandi	(LO 1- Basic level) Recognizes and writes numerals upto 20 and in words upto 10.	Month- July L-4 Numbers upto 20 <u>SUB CONCEPT</u> Numbers upto 20.	Basic Level) Use concrete objects to count upto 20 (Medium Level) Use play money for making	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: -	Activities 1.Use concrete objects to learn counting upto 20 2.Collect 20 Straws ,ask children to make one bundle of 10 straw by tying	Observation – Forming the number correctly. Activity method. Quiz.

		the world through quantities, shapes and measures	ng of place value system.	<p>(LO2- Medium level)</p> <p>Compares two numbers up to 20 and uses vocabulary like more than, less than</p> <p>(LO-3 Advanced level)</p> <p>Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)</p>	<p>Counting of numbers upto 20</p> <p>Number names upto 20</p> <p>Making a collection.</p> <p>Numbers on abacus.</p> <p>Comparison of numbers.</p>	<p>amounts upto 20</p> <p>(Advanced Level)</p> <p>Read and write numbers forward and backwards</p>	<p>Give tasks in groups for assistance to the child</p> <p>-Give specific directions - Use concrete material and hands on experience whenever possible - Use enlarged print and magnified worksheets - Take regular feedback and reinforcements. - Use of assistive devices ,tape recorders. Audio books</p> <p>Hearing Impairment students assistance: - Differentiated instructions</p>	<p>them together. Keep the remaining 10 sticks loose.</p> <p>3. Join in order and colour the picture.</p>	<p>HOTS and lower order thinking skills.</p> <p>Worksheets</p>
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TERM II

August	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	C-8.3 Counts upto 99 both forwards and backwards and in groups of 10s and 20s	(LO 1- Basic level) • Counts forward and backward from a specific number (between 0 and 99) (LO2- Medium level) Reads and writes Indian numerals for numbers up to 99 using place value in groups of tens and ones. (LO-3 Advanced level) Counts in groups of 10s,20s,30s, up to 99	Month-- August L-5 Numbers 21 to 100 SUB CONCEPT Counting of numbers from 21-100 Number names from 21-100 Numbers from 21 to 100. Short form. Expanded form. Concept of before, after, between. Orders of numbers. Ascending and Descending orders.	Basic Level) Use concrete objects like beads to count upto 20 (Medium Level) Use play money for making amounts upto 100 (Advanced Level) Read and write numbers and number names upto 100	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use the VAKT (visual, auditory, kinaesthetic, and tactile)method of teaching Hearing Impairment students assistance: - Break the task into small parts	Activities 1.Use abacus to teach place value. 2. Flash cards and object pictures used to count and compare numbers 21 to 100 3. write the number 10 to 100 in terms of tens and ones	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Forming the number correctly. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets
September	Cognitive	CG 8	C-8.6	(LO 1- Basic level)	Month-September	Basic Level)	CWSN - Assistive Learning:-	Activities	Observation – Joyful method.

	Development	Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	Performs addition and subtraction of two digit numbers fluently using flexible strategies of composition and decomposition.	Add two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/situations. (LO2-Medium level) Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for $57 + 33$, the child can take 3 out of the 33 and add it to 57 to make it 60 and then	L-6 Addition of numbers up to 100 <u>SUB CONCEPT</u> Addition (without regrouping) Addition using Abacus. Addition of two digit numbers. Addition with grouping.	Learn the terms related to addition – add, join, altogether, total, + (Medium Level) Do addition using objects, pictures and numerically (Advanced Level) Solve the daily life situation based on addition.	Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	1.Addition using real objects and pictures and putting together as one more . 2.Take two cards having pictures of different numbers of objects (of the same kind) and add them together.	Quiz. HOTS and lower order thinking skills. Worksheets
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				add 30 to it to come to 90) (LO-3 Advanced level) Comprehends and solves simple word problems					
September	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	C-8.6 Performs addition and subtraction of two digit numbers fluently using flexible strategies of composition and decomposition.	(LO 1- Basic level) Subtracts two numbers upto 99 using place value and applies them to solve simple daily life problems/ situations. (LO2- Medium level) Appreciates and applies relationship between addition and subtraction of numbers	Month-September L-7 Subtraction SUB CONCEPT Subtraction (without regrouping) Subtracting Tens. Subtracting two digit numbers. subtraction with grouping.	Basic Level) Learn the vocabulary – Take away, remove, left, remaining and – (Medium Level) Do subtraction using objects, pictures and numerically (Advanced Level) Solve the daily life situation based on subtraction.	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	Activities 1.Subtraction using real objects and pictures . 2. Subtract and Match 7-2 2 8-3 9-1 3 9-6 6-3 8 9-1	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets

				<p>(LO-3 Advanced level) Comprehends and solves simple word problems</p>					
October	Cognitive Development	<p>CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities , shapes and measures</p>	<p>C-8.7 Recognizes multiplication as repeated addition and division as equal sharing.</p>	<p>(LO 1- Basic level) Recognizes the symbol for multiplication operation</p> <p>(LO2- Medium level) Solves small number multiplication problems by grouping.</p> <p>(LO-3 Advanced level) Uses repeated adding to solve simple multiplication problems up to 99</p>	<p>Month- October L-8 Multiplication</p> <p>SUB CONCEPT</p> <p>Multiplication as repeated addition.</p> <p>Multiplication tables upto 5</p> <p>Multiplication on number line.</p>	<p>(Basic Level) Multiply by using repeated addition</p> <p>(Medium Level) Multiply using Numerics</p> <p>(Advanced Level) Solve word problems on multiplication</p>	<p>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance:</p> <p>Hearing Impairment students assistance:</p>	<p>Activities</p> <p>1.Games can be playd to teach tables of 2&3 by skip counting</p> <p>2.Write repeated addition as multiplication.</p> <p>3. Make 2 times table with ice-cream sticks.</p>	<p>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)</p> <p>Role play</p> <p>Hands on learning.</p> <p>Quiz.</p> <p>HOTS and lower order thinking skills.</p> <p>Worksheets</p>

November	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	C-8.7 Recognises multiplication as repeated addition and division as equal sharing	<p>(LO 1- Basic level) Recognizes the symbol for division operation</p> <p>(LO2- Medium level) Uses repeated subtraction to find out how many groups for solving division problems.</p> <p>(LO-3 Advanced level) Uses repeated subtraction to find out how many groups for solving division problems</p>	<p>Month-November</p> <p>L-9 Division</p> <p>SUB CONCEPT</p> <p>Concept of Division.</p> <p>Equal distribution.</p> <p>Division by making equal groups.</p> <p>Division on the number line.</p>	<p>Basic Level) Division using repeated subtraction</p> <p>(Medium Level) Divide using numerics.</p> <p>(Advanced Level) Solve word problems on division.</p>	<p>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance:</p> <p>Hearing Impairment students assistance:</p>	<p>Activities</p> <p>1.Divide objects equally into groups</p> <p>2.Division as repeated subtraction.</p> <p>3. Solve Puzzles.</p>	<p>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)</p> <p>Role play</p> <p>Hands on learning.</p> <p>Quiz .</p>
November	Cognitive	CG 8 Children develop mathematical	C-8.9 Selects appropriate	<p>(LO 1- Basic level) Compare two objects in</p>	<p>Month--November</p> <p>L-10 Measurement</p>	<p>(Basic Level) Observe the things in the surroundings and write the</p>	<p>CWSN - Assistive Learning:-</p>	<p>Activities</p> <p>1.Learning of concept through pictures and live</p>	<p>Observation – Observation Notes, Checklist, Rubrics, Portfolio,</p>

	Development	ical understanding and abilities to recognize the world through quantities, shapes and measures	tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment.	terms of their lengths as longer than/shorter than, taller than/shorter than. (LO2- Medium level) Compares weights of given objects using simple balance. (LO-3 Advanced level) Arranges in order, containers as per the volume based on perception and verifies by pouring out.	SUB CONCEPT Concept of Longer-Shorter. Measuring length. Measuring length using body parts. Metre rule. Measuring weight. Measuring capacity.	things which are taller and shorter than you. (Medium Level) Measures a pinch, spoon and a glass of different items (Advanced Level) Shows bottle of different capacities and prompts to bring bottles of different capacities and measures their capacities with respect to particular cup	Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	example like a short pencil and a long pencil. 2.Heavier and lighter by showing elephant and ant pictures or models. 3. Learn the various concept like lighter, heavy, long, short by experiencing the real life objects.	Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets Hands on learning.
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Term III

December	Cognitive	CG 8 Children develop mathematical	C-8.8 Recognises, makes and classifies	(LO 1- Basic level) Collects objects from	Month- December L-11 Shapes SUB CONCEPT	(Basic Level) Identification of basic shapes and round objects	CWSN - Assistive Learning:-	Activities 1.Collect objects of different shapes like beads, bangles	Observation – Observation Notes, Checklist, Rubrics, Portfolio,
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	Development	understanding and abilities to recognize the world through quantities, shapes and measures	basic geometric shapes and their observable properties and understand and explain the relative relation of objects in space.	the surroundings having different sizes and shapes(example pebbles, boxes, balls, cones etc...) (LO2- Medium level) Sorts, classifies and describes the objects on the basis of shapes, and other observable properties (LO-3 Advanced level) Observes and describes the physical features of various solids/ shapes in her own language	Concept Shapes. of Properties of shapes. Concept of Rolling and sliding.	from the surroundings (Medium Level) Find the number of sides and corners of a particular shapes (Advanced Level) Create a beautiful design using circle.	Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	,matchbox,bottle s etc. 2. Identify and draw different shapes. 3. Use Clay modelling to make different shapes. 4. Match similar shapes by drawing a line.	Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets. Play way method. Hands on learning.
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				(e.g., a ball rolls, a box slides)					
January	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities shapes and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks and months.	(LO 1- Basic level) Knows the names of the days of the week and months of the year. (LO2- Medium level) Narrates the sequence of events in a day (LO-3 Advanced level) Distinguishes between events occurring in time using terms like earlier and later.	MonthJanuary L-12 Time SUB CONCEPT Concept of earlier and later. Activities we do during the day and night time. Reading a clock. Days of the week. Months of the year.	(Basic Level) Draw a clock (Medium Level) Learn and write the days of a week in English and Hindi (Advanced Level) Write the number of days in a particular month.	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	Activities 1.Tick the activities that you do in the day,evening and at night. 2.Count the number of times the pendulum swings till you tie your shoelaces 3. Play games based on time.	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets. Play way method. Hands on learning.

January	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities shapes and measures	C-8.11 Performs simple transaction using money upto INR 100	(LO 1- Basic level) Identifies Indian currency notes and coins. (LO2- Medium level) • Adds up notes and coins to form amounts up to Rs. 20 (LO-3 Advanced level) Adds up notes and coins to form amounts upto Rs 100.	Month-January L-13 Money SUB CONCEPT Importance of Money. Difference between coins and notes. Identify different denominations of coins and notes.	(Basic Level) Trace the coins of different denominations (Medium Level) Stick the fake currency and make the given amount (Advanced Level) Make a money purse by paper folding activity.	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance: - Telecommunications device for the deaf (TDD) - Voice-to-text software programs	Activities 1.Guess the price of different articles. 2. Identify the currency notes and write the number name. 3. Read the price tag on objects.	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets. Play way method. Hands on learning.
February	Cognitive Development	CG 8 Children develop mathematical understanding and abilities to	C-8.2 Identifies and extends simple patterns in their	(LO 1- Basic level) Recognizes & repeats the patterns in pairs – Objects, pictures,	Month-February L-14 Patterns SUB CONCEPT Concept of patterns.	(Basic Level) Observe the patterns in their real world like saree,bedsheets etc (Medium Level)	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment	Activities 1.make different patterns using thumb impression.	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)

		recognize the world through quantities, shapes and measures	surroundings, shapes and numbers.	shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A B A pattern) (LO2- Medium level) Fills in missing elements of simple, repeating patterns in different aspects (example: red- blue, blue-red, red.....) (LO-3 Advanced level) • Creates new pattern based different features – colour, shape, size	Observing the patterns. Differentiate similar and different patterns.	Encourage the students to observe patterns shown by the teachers and identify the rule followed and extend it. (Advanced Level) Follow the pattern for arranging your books in your bookshelf	students assistance: Hearing Impairment students assistance:	2. Pattern with help of flowers and leaves 3. Draw different designs using patterns	Quiz. HOTS and lower order thinking skills. Worksheets. Play way method. Hands on learning.
February	Cognitive	CG 8 Children develop	C-8.12	(LO 1- Basic level)	Month-February L-15 Reading Pictograph	(Basic Level) Find how many times a certain	CWSN - Assistive Learning:-	Activities of different types 1.Objects of different types	Observation – Observation Notes, Checklist,

	Development	mathematical understanding and abilities to recognize the world through quantities, shapes and measures	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements.	Uses number words, and shape names appropriately (LO2- Medium level) Listens to and comprehends simple instructions using number, words and shape name (LO-3 Advanced level) Creates simple mathematical riddles and puzzles.	<u>SUB CONCEPT</u> Meaning and importance of symbols. Symbolic representation.	object/shape has been used (Medium Level) Observe the pictograph and answer the questions given (Advanced Level) Make a pictograph on the given data.	Refer to the Special Educator Visual Impairment students assistance: Hearing Impairment students assistance:	are given and children are asked to group the objects of same kind. 2. Strips of paper are given and children having the same colour of strip grouped. 3. count the number of letters in each name word ie GEETA	Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Quiz. HOTS and lower order thinking skills. Worksheets. Play way method. Hands on learning.
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	Nov- L-11 People who help us L-12 Festival Time	
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Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes , Graded learning outcomes	Syllabus- (As per VIDYA PRAVESH by NCERT)	Competency Based (Graded) Learning	CwsN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment
No of Periods									
April 01 st – April 15 th	Physical Development	DG1- Children maintain good health and well being	*Awareness of self *Development of healthy habits, hygiene and sanitation * Development of fine motor skills and eye hand coordination	*acquire awareness about immediate/wider surroundings *talks about self *describes healthy habits	Myself, Healthy habits, healthy food	(Tasks/Activities assigned for CW &HW) HW3.13 Maintains and displays basic health, hygiene, sanitation practices and healthy eating practices with increased independence	Assistive Learning For HI students	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) 1. Video on self care and hygiene , 2. Demonstration by teacher on classroom hygiene, 3. food activity(junk food and healthy food, 4. Balancing activity, 5. Beads activity	(Use of Assessment Tools- Observation – Observation on children's healthy habits and personal hygiene * if children are able to use their fine motor skills and able to coordinate eye hand movements.

	Socio-Emotional and Ethnical Development	DG-II Children become effective communicators(EC)	*Creative self expression and conversation * Bonding with books *Response to reading with drawings, words and meaningful sentences	*Associate words with pictures *talks about self/situations/pictures in English *identifies characters and sequence of a story	Poems, reading, phonological awareness	ECL1 3.3- Expresses their experiences of reading poems/stories in their own language ECL2-3.9 Talks about his/her favourite toy.	-Use shorter sentences, and clearer speech so that the HI child can follow your expressions and look, and study the illustrations.	1. Reading a loud, 2. Modelled reading, 3. Show and tell, 4. Role play, 5. Story telling, 6. Describe the picture	
	Cognitive Development	DG-111 Children become involved learners and connect with their immediate Environment	*Sensory development *Cognitive skills *Concepts related to environment	*describes the physical features of various solids/shapes in his/her own language. *observes, extends and creates patterns * identifies relationships with family members	Family, festivals, Nature, animals, shapes	IL3.1- Uses all the senses to observe and explore the environment. IL3.2 Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.	-Use flashcards, graphic organizers real objects, real experiences, dramatization, and activities.	1. Nature walk, 2. Sand activity, 3. Family tree, 4. Tell few lines about Indian festivals	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
			Shows coordination between sensorial perceptions and body movements in various activities				-Make sure your student has preferential seating with a direct view of your face and mouth.	3. Balancing activity (Children will keep book on their head and balance to walk properly).	* Checklist of each student on learning outcomes, behaviours and traits of children

							-Take regular feedback and give reinforcements		Worksheets will be given for colouring
							-Peer tutoring		
							-Use of assistive technology ie. –		
							-Tape recorders	* Annamaya Koshas	
							-Audiobooks		
							-Teletypewriter (TTY)	* Discussion amongst 2,3 students on their habits.	
							- Telecommunications device for the deaf (TDD)	No of Periods	
							-Voice-to-text software programs		
							-CART Communication Real-Time Translation	Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	
								Lib- Reading books Outdoor- Running, bowling,catch,ski pping	

							Assistive Learning For VI students	Indoor - Balancing activity , paper games, roleplay, show and tell	
							-Make the child always seated near the board and the teacher.		
							-Always take the name of the student when giving instructions	Outdoor	
					EVI SYLLABUS		-Make the school and classroom easily accessible		
April 15th-30th L1-About Myself	Socio-Emotional and Ethnical Development	CG-4 Children develop emotional intelligence , i.e., the ability to understand and manage their own emotions and respond positively to social norms	C-4.1 Starts recognizing ‘self’ as an individual belonging to a family and community	(LO 1- Basic level) • Says own first and family (last) name (LO2- Medium level) • Shares other identifying information (e.g., parent’s name) (LO-3 Advanced level) Shares personal identifying information such as home address,	Month-April Name of EVS Book-Let’s Explore Our Environment Name of Publisher Arya Book Depot Syllabus-	Basic Level) understanding about self (Medium Level) understanding about self and family members (Advanced Level) understanding about self, family members, and family types.	-Give tasks in groups for assistance to the child -Give specific directions - Use enlarged print/magnified worksheets - - Braille versions of text and assignments according to the needs of the child -Use concrete material and	*Activity-based learning: pasting pictures of things, you like. Learning Space- indoors * Inquiry-Based Learning: Create a bucket list of things you like to do. Learning Space- indoors	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,

				details of family members, school, etc	L1- About Myself *Self introduction *Meet my father, mother, teacher & friend		hands-on experience whenever possible -Take regular feedback and give reinforcements - Use of assistive devices i.e.- -Tape recorders -Screen magnifiers -Audiobooks -Magnifiers -DAISY Player (Digital Accessible Information System) -Screen readers -OCR		
							Assistive Learning For SLD students		

<p>May 1st-15th L-2 My Wonderful Body</p>	<p>Physical Development</p>	<p>CG-2 Children develop sharpness in sensorial perceptions</p>	<p>CG-2.4 Differentiates multiple smells and tastes. CG-2.5 Develop discrimination in the sense of touch.</p>	<p>(LO 1- Basic level)Identifies good and bad smell (perfume, flowers, garbage etc) (LO2- Medium level) Differentiates fragrance of flowers, perfumes, food items etc (LO-3 Advanced level) • Recognizes smells that indicate danger (e.g., smoke, rotten eggs)</p>	<p>L-2 My Wonderful Body *Our body parts *Parts of our face *Body parts 2&10 in numbers *Sense Organs</p>	<p>(Basic Level) Identify and name a few body parts (Medium Level)Identify and name a few body parts and their functions (Advanced Level)Identify and name body parts, their role and functions.</p>	<p>-Use of assistive devices i.e. -Speech-to-text software -Text-to-speech software -Word prediction -Spell check -Calculator</p>	<p>Inquiry Based Learning: Guess me? (Sense Organs) Show and tell Learning Space-indoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
<p>L-3 Taking Care of My Body</p>	<p>Physical Development</p>	<p>CG-1 Children develop habits that keep them healthy and safe CG-3 Children develop a fit and flexible body</p>	<p>CG-1.2 . Practices self care and hygiene CG-1.6 Understands unsafe situations and asks for help. CG-3.3Shows strength and endurance in carrying , walking and running</p>	<p>(LO 1- Basic level) Begins to wash and dry hands before and after using the toilet or eating (LO2- Medium level) • Always washes and dries hands before and after using the toilet or eating (LO-3 Advanced level) Becomes independent in basic self-care and hygiene</p>	<p>L-3 Taking Care of My Body *Ways to keep our body clean & healthy *Ways to keep our body healthy& fit</p>	<p>(Basic Level) Understanding personal hygiene (Medium Level) Understanding personal hygiene and healthy habits (Advanced Level) Understanding personal hygiene healthy habits and objects used for the keeping body clean.</p>	<p>Assistive Learning For ASD students</p>	<p>Experiential Learning -The correct way of washing hands building blocks activity Space-indoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>

July 1-15				Periodic Test-I					

<p>July 16-31 L-4 My Family</p>	<p>Socio-Emotional and Ethnical Development</p>	<p>CG-4 Children develop emotional intelligence</p>	<p>CG-4.1 Starts recognising self as an individual belonging to a family and community CG-4.3. Interacts comfortably with other children and shows cooperative behaviour with other children.</p>	<p>(LO 1- Basic level) • Identifies/names close family members/ particular adults (LO2- Medium level) • Begins to interact comfortably with less familiar adults (LO-3 Advanced level) Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry)</p>	<p>L-4 My Family *Family *Types of families *Importance of a family</p>	<p>(Basic Level) Understanding the importance of family (Medium Level) Understanding the importance of family and members of the family. (Advanced Level) Understanding the importance of family, members of the family, and family types.</p>	<p>-Use a visual schedule for the student i.e., for activities of the day at school, class rules -Use concrete material and hands-on experience whenever possible - Use the VAKT (visual, auditory, kinaesthetic, and tactile) method of teaching -Peer tutoring -Give sequential step directions for specific tasks/activities . - Accommodation in worksheet i.e., fill in the</p>	<p>Activity-Based Learning: Create a Family Tree Theme-Based Learning: Role Play Learning Space- indoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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							blanks or MCQ-based worksheet		
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<p>Aug 1-15 L-5 The Food we eat</p>	<p>Physical Development</p>	<p>CG-1 Children develop habits that keep them healthy and safe CG-2 Children develop sharpness in sensorial perceptions</p>	<p>CG-1.1 Understanding of nutritious food and does not waste food CG-2.4 Differentiates multiple smells and tastes.</p>	<p>(LO 1- Basic level) Names a few healthy food items and a few unhealthy food items (LO2- Medium level)• Identifies healthy and unhealthy food items in a shop (LO-3 Advanced level) Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak ‘cleans the blood’, milk gives strong teeth) .</p>	<p>L-5 The Food we eat *Food we get from plants *Food we get from animals *Meals in a day *Healthy eating habits</p>	<p>(Basic Level) identifying different types of food (Medium Level) identifying different types of food and meals in a day (Advanced Level)identifying different types of food, meals in a day, and their sources.</p>	<p>Involve & communicate with parents through: -IEP discussion and implementation -Regular feedback from teachers, special educator -Home Plans</p>	<p>*Activity-Based Learning: Puppet Show of fruit and vegetable Learning Space- indoors *Experiential Learning: Healthy tiffin Learning Space- outdoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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Aug 16-31 L-6 The Clothes we wear	Physical Development	CG-7: Children make sense of world around through observation and logical thinking	C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	(LO 1- Basic level) identifies and names clothing for different seasons (LO2- Medium level) Explains clothing for different season (LO-3 Advanced level)Explains clothings for different season	L-6 The Clothes we wear * Summer season * * winter season * * rainy season * * uniform * * traditional outfit * * costume	(Basic Level) identifying different types of clothes (Medium Level) identifyin g different types of clothes worn in different seasons (Advanced Level) identifyin g different types of clothes and asseories and their respective seasons.		*Experiential Learning: Guess the seasonal clothes Learning Space- indoors	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,
					EV-2 SYLLABUS				
Sept 1st-15 L-7 My House	Cognitive Development	CG-1 Children develop habits that keep them healthy and safe	CG-1.4 Practices safe use of material and simple tools	learning out comes not mentioned in NCF	L -7 My House * Types of houses * * rooms in a house * * types of roof * * an ideal house	(Basic Level) identifying different types of houses (Medium Level) identifying different types of houses and the places they are found (Advanced Level) identifyin g different types of houses, the places they are found and		Activity-based Learning: Making kutchra house using ice cream sticks Learning Space- indoors	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,

						material they are build up of.			
Sept 16th- 30 L-8 Safety Rules	Physical Development	CG-1 Children develop habits that keep them healthy and safe	CG-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. CG-1.6 . Understands unsafe situations and asks for help.	(LO 1- Basic level)Identifies road safety as important, holds hands of adults and walks on the road (LO2- Medium level) Identifies traffic symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge etc) (LO-3 Advanced level)• Recognizes most safety symbols and avoids danger (electric, fire, repair, digging, etc)	L-8 Safety Rules *safety on road * safety at home* safety at school* safety while travelling, swimming and in the play ground	(Basic Level) understanding safety rules at home/school/road (Medium Level) understanding safety rules at home/school/road (Advanced Level) understanding safety rules at home/school/road and identifying road signs.		Activity-based Learning: Scrap book -pasting traffic light cutouts Learning Space- indoors Role play- how to cross a traffic signal	Drill sheets Oral quiz

<p>Oct 1st-15th L-9 Our Neighbourhood</p>	<p>Socio-Emotional and Ethnical Development</p>	<p>CG-4 Children develop emotional intelligence</p>	<p>CG-4.3 Interacts comfortably with other children and shows cooperative behaviour with other children. CG-4.4 . Understands and responds positively to social norms in the classroom and school. CG-4.5 Shows kindness and helpfulness to others .</p>	<p>(LO 1- Basic level)• Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult’s help if necessary (LO2- Medium level) • Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play) (LO-3 Advanced level) • Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)</p>	<p>L-9 Our Neighbourhood *Places in our neighborhood</p>	<p>(Basic Level)identifying different types of places in the neighborhood (Medium Level) identifying different types of places in the neighborhood (Advanced Level) identifying different types of places in the neighborhood and the qualities of a good neighbor.</p>		<p>Experiential Learning: Visit the places near neighborhood.</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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<p>Oct 16th-31st L-10 My School</p>	<p>Physical Development Socio-Emotional and Ethical Development</p>	<p>CG-1 Children develop habits that keep them healthy and safe</p>	<p>CG-1.3 Keeps school/classroom hygienic and organised</p>	<p>(LO 1- Basic level)Begins to use dustbin to dispose of waste (LO2- Medium level)Begins to maintain cleanliness in classrooms. (LO-3 Advanced level)Takes care of school property, books, materials, and furniture</p>	<p>L-10 My School *rooms in a school</p>	<p>(Basic Level) identifying different types of places in the school premises (Medium Level)identifying different types of places in the school premises (Advanced Level)identifying different places in the school premises and understanding their importance.</p>		<p>Experiential Learning: Visit the school premises Learning Space-out doors.</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
<p>Nov 1st - 15th L-11 People who help us</p>	<p>Physical Development</p>	<p>CG-1 Children develop habits that keep them healthy and safe CG-4: Children develop emotional intelligence CG-5</p>	<p>CG-1.6 Understands unsafe situations and asks for help. people doing different roles C-4.1: Starts recognising ‘self’ as an individual belonging to a family and community CG-5.1</p>	<p>(LO 1- Basic level) • Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc (LO2- Medium level) • Identifies people in the community who</p>	<p>L-11 People who help us * Our Helpers</p>	<p>(Basic Level) Understanding the role of community helpers in our life. (Medium Level) identify and Understand the role of community helpers in our life.</p>		<p>Activity Method: Making thank you cards for community helpers. Learning Space-indoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>

		Children develop a positive attitude towards productive work and service	Demonstrates willingness and participation in age appropriate physical work towards helping others.	would be of help in an emergency – doctor, fire-fighter, etc (LO-3 Advanced level) • Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc, and begins to express their capabilities and interest with a view to contributing to society – when I grow up, I want to be a farmer, a doctor, a pilot, be a soldier, etc		(Advanced Level) identify and Understanding the role of community helpers in our life.			
					EV-3 SYLLABUS				

<p>Nov 16th-30 L-12 Festival Time</p>	<p>Socio-Emotional and Ethnical Development</p>	<p>CG-4 Children develop emotional intelligence</p>	<p>CG-4.1 . Starts recognising self as an individual belonging to a family and community CG-4.3 Understands and responds positively to social norms in the classroom and school.</p>	<p>learning out comes not mentioned in NCF</p>	<p>L-12 Festival Time* religious festival * National festival</p>	<p>(Basic Level) Understanding the importance of celebrating different festivals. (Medium Level) Understanding the importance of celebrating different festivals and their types (Advanced Level) Understanding the importance of celebrating different festivals and naming things associated with the festivals.</p>		<p>Theme-Based Learning: My favourite festival Learning Space-outdoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
<p>Dec 1-15</p>				<p>Periodic Test-II</p>					

Dec 1st-15th L-13 Travelling Time	Physical Development	CG-2 Children develop sharpness in sensorial perceptions CG-7 Children make sense of world around through observational and logical thinking	CG-2.2. Develops visual memory for symbols and representations CG-7.3 Uses appropriate tools and technology in daily life situations and for learning	learning outcomes not mentioned in NCF	L-13 Travelling Time* Land transport * air transport * water transport	(Basic Level)identifying different modes of transport (Medium Level) identifying different types of transport and their types (Advanced Level) identifying different types of transport and their types		Activity-based Learning: Crossword Learning Space-indoors	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,
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<p>Dec 16th-31st L-14 The world of Plants</p>	<p>Socio-Emotional and Ethnical Development * Shows care for and joy in engaging with all life forms.</p>	<p>CG-5: Children develop a positive attitude towards productive work and service or 'Seva' CG-6 Children develop a positive regard for the natural environment around them</p>	<p>C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others CG-6.1 Shows care for and joy in engaging with all life forms.</p>	<p>(LO 1- Basic level) *Enjoys going out for nature walks and observing plants *Germinates and takes care of seedlings (LO2- Medium level) Shows joy in engaging with plants in the local environment *Germinates and takes care of seedlings (LO3-Advanced level)*Takes responsibility for tending and caring for saplings and plants *Germinates and takes care of seedlings</p>	<p>L-14 The world of Plants parts of a plant *types of plants * uses of plants * growth of a plant from a seed.</p>	<p>(Basic Level) identifying different types of plants and their kind (Medium Level) identifying different types of plants and their kind (Advanced Level) identifying different types of plants, their kind, and their importance in our life</p>		<p>Experiential Learning: Seed to a sapling. Growing and observing a plant. Learning Space-outdoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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<p>Jan 1st-15 L-15 The world of Animals</p>	<p>Socio-Emotional and Ethnical Development</p>	<p>CG-6 Children develop a positive regard for the natural environment around them</p>	<p>CG-6.1 Shows care for and joy in engaging with all life forms.</p>	<p>(LO 1- Basic level) • Shows curiosity in observing plants and animals (LO2- Medium level) • Shows joy in engaging with plants and animals in the local environment (LO-3 Advanced level) • Shows curiosity and interest in identifying specific flora and fauna</p>	<p>L-15 The world of Animals *types of animals * wild animals * pet animals * domestic animals * birds * insect * water animals</p>	<p>(Basic Level)identifyin g different types of plants and their kind (Medium Level)identifyin g different types of plants and their kind (Advanced Level) identifying different types of plants, their kind, and their importance in our life</p>		<p>Experiential Learning: Visit a Zoo Learning Space-outdoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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<p>Jan 16th- 31 L-16 Water L-17 Up in the sky</p>	<p>Cognitive Development * Socio-Emotional and Ethnical Development</p>	<p>CG-7 Children make sense of world around through observational and logical thinking</p>	<p>CG-7.1 Observes and understands different categories of objects and relationships between them CG-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis</p>	<p>*Explains the impact of one's actions/behaviour on others (e.g., not turning off a tap wastes water)* Describes the interdependence between natural environment and humans (e.g., water in homes comes from water bodies) (LO 1- Basic level) • Names objects in the sky (sun, moon, stars, clouds) (LO2- Medium level) Connects sunrise and sunset today and night (LO-3 Advanced level) Indicates where sun and moon rise and set</p>	<p>L-16 Water * sources of water * save water L-17 Up in the sky * the sun * the moon * the stars* clouds and rainbow</p>	<p>(Basic Level) identify objects seen in the sky (Medium Level) identify objects seen in the day and night sky (Advanced Level) identify objects seen in the day and night sky and their importance.</p>		<p>Activity-based Learning: Scrapbook pasting pictures of objects seen in the day and night sky. Learning Space- indoors</p>	<p>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,</p>
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Feb 1st-15th L-18 Weather and Seasons	Cognitive Develop ment	CG-7 Children make sense of world around through observational and logical thinking	CG-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis.	(LO 1- Basic level)• Identifies summer and winter (LO2- Medium level) Explains clothing and food for summer and winter (LO-3 Advanced level) Differentiates among summer, winter, and monsoon seasons	L-18 Weather and Seasons *Weather * seasons	(Basic Level) understanding different seasons (Medium Level) understan ding different seasons and their occurrence in the year (Advanced Level) understan ding different seasons, their occurrence in the year, and the things used in different seasons.		Activity-based Learning: Creating a weather Wheel Learning Space- indoors	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets,
March 1-15				Periodic Test-III					

- ATLAS to be used as and when an activity on countries is done in the class. The book prescribed in class I nowhere suggests the use of ATLAS

**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 1, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT-
COMPUTER)**

Lesson 1- Computer: A Magic Machine

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- April - May (Approx No of Teaching Days) 22- 25 No of Periods: 5 - 7	Cognitive Development	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations (LO2- Medium level) Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)	Name of the book Name of Publisher IT Planet CodeBot 1 P & M Publisher P.Ltd. Features of Computer	(Basic Level) Differentiate between man-made things and natural things	CwSN -Assistive Learning:- HI students- Join the dots and colour the image of a computer VI Students Touch and feel the computer in the lab LD students	Activity Based Learning- Visit the Computer Lab and know the computer Experiential Learning- Use any machine in your house under the guidance of your parents and record any two functions of the same	Observation Practical Checklist

							<p>Differentiate between man-made and natural things</p> <p>Autism</p> <p>Segregate and colour the images of man-made and natural things</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)</p>	<p>Theme-Based Learning-</p> <p>Segregate the pictures into man-made and natural things.</p> <p>Mention one use of the machines that we use.</p> <p>Learning Spaces</p> <p>Indoor</p> <p>Computer Lab</p>	
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Lesson 2- Computer – Its Parts and Uses

<p>Class: 1</p> <p>Month- June- July</p> <p>(Approx No of Teaching Days) 19 - 21</p> <p>No of Periods: 5-7</p>	<p>Domains</p>	<p>Curricular Goals (CG)</p> <p>CG-7 Children make sense of the world around through observation and logical thinking</p>	<p>Competencies (C:)</p> <p>C-7.3: Uses appropriate tools and technology in daily life situations and for learning</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO 1- Basic level) Uses tools and implements effectively in work situations</p> <p>(LO2- Medium level) Shows simple usage of digital technology in learning situations</p>	<p>Syllabus- (As per Prescribed book subject – Computer)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>IT Planet CodeBot 1</p> <p>P & M Publisher P.Ltd.</p>	<p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Puzzle of parts of a computer.</p> <p>(Medium Level) Watch an animated movie.</p> <p>(Advanced Level)</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Use modeling clay and sculpt the different parts of a computer.</p> <p>VI Students Touch the various parts of a computer and state its function</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Make a model of various parts of a computer</p> <p>Make a simple drawing of a flower or a hut using the mouse.</p> <p>Write your name using the keyboard</p>	<p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Observation Practical Checklist</p>
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	Cognitive Development	<p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p> <p>CG-9 Children develop effective communication skills for</p>	<p>C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements</p>	<p>(e.g., starting/pausing audio-visual material)</p> <p>(LO 1- Basic level) Solves simple numerical problems using different strategies</p>	<p>Functions of Computer parts</p> <p>Different uses of Computer</p>	<p>Type 2-3 sentences using the keyboard.</p> <p>Use a computer calculator to do basic operations.</p>	<p>Listen to songs and rhymes using the computer</p> <p>LD students In the computer lab use the different parts of the computer and state its function.</p> <p>Audio-Visual - Animated movie on uses of a computer</p> <p>Autism Make a model of various parts of a computer. Type your name and write names of any two-three of your favourite fruits</p> <p>Any other:</p>	<p>Experiential Learning- Play any computer game using both mouse and keyboard.</p> <p>Theme-Based Learning- Type 'Myself' and use different colours for each sentence</p> <p>Learning Spaces Indoor Computer Lab</p>	
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	Language and Literacy Development	day-to-day interactions in two languages	C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	(LO3- Advanced level) Follows instructions comprising of several steps (8 to 9 instructions at a time)			Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)		
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Lesson 3- The Keyboard and Mouse

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer) Name of the book	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- August				(LO 1- Basic level)	Name of Publisher	(Basic Level)	Assistive Learning (In consultation with Special Educators) & Use of IE Room	Activity Based Learning-	
(Approx No of Teaching Days)				Uses tools and implements effectively in work situations	IT Planet	Paste a picture of a keyboard and the different keys.	CwSN -Assistive Learning:-	Make a model of keyboard and label its different keys	Observation
20-21					CodeBot 1		HI students-		Practical
No of Periods:		CG-7 Children make sense of the world around through	C-7.3: Uses appropriate tools and				See the different keys on the keyboard and	State the difference between different kinds	Checklist

5 - 7	Cognitive Development	observation and logical thinking	technology in daily life situations and for learning	<p>(LO2- Medium level)</p> <p>Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)</p>	<p>P & M Publisher P.Ltd.</p> <p>Familiarizing with the different keys of the keyboard and its function</p> <p>Features of a mouse</p>	<p>Draw and label a computer mouse</p> <p>(Medium Level)</p> <p>Gamification</p>	<p>type a sentence using it.</p> <p>Look at the mouse and name its different parts.</p> <p>Play a game or draw with the mouse</p> <p>VI Students</p> <p>Touch and feel the different keys on the keyboard and use them to know its function</p> <p>Touch the mouse and name its different parts</p> <p>LD students</p> <p>Match the picture of keyboard keys with its name.</p> <p>Use the keys to know the function of each of them</p> <p>Use the mouse for drawing/ playing a game</p>	<p>of computer mouse</p> <p>Experiential Learning-</p> <p>Play the keyboard game to learn about various keys</p> <p>Play the mouse practice game to learn to use a mouse</p> <p>Theme-Based Learning-</p> <p>Crossword puzzle on mouse</p>	
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							<p>Autism</p> <p>Use the different keys on the keyboard and type your name.</p> <p>Draw and label the different parts of a mouse.</p> <p>Play a game/draw using the mouse</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with</p>	<p>Learning Spaces</p> <p>Indoor</p> <p>Computer Lab</p>	
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							Special needs. NCERT(July 2014)		
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Lesson 4- Paint- Introduction

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- September	Cognitive	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations	Name of the book Name of Publisher IT Planet CodeBot 1	(Basic Level) Use and try different paint tools. (Medium Level)	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN - Assistive Learning:- HI students- Use various paint tools and make a drawing	Activity Based Learning- Make a picture using paint tools. Experiential Learning- Make a scenery, save	(Use of Assessment Tools & Observation) Observation Practical Checklist Portfolio
(Approx No of Teaching Days) 20-21							No of Periods:		

5 - 7	<p>Development</p> <p>Aesthetic and Cultural Development</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-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<p>(LO2- Medium level) Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)</p> <p>(LO 1- Basic level) Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</p>	<p>P & M Publisher P.Ltd.</p> <p>Use of MS-paint program</p>	<p>Use basic tools and make a house.</p> <p>(Advanced Level) Make a birthday card using different tools</p>	<p>VI Students Use various paint tools and make a drawing (with the guidance of the teacher)</p> <p>LD students Draw tools and name them. make simple image in MS Paint</p> <p>Autism Use various paint tools and make images. Any other:</p> <p>Reference Applications: Jellow app Ocky Pocky Awaaz app</p>	<p>it and take a printout</p> <p>Learning Spaces Indoor Computer Lab</p>	
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							Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)		
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Lesson 5- Data and Memory

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- October	Cognitive Development	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations	Name of the book Name of Publisher IT Planet CodeBot 1	(Basic Level) Collect data of favourite food items of your family members	Assistive Learning (In consultation with Special Educators) & Use of IE Room	Activity Based Learning- Role- Play between human memory and computer memory	
(Approx No of Teaching Days) 20-22									
							VI Students Listen to the audio and identify the items placed in front of you	Learning Spaces	
							LD students		

							<p>Make a simple pictograph in MS - Paint</p> <p>Autism</p> <p>Fill the data on the computer (Table created by teacher)</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)</p>	<p>Indoor</p> <p>Computer Lab</p>	
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Lesson 6- Tux paint- Introduction

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer) Name of the book	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- November - December	Cognitive Develop ment	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations	Name of Publisher IT Planet CodeBot 1	(Basic Level) Use and try different Tux -paint tools.	CwSN - Assistive Learning:- HI students- Use various paint tools and make a drawing	Activity Based Learning- Make a scene using various paint tools.	(Use of Assessment Tools & Observation)
(Approx No of Teaching Days) 30-34									
					Use of Tux-paint program	(Advanced Level) Make a scene of	LD students	Theme Activity Learning- Make a scene of jungle using simple image in Tux Paint	

	<p style="text-align: center;">Aesthetic and Cultural Development</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-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<p>(LO 1- Basic level) Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</p>		<p>jungle full of animals, birds and plants.</p>	<p>Join dots and complete the scenery</p> <p>Autism</p> <p>Use various paint tools and make images and scene.</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with Special needs. NCERT(July 2014)</p>	<p>Learning Spaces</p> <p>Indoor</p> <p>Computer Lab</p>	
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Lesson 7- Patterns and Puzzles

Class: 1	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Computer)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
Month- January	Cognitive Development	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations	Name of the book Name of Publisher IT Planet CodeBot 1	(Basic Level) Identify the patterns in the classroom and draw in the notebook.	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Arrange patterns given in the computer.	Activity Based Learning- Arrange the patterns from the basket and make a pattern	(Use of Assessment Tools & Observation)
(Approx No of Teaching Days) 20-22									
							LD students	Learning Spaces Indoor	

							<p>Arrange patterns on the computer.</p> <p>Autism</p> <p>Solve a puzzle on the computer.</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p> <p>2. Including Children with Special needs. NCERT(July 2014)</p>	Computer Lab	
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Lesson 8- Let's Draw with AI

<p>Class: 1</p> <p>Month- February</p> <p>(Approx No of Teaching Days) 15-16</p> <p>No of Periods: 5 - 7</p>	<p>Domains</p> <p>Cognitive</p>	<p>Curricular Goals (CG)</p> <p>CG-7 Children make sense of the world around through observation and logical thinking</p>	<p>Competencies (C:)</p> <p>C-7.3: Uses appropriate tools and technology in daily life situations and for learning</p>	<p>Learning Outcomes Graded Learning outcomes:-</p> <p>(LO 1- Basic level) Uses tools and implements effectively in work situations</p> <p>(LO2- Medium level) Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)</p>	<p>Syllabus- (As per Prescribed book subject – Computer)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>IT Planet CodeBot 1</p> <p>P & M Publisher P.Ltd.</p> <p>Use AutoDraw</p>	<p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Use and try AutoDraw.</p> <p>(Medium Level) Use AutoDraw to make various flowers, fruits and vegetables.</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN - Assistive Learning:-</p> <p>HI students- Use AutoDraw to make favourite fruits.</p> <p>VI Students Use AutoDraw to make favourite fruits. (with the guidance of the teacher)</p> <p>LD students Make various favourite things using AutoDraw.</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Use AutoDraw to make a fruit basket.</p> <p>Experiential Learning- Use AutoDraw to make favourite cartoon and take a printout.</p>	<p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Rubrics</p> <p>Checklist</p>
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	Development	<p>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p> <p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions</p>	<p>C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space</p>	<p>(LO 1- Basic Level)</p> <p>Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides)</p> <p>(LO 1- Basic level)</p>			<p>Autism</p> <p>Make various favourite things using AutoDraw.</p> <p>Any other:</p> <p>Reference Applications:</p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p>Reference Books :</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)</p>	<p>Learning Spaces</p> <p>Indoor</p> <p>Computer Lab</p>	
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	Aesthetic and Cultural Develop ment	through art in meaningful and joyful ways	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)					
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**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 1,
MAPPED WITH NCF- FOUNDATIONAL STAGE - SUBJECT Games & Sports**

****Note: Learning Outcomes at Elementary Stage have not been mentioned for Physical Education**

Month (Approx No of Teaching Days) No of Periods	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level) **	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level) **	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
April 1- 15	Socio , Emotional and Ethical Development	CG-4 Children develop	C-4.5: Understands and responds positively to social norms	(LO 1- Follows simple instructions		(Basic Level) Follow simple instructions with teacher's support		• Simple instructions and classroom rules.	Observation

		emotional intelligence	in the classroom and school	with teacher's support (LO2- Medium level) Waits for their turn • Follows short simple instructions (LO-3 Advanced level) Follows simple instructions in school without adult reminders		(Medium level) Follows short simple instructions (Advanced level) Follow simple instructions in school without adult reminders			
April 16-30	Socio , Emotional and Ethical Development	CG-4 Children develop emotional intelligence - Description about self and surrounding	C-4.1: Starts recognising self as an individual belonging to a family and community.	(LO 1- Basic level) Says own first and last name. Shares other identifying information e.g parent's name. (LO2- Medium level) Shares personal	• Who am I?	(Basic level) Says own first and last name. Shares other identifying information e.g parent's name. (Medium level) Shares personal identifying information such as home address, details		Experiential Learning • Observing mirror image and self-portrait. Observation of body parts	Observation Description about self and surrounding

				<p>identifying information such as home address, details of family members etc</p> <p>(LO-3 Advanced level) Shares personal details about family members occupation, their place of work.</p>		<p>of family members etc</p> <p>(Advanced level) Shares personal details about family members occupation, their place of work.</p>			
May 1-15	Physical Development	<p>CG -2 Children develop sharpness in sensory perception - Identification of body parts (Head neck, chest, abdomen, eyes, nose, ears, legs, mouth)</p>	<p>C-2.6: Begins integrating sensorial perception to get a holistic awareness of their experiences</p>	<p>(LO 1- Basic level) Differentiates and names the primary parts of the body</p> <p>(LO2- Medium level) Differentiates shades within primary and secondary parts of the body</p>	<p>What are my body parts?</p>	<p>(Basic level) Differentiates and names the primary parts of the body</p> <p>(Medium level) Differentiates shades within primary and secondary parts of the body</p> <p>(Advanced level) Groups body</p>		<p>Experiential Learning Touching, feeling and identifying various body parts</p>	<p>Observation</p>

				(LO-3 Advanced level) Groups body parts based on combinations		parts based on combinations			
July 1-15	Physical Development	CG – 3 Children develop a fit and flexible body - Different types of fundamental movements	C-3.2: Shows balance, coordination and flexibility in various physical activities	(LO 1- Basic level) Moves on hands and feet with tummy facing the ground (LO2- Medium level) Moves on hands and feet with back facing the ground (LO-3 Advanced level) Moves using two hands and one foot.	• How does my body move?	(Basic level) Moves on hands and feet with tummy facing the ground (Medium level) Moves on hands and feet with back facing the ground • (Advanced level) Moves using two hands and one foot		Fun Game: Body Movements Observation, Demonstration, Imitation and practice of natural movements (sitting, standing, walking, running etc.)	Observation
July 16- 31	Physical Development	CG – 3	C-3.2: Shows balance,	(LO 1-		(Basic level) Stands on one		Demonstration; and imitation of	Observation

		Children develop a fit and flexible body - Correct postures	coordination and flexibility in various physical activities	Basic level) Stands on one foot with support and aid (LO2- Medium level) Balances on one foot for a short time (LO-3 Advanced level) Balances on one foot for longer period	How do we sit/ stand/ walk/ sleep?	foot with support and aid (Medium level) Balances on one foot for a short time (Advanced level) Balances on one foot for longer period		standing, sitting, walking, sleeping	
Aug 1-15	Physical Development	CG – 3 Children develop a fit and flexible body - Measure the Body Mass Index Measure the speed and coordination of limb movement	C-3.2: Shows balance, coordination and flexibility in various physical activities	LO – The students gets to know about the distribution of muscle and fat in the body The learner gets to know about the speed and coordination	<ul style="list-style-type: none"> • Body Mass Index • Plate Tapping Test 	Scoring ad Grading is done through FIT INDIA APP approved by the Govt of India and the report too is provided by them		Performing the Plate Tapping Test individually	FIT INDIA ASSESSOR APP

				of limb movement					
Aug 16-31	Physical Development	CG – 3 Children develop a fit and flexible body - Assessing Static Balance	C-3.3: Shows precision and control in working with their hands and fingers	Gets to know their ability to balance successfully on a single leg.	Flamingo Balance Test	Scoring and Grading is done through FIT INDIA APP approved by the Govt of India and the report too is provided by them		Performing the Flamingo Balance Test individually	FIT INDIA ASSESOR APP
Sep1-15	Physical Development	CG – 1 Children develop their habits that keep them healthy and safe - Joy and pride of keeping the body clean	C-1.2: Practices basic self-care and hygiene	(LO 1- Basic level) Gets help to wash and dry hands before and after using the toilet or eating (LO2- Medium level) Begins to wash and dry hands before and after using the toilet or eating (LO-3 Advanced	<ul style="list-style-type: none"> • How do we take care of our body? • What different body parts are involved in different movements? 	(Basic level) Gets help to wash and dry hands before and after using the toilet or eating (Medium level) Begins to wash and dry hands before and after using the toilet or eating (Advanced level) Always washes and dries hands before and after using the toilet or eating		Video demonstrating the 10 steps of washing hands	Observation

				level) Always washes and dries hands before and after using the toilet or eating					
Sep 16-30	Physical Development	CG – 2 Children develop sharpness in sensory perception - Relationship between shapes and sports equipment	C-2.1: Differentiates between shapes, colours, and their shades	(LO 1- Basic level) Differentiates and names the primary shapes (LO2- Medium level) Groups objects based on dimension - length, breadth, height (LO-3 Advanced level) Groups objects based on combinations of visual characteristics of colours and shapes	How shapes and sports equipment's are related?	(Basic level) Differentiates and names the primary shapes (Medium level) Groups objects based on dimension - length, breadth, height (Advanced level) Groups objects based on combinations of visual characteristics of colours and shapes		Touching, feeling and identifying shapes, utility and purpose of the sports equipment	Observation

Oct 1-15	Physical Development	CG – 3 Children develop a fit and flexible body - Exercise, play and movements for fun	C-3.2: Shows balance, coordination and flexibility in various physical activities	(LO 1- Basic level) Hops along a line and runs / jogs back to the start (LO2- Medium level) Hops along a line and hops back to the start (LO-3 Advanced level) Hops along a line using one foot and hops back using the other foot	What do we like to play to have fun?	(Basic level) Hops along a line and runs / jogs back to the start (Medium level) Hops along a line and hops back to the start (Advanced level) Hops along a line using one foot and hops back using the other foot		Fun Game: Hopping on the count of 1, 2 , 3,4	Observation
Oct 16-31	Physical Development	CG – 1 Children develop their habits that keep them healthy and safe – Food at home/Tiffin	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food	(LO 1- Basic Level) Identifies things that can be eaten and cannot be eaten (LO2- Medium level)	Why do we eat food?	(Basic Level) Identifies things that can be eaten and cannot be eaten (Medium level) Eats and identifies a variety of food		Bring different food grains and talk about their importance	Observation

				<p>Eats and recognizes a variety of food from different food groups – grains, vegetables, fruits</p> <p>(LO-3 Advanced level) Enjoys the variety in food from different food groups</p>		<p>from different food groups – grains, vegetables, fruits, and proteins</p> <p>(Advanced level) Enjoys the variety in food from different food groups</p>			
Nov 1-15	Physical Development	<p>CG – 1 Children develop their habits that keep them healthy and safe – Seasonal food items, vegetables, fruits etc.</p>	<p>C-1.1: Shows a liking for and understanding of nutritious food and does not waste food</p>	<p>(LO 1- Basic Level) Names a few healthy food items and a few unhealthy food items</p> <p>(LO2- Medium level) Identifies healthy and unhealthy food items in a shop</p>	<p>What are the food items that we eat daily?</p>	<p>(Basic Level) Names a few healthy food items and a few unhealthy food items</p> <p>(Medium level) Identifies healthy and unhealthy food items in a shop</p> <ul style="list-style-type: none"> • Gives reasons for why some food is healthy 		<p>Bring your favorite food to school.</p>	<p>Observation</p>

				<ul style="list-style-type: none"> • Gives reasons for why some food is healthy <p>(LO-3 Advanced level) Recognises foods from different food groups and explains the benefits/ill-effects of different food groups • Names some qualities of good nutritious food</p>		<p>(Advanced level) Recognises foods from different food groups and explains the benefits/ill-effects of different food groups</p> <ul style="list-style-type: none"> • Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth) 			
Nov 16-30	Physical Development	CG – 1 Children develop their habits that keep them healthy and safe – Common mishaps at	C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	(LO 1- Basic Level) Identifies safety as important, holds hands of peers or adult, and walks safely	How can we avoid mishaps and injuries?	<p>(Basic Level) Identifies safety as important, holds hands of peers or adult, and walks safely</p> <p>(Medium level) Follows road safety rules</p>		Identifying play areas in the school for safe play. Assessing the hazards and keeping the body safe	Observation

		school, playground, road and home, sun heat Measure to prevent such accidents		(LO2- Medium level) Follows road safety rules (walking on the side) independently (LO-3 Advanced level) Follows basic safety rules while moving around in school		(walking on the side) independently (Advanced level) Follows basic safety rules while moving around in school			
Dec 1-15	Socio , Emotional and Ethical Development	CG-4 Children develop emotional intelligence development - Exercise, play and movements for fun	C-4.4: Shows cooperative behaviour with other children	(LO 1- Basic Level) Begins to play with other children (LO2- Medium level) Enjoys playing with other children (LO-3 Advanced level) Initiates playing with other children	What do we like to play to have fun?	(Basic Level) Begins to play with other children (Medium level) Enjoys playing with other children (Advanced level) Initiates playing with other children and makes plans		Fun Game : Relay Race	Observation

				and makes plans					
Dec 16-31	Socio , Emotional and Ethical Development	CG -4 Children develop emotional intelligence	C-4.5: Understands and responds positively to instructions given in the class	(LO 1- Follows simple instructions with teacher's support (LO2- Medium level) Waits for their turn • Follows short simple instructions (LO-3 Advanced level) Follows simple instructions in school without adult reminders		(Basic Level) Follows simple instructions with teacher's support (Medium level) Waits for their turn • Follows short simple instructions (Advanced level) Follows simple instructions in school without adult reminders		Fun Game : Traffic Light Game	Observation
Jan 15-31	Cognitive Development	CG8 - Children develop mathematical understanding	C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of	(LO 1- Takes/puts away very small collections by grouping and ungrouping		(Basic Level) Takes/puts away very small collections by grouping and ungrouping (Medium level) Combines two		Fun Game: Fire in the Mountain	Observation

			composition and decomposition	(LO2- Medium level) Combines two groups up to 5 objects and recounts. (LO-3 Advanced level) Combines two groups up to 9 objects and recounts.		groups up to 5 objects and recounts. (Advanced level) Combines two groups up to 9 objects and recounts.			
Feb 1-15	Physical Development	CG – 3 Children develop a fit and flexible body - Measure the Body Mass Index Measure the speed and coordination of limb movement	C-3.2: Shows balance, coordination and flexibility in various physical activities	LO – The students gets to know about the distribution of muscle and fat in the body The learner gets to know about the speed and coordination of limb movement	<ul style="list-style-type: none"> • Body Mass Index • Plate Tapping Test 	Scoring ad Grading is done through FIT INDIA APP approved by the Govt of India and the report too is provided by them		Performing the Plate Tapping Test individually	FIT INDIA ASSESOR APP
Feb 16-28	Physical Development	CG – 3 Children develop a fit and flexible	C-3.2: Shows balance, coordination and flexibility	Gets to know their ability to balance	Flamingo Balance Test	Scoring and Grading is done through FIT INDIA APP		Performing the Flamingo Balance Test individually	FIT INDIA ASSESOR APP

		body by Assessing Static Balance	in various physical activities	successfully on a single leg.		approved by the Govt of India and the report too is provided by them			
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CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 1,
MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT Performing & Visual Art****

Month (Approx No of Teaching Days)	Doma ins	Curricular Goals (CG)	Competencie s (C:)	Learning Outcomes Graded Learning outcomes: -	Syllabus- (As given syllabus marked by NCERT document) -	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Suggested Assessment (Use of Assessment Tools- Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)
No of Periods				(LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)		(Basic Level) (Medium Level) (Advanced Level)		No of Periods Learning Spaces – (Indoor/Outdoo r) or (Activity Rooms/ Playground, Hobby rooms,Lib)	

					Month- April		<p>CWSN - Assistive Learning: - Refer to the Special Educator HI students</p> <p>VI Students</p> <p>LD students Autistic students</p> <p>Any other:</p> <p>Involve & Communicate with parents.</p> <p>Reference Books:</p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. CERT (July 2014)</p>		
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Term 1

April	2.4.5 Development Domain: Aesthetic and Cultural	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 ideas and emotions through the arts	(LO 1- Basic level)- Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples (LO2- Medium level)-Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations (LO-3 Advanced level)-Explores multiple approaches, or variations while expressing particular ideas and emotions	1st Std. Month April-Fun with Lines Freehand, sun rays, Funky Hairstyles.	Basic Level)-How to draw line with dots (Medium Level)- How to draw basic form with lines (Advanced Level)- How to draw line with advance drawing	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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May	2.4.5 Domain: Aesthetic and Cultural Development	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	(LO 1- Basic level)- Explores sound and movement produced individually and in groups (LO2- Medium level)-Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers (LO-3 Advanced level)-Attempts to coordinate speech, movement and sound while playing or performing in pairs or groups	May- Fun with Number	(Basic Level)-How to draw numbers (Medium Level)- How to draw drawing with number in a simple way (Advanced Level)- How to draw drawing with number in advance way	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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June	2.4.5 Domain: Aesthetic and Cultural Development	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	(LO 1- Basic level)- Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences (LO2- Medium level)-Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences (LO-3 Advanced level)-Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art	June- Fun with Stapes	(Basic Level)- Search for shapes hidden in a salt box. Play a sand paper and felt shapes matching game like Craft late. (Medium Level)- Collect shape examples for students to explore during the introduction. (Advanced Level) -Invite students to turn and talk to share with a partner the shape of the item they collected.	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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July	2.4.5 Domain: Aesthetic and Cultural Development	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>(LO 1- Basic level) Explores sound and movement produced individually and in groups</p> <p>(LO2- Medium level) Moderates own volume, pitch and tempo to align with a partner/ group</p> <p>(LO-3 Advanced level) Moderates own volume, pitch and tempo to align with a partner/ group</p>	July-Fun with Shapes Fish, Monsters Landscape	<p>(Basic Level)-How to draw fish, monster or other things in a simple form</p> <p>(Medium Level)- How to draw fish, monster in advance way</p> <p>(Advanced Level)- How to draw fish, monster and other things in detailed way C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage</p>	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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Term 2

August	2.4.5 Domain: Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<p>(LO 1- Basic level) Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views</p> <p>(LO2- Medium level) Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses</p> <p>(LO-3 Advanced level) • Recognises that personal preferences in the arts differ from one person to another</p>	Aug- Fun with forms winter summer	<p>(Basic Level)-How to draw winter and summer drawing in a form way</p> <p>(Medium Level)- How to draw winter/summer drawing in an advance form way</p> <p>(Advanced Level)- How to draw winter/summer drawing in an advance way</p>	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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September	2.4.5 Domain: Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	(LO 1- Basic level) Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artwork (LO2- Medium level) Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community (LO-3 Advanced level) Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll)	Sep- Learning season autumn monsoon frog	(Basic Level)- learning season students learn fundamental drawing (Medium Level)- Drawing shapes, starting with sphere (Advanced Level)- learn to draw and improve their drawing skills in an advance way	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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October	2.4.5 Domain: Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	(LO 1- Basic level) Creates three dimensional forms by rolling and patting materials like clay or dough (LO2- Medium level)Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement (LO-3 Advanced level) Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects	Oct-learn to Draw Bat, Santa on stick, bunny bookmark, butterfly	(Basic Level)- Teach them to basic folds of origami (Medium Level)- Teach them advance folds of origami (Advanced Level)- Advance origami designs that have been featured on origami expressions	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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November	2.4.5 Domain: Aesthetic and Cultural Development	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	(LO 1- Basic level) Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples (LO2- Medium level)Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations (LO-3 Advanced level) • Explores multiple approaches, or variations while expressing particular ideas and emotions	Nov-Fun with colours blowing cloud, Ice cream, Tree.	(Basic Level)- Teach them to create patterns with colours, swirls, squiggles and zig- zags (Medium Level)- Teach them to colour match with daily objects (Advanced Level)- teach them to explore and mixing primary colours activity	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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Term 3

December	2.4.5 Domain: Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<p>(LO 1- Basic level) Creates imprints using blocks, stencils, found objects and natural materials</p> <p>(LO2- Medium level) Creates simple patterns using blocks, stencils, found objects and natural materials</p> <p>(LO-3 Advanced level) Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colour</p>	Dec-Fun with colours veggies, balloons, zoo	<p>(Basic Level)-Fun with colour children can learn colour scheme and different forms</p> <p>(Medium Level)- Fun with colour children can learn advance colour scheme and textures also</p> <p>(Advanced Level)- Children can learn textures, overlapping and colour scheme</p>	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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January	2.4.5 Domain: Aesthetic and Cultural Development	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	(LO 1- Basic level) Explores multiple approaches, or variations while expressing particular ideas and emotions (LO2- Medium level) Persists with challenges by exploring multiple solutions and finding own resources (LO-3 Advanced level) Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art	Jan- Family Time, Value time	Basic Level)- Explain how to develop daily and weekly schedules. (Medium Level)- Advise your students to keep a long-term schedule. (Advanced Level)- Give tips on dealing with procrastination.	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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February	2.4.5 Domain: Aesthetic and Cultural Development	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	(LO 1-Basic level) Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences (LO2- Medium level) Persists with challenges by exploring multiple solutions and finding own resources (LO-3 Advanced level) • Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of Art	Feb- Story time	(Basic Level)- Encourage them to use their imagination: “Let’s turn that tree into a monster!” If they get stuck, offer some ideas to jumpstart their creativity. (Medium Level)- Encourage them to be creative: “What can you make with this piece of cardboard?” or “How can we turn this fabric into a work of art?” (Advanced Level)- Draw upside down or backward: For example, have them draw a tree starting from the top and working their way down.	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS1,
MAPPED WITH NCF- FOUNDATIONAL STAGE - SUBJECT – Music**

Month (Approx No of Teaching Days) No of Periods	Domain s	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes: - (LO 1-Basic level) (LO2- Medium level) (LO3- Advanced level)	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	CWSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning) No of Periods Learning Spaces – (Indoor/Outdoo r) or (Activity Rooms/ Playground, Hobby rooms, Lib)	Suggested Assessment (Use of– Observation Notes,
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					Month- April	CWSN - Assistive Learning: - Refer to the Special Educator HI students VI Students LD students Autistic students Any other: Involve & Communicate with parents. Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs.		
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							NCERT (July 2014)		
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Term 1

<p>April</p>	<p>2.4.5 Development Domain: Aesthetic and Cultural</p>	<p>CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</p>	<p>C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .</p>	<p>(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes,</p> <p>(LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot.</p> <p>(LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.</p>	<p>1st Std. Month April- Start with school readiness rhymes, action songs and bal Git.</p>	<p>Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.</p>	<p>(In consultation with Special Educators). Music Room</p>	<p>(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).</p>	<p>Practice, Play and Basic Notes Lear.</p>
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May	2.4.5 Domain: Aesthetic and Cultural Development	CG-12.2 Children develop abilities a- Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	<p>(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes,</p> <p>(LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot.</p> <p>(LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.</p>	May- Prayer, slokas, rhymes based on climate or festivals etc	<p>(Basic Level)- How to Play Piano And Sing</p> <p>(Medium Level)- How to Play basic form with Voice</p> <p>(Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.</p>	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Practice, Play and Basic Notes Learning.
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June	2.4.5 Domain: Aesthetic and Cultural Development	CG-12.2 Children develop abilities a- Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	June-Fun with Stapes	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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July	2.4.5 Domain: Aesthetic and Cultural Development	CG-12.2 Children develop abilities a- Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	July-Fun with Shapes Fish, Monsters Landscape	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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Term 2

August	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Aug- Prayer and National Anthem	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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September	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Sep-makes a rhythmic beat with an empty can / pot. Listen to certain types of local / folk music in class	(Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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October	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Oct- Festival songs or rhymes Responds to a given rhythm by body movements	(Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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November	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement.	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Nov- Festival songs or rhymes Responds to a given rhythm by body movements	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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Term 3

December	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement.	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Dec- Mimics voices and actions of animals and birds. Enacts on Rhymes and poems from the text books	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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January	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities a• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement .	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Jan- Patriotic songs like Hind Deshke	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning..
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February	2.4.5 Domain : Aesthetic and Cultural Development	CG-12.2 Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement.	(LO 1- Basic level)-Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes, (LO2- Medium level)-Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot. (LO-3 Advanced level)-Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.	Feb- Observes listens and responds to his or her own and other classmates and displays Art Expression	Basic Level)- How to Play Piano And Sing (Medium Level)- How to Play basic form with Voice (Advanced Level)-How to Finger Notes with advance basic song play and Sing with Instruments Play.	(In consultation with Special Educators). Music Room	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	PracticePlay and Basic Notes Learning.
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CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 2,
MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT Dance****

Month (Approx No of Teaching Days) No of Periods	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Syllabus- (As given syllabus marked by NCERT document) –	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Suggested Assessment (Use of Assessment Tools- Observation –
April 1- 15	Aesthetic and Cultural Development	CG 12- Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C- 12.2 Explores and plays with own voice, body , spaces, and a variety of objects to create Music, Role Play, Dance and Movement	LO 1- Follows simple hand mudras (WITHOUT NAMES) & Steps with teacher’s support (LO2- Medium level) Understand the hand mudras with names and also meaning of	Introduction of Dance - Asumyukta hasta & bhoomi pranam	(Basic level) Follows simple hand mudras (WITHOUT NAMES) & Steps with teacher’s support (Medium level) Understand the hand mudras with names and also meaning of bhoomi pranam • Follows short simple instructions		Simple instructions and classroom rules.	Observation, Guidance and Rectification

				<p>bhoomi pranam</p> <ul style="list-style-type: none"> Follows short simple instructions (LO-3 Advanced level) Follows all hand gestures with their names and bhoomi pranam meanings as well 		<p>(Advanced level) Follows all hand gestures with their names and bhoomi pranam meanings as well</p>			
April 16-30	Aesthetic and Cultural Development	CG-13 – Children develop habits of learning that allow them to engage them actively in formal learning environments like a school classrooms	C13.2- Memory and Mental flexibility: Develops adequate working memory, Mental flexibility (to sustain or shift attention appropriately), and self – control (to resist impulsive actions or	(LO 1- Basic level) understand the meaning of shloka and steps with teacher support. (LO2- Medium level) learn steps according to the shloka in counts (LO-3 Advanced level) follow all dance steps&	Manglacharan – Ganesh Vandana In kathak	<p>(Basic level) understand the meaning of shloka and steps with teacher support. (Medium level) learn steps according to the shloka in counts (Advanced level) follow all dance steps& expression with the music.</p>		Experiential Learning Observing mirror image and self-practice. Observation of body movements.	Observation, Guidance and Rectification

			responses). That would assist them in learning in structured environment	expression with the music.					
May 1-15	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 – Shows balance, coordination, and flexibility in various activities.	(LO 1- Basic level) Understand the steps with the support of teacher (LO2- Medium level) learned steps with the counts (LO-3 Advanced level) followed all the steps with the music with full energy	Western Freestyle Dance - Better when I am dancing song	(Basic level) Understand the steps with the support of teacher (Medium level) learned steps with the counts (Advanced level) followed all the steps with the music with full energy		Experiential Learning Learn to warm-up skill development	Observation, Guidance and Rectification
July 1-15	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities.	(LO 1- Basic level) Learn Movements of hands and feet on beat with counts (LO2- Medium level) Moves on hands and feet	Bhangra folk Dance– Bhangra beat Music	(Basic level) Learn Movements of hands and feet on beat with counts (Medium level) Moves on hands and feet with the music (on beats)		Body Movements Observation, Demonstration, Imitation and practice of all movements	Observation, Guidance and Rectification

			C-3.2 – Shows balance, coordination, and flexibility in various activities.	with the music (on beats) (LO-3 Advanced level) Learned Moves using all dance Steps with full energy and music.		(Advanced level) Learned Moves using all dance Steps with full energy and music.			
July 16-31	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 – Shows balance, coordination, and flexibility in various activities.	(LO 1- Basic level) Learn Movements of hands and feet on beat with counts (LO2- Medium level) Moves on hands and feet with the music (on beats) (LO-3 Advanced level) Learned Moves using all dance Steps with full energy and music.	Bhangra folk Dance– Bhangra beat Music	(Basic level) Learn Movements of hands and feet on beat with counts (Medium level) Moves on hands and feet with the music (on beats) (Advanced level) Learned Moves using all dance Steps with full energy and music.		Demonstration, Imitation and practice of all movements	Observation, Guidance and Rectification
Aug 1-15	Socio – Emotional	CG-4 Children develop emotional	C-4.2 Recognises different	(LO 1 level 1) All students will get know	Folk & Kathak Dance - Mere	(LO 1 level 1) All students will get know about		Performing all students	Observation, Guidance

	and Ethical development	intelligence, i.e., the ability to understand and manage their own emotions, and response positively to social norms	emotions and makes deliberate efforts to regulate them appropriately.	about the value of our India freedom through this dance	desh ki dharti Song	the value of our India freedom through this dance		equally in classroom	and Rectification
Aug 16-31	Aesthetic and Cultural Development	CG 12- Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C- 12.2 Explores and plays with own voice, body , spaces, and a variety of objects to create Music, Role Play, Dance and Movement	Gets to know their ability to do how successfully they can learn the foot taping in counts and also the taali from hands first in counts.	Kathak beginners lesson	Gets to know their ability to do how successfully they can learn the foot taping in counts and also the taali from hands first in counts.		Practiced by themselves	Observation, Guidance and Rectification

Sep1-15	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 – Shows balance, coordination, and flexibility in various activities.	(LO 1-Basic level) firstly they gets to know how to hold the sticks to do the steps (LO2- Medium level) then they Begins to do steps from right to left along with foot movements in counts (LO-3 Advanced level) then they do all the steps with the sticks in the song	Dandiya folk dance	(Basic level) firstly they gets to know how to hold the sticks to do the steps (Medium level) then they Begins to do steps from right to left along with foot movements in counts (Advanced level) then they do all the steps with the sticks in the song		Demonstrating all the steps from sticks with song	Observation, Guidance and Rectification
Sep 16-30	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body	(Basic level) firstly they gets to know how to hold the sticks to do the steps	Dandiya folk dance	Basic level) firstly they gets to know how to hold the sticks to do the steps		Demonstrating all the steps with sticks on beats	Observation, Guidance and Rectification

			<p>movements in various activities. C-3.2 – Shows balance, coordination, and flexibility in various activities C- 3.3 Shows precision and control in working with their hands and fingers</p>	<p>(LO2- Medium level) then they Begins to do steps from right to left along with foot movements in counts (LO-3 Advanced level) then they do all the steps with the sticks in the song</p>		<p>(Medium level) then they Begins to do steps from right to left along with foot movements in counts (Advanced level) then they do all the steps with the sticks in the song</p>			
Oct 1-15	Socio – Emotional and Ethical development	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and response positively to social norms	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately.	(LO 1- Basic level) students will know the story and they do the steps according to the song (LO2- Medium level) they will learn all the steps in counts	Gandhi Jayanti dance - Dedi humein azadi bina song	(Basic level) students will know the story and they do the steps according to the song (Medium level) they will learn all the steps in counts (Advanced level) they will do all the steps with the music and expression		Theme Based Learning	Observation, Guidance and Rectification

				(LO-3 Advanced level) they will do all the steps with the music and expression					
Oct 16- 31	Aesthetic and Cultural Development	CG 12- Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C- 12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, Local culture, and heritage	(LO 1- Basic Level) They will understand the meaning then learn the steps with the support of teacher (LO2- Medium level) they will do the steps in counts (LO-3 Advanced level) Enjoys to understand and do all the steps with the music	Durga stuti - Namo devi anant rupini stuti song	(Basic Level) They will understand the meaning then learn the steps with the support of teacher (Medium level) they will do the steps in counts (Advanced level) Enjoys to understand and do all the steps with the music		Learn different dance skills	Observation, Guidance and Rectification

Nov 1-15	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 – Shows balance, coordination, and flexibility in various activities C- 3.3 Shows precision and control in working with their hands and fingers C- 3.4 Shows strength and endurance in carrying, walking and running	(LO 1- Basic Level) They will learn the warm-up steps before learning this dance form (LO2- Medium level) warm-up and foot movements will be learned by students (LO-3 Advanced level) they will do all the steps with the music	Western ballet dance	(Basic Level) They will learn the warm-up steps before learning this dance form (Medium level) warm-up and foot movements will be learned by students (Advanced level) they will do all the steps with the music		They will learn new form of Dance	Observation, Guidance and Rectification
Nov 16-30	Aesthetic and Cultural Development	CG 12- Children develop abilities and sensibilities in visual and	C- 12.5 Communicates and appreciates a variety of responses	(LO 1- Basic Level) They will understand the meaning then learn	Sarawati Vandana in kathak – Maa Saraswati Sharde song	(Basic Level) They will understand the meaning then learn the steps with the		Students will develop the classical skills in dance	Observation, Guidance and Rectification

		performing arts and express their emotions through art in meaningful and joyful ways.	while creating and experiencing different forms of art, Local culture, and heritage	the steps with the support of teacher (LO2- Medium level) they will do the steps in counts (LO-3 Advanced level) Enjoys to understand and do all the steps with the music		support of teacher (Medium level) they will do the steps in counts (Advanced level) Enjoys to understand and do all the steps with the music			
Dec 1-15	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities	(LO 1- Basic Level) Begins with basic dance steps for children so that they can pickup (LO2- Medium level) Enjoying the steps to do in counts	Western freestyle dance - Christmas dance	(Basic Level) Begins with basic dance steps for children so that they can pickup (Medium level) Enjoying the steps to do in counts (Advanced level) enjoy and do all the steps with the music		Fun and freestyle dance	Observation, Guidance and Rectification

				(LO-3 Advanced level) enjoy and do all the steps with the music					
Dec 16-31	Physical Development	CG3 – Children develop a fit and flexible body.	C-3.1- Shows coordination between sensorial perceptions and body movements in various activities	(LO 1- Basic Level) Begins with basic dance steps for children so that they can pickup (LO2- Medium level) Enjoying the steps to do in counts (LO-3 Advanced level) enjoy and do all the steps with the music	Western freestyle Dance	(Basic Level) Begins with basic dance steps for children so that they can pickup (Medium level) Enjoying the steps to do in counts (Advanced level) enjoy and do all the steps with the music		Fun and freestyle dance	Observation, Guidance and Rectification
Jan 15-31	Socio – Emotional and Ethical development	CG-4 Children develop emotional intelligence, i.e., the ability to understand	C-4.2 Recognises different emotions and makes deliberate efforts to	(LO 1 level 1) All students will get know about the value of our India	Classical & folk Dance Republic day dance - Aisa desh hai mera song	To inculcate patriotism through dance		Theme Based Learning	Observation, Guidance and Rectification

		and manage their own emotions, and response positively to social norms	regulate them appropriately.	through this dance					
Feb 1-15	Socio – Emotional and Ethical development	CG- 6 Children develop a positive regard for the natural environment	C- 6.1 Shows care for and joy in engaging with all life forms	(LO1 Basic Level) Begins with basic dance steps for children so that they can pickup (LO2- Medium level) Enjoying the steps to do in counts (LO-3 Advanced level) enjoy and do all the steps with the music	Basant Panchami - Basant ritu aayee re song	(Basic Level) Begins with basic dance steps for children so that they can pickup (Medium level) Enjoying the steps to do in counts (Advanced level) enjoy and do all the steps with the music		Theme Based Learning	Observation, Guidance and Rectification
Feb 16-28	Aesthetic and Cultural Development	CG 12- Children develop abilities and sensibilities in visual and	C- 12.2 Explores and plays with own voice, body , spaces, and a variety of objects to	Gets to know their ability to perform successfully	Dance Assessment- Hand mudras teentaal ki tali and any dances I have	Scoring and Grading is done according to their performance		Performing their assessment Test individually	Observation, Guidance and Rectification

		performing arts and express their emotions through art in meaningful and joyful ways.	create Music, Role Play, Dance and Movement		taught to them				
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