

# FOUNDATIONAL STAGE

## Class II

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

2024-25

FACULTY DEVELOPMENT & RESEARCH CENTRE

**SYLLABUS BIRURCATION**  
**ACADEMIC SESSION 2024-25**

CLASS: II

SUBJECT: ENGLISH

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>
<b><u>APRIL</u></b> Lesson 1- A Party for Mom Poem: He is called Dad <b><u>GRAMMAR:</u></b> Chapter-1 Alphabetical Order Chapter-2 Nouns	<b><u>OCTOBER</u></b> Lesson 6- The Forest <b><u>GRAMMAR:</u></b> Chapter-11 Preposition
<b><u>MAY</u></b> Lesson 2- My Sweet Home <b><u>GRAMMAR:</u></b> Chapter-3 Nouns – Singular and Plural Chapter-7 Making Sentences	<b><u>NOVEMBER</u></b> Lesson 7 Rohan and Tia Watch Television POEM: If you should meet a Crocodile  <b><u>FORMATIVE ASSESSMENT- II</u></b> <b><u>(ORALS &amp; WORKSHEETS)</u></b>

<p><b><u>JULY</u></b></p> <p>Lesson 3- Be Kind to Animals</p> <p>Poem: A Motherless Soft Lambkin</p> <p><b><u>GRAMMAR:</u></b></p> <p>Chapter-4 Nouns- Masculine and Feminine</p> <p><b><u>PERIODIC ASSESSMENT-1</u></b></p> <p><b><u>(ORALS &amp; WORKSHEETS)</u></b></p>	<p><b><u>DECEMBER</u></b></p> <p>Lesson 8</p> <p>Murali Becomes a Good Boy</p> <p>POEM: Tall Trees</p> <p><b><u>GRAMMAR:</u></b></p> <p>Chapter-6 Conjunctions</p>
<p><b><u>AUGUST</u></b></p> <p>Lesson 4- The Story of a Tree</p> <p><b>GRAMMAR:</b></p> <p>Chapter-5 Pronouns</p>	<p><b><u>JANUARY</u></b></p> <p>Lesson 9- Bholaram's Magic Repair Toy Shop</p> <p><b>GRAMMAR:</b></p> <p>Tenses (Main course book- L6 &amp; 7)</p> <p>Chapter-13 Adverbs</p>
<p><b><u>SEPTEMBER</u></b></p> <p>Lesson 5- Good Habits and Good Manners</p> <p>POEM: The White Window</p> <p><b>GRAMMAR:</b></p> <p>Ch-9 Articles (A, AN, THE)</p> <p><b><u>TERM-I</u></b></p> <p><b>(Syllabus- Topic covered from April to September)</b></p>	<p><b><u>FEBRUARY</u></b></p> <p><b>GRAMMAR:</b></p> <p>Chapter-8 Subject and Predicate</p> <p>Chapter-10 Adjectives (Describing Words)</p> <p><b><u>TERM-II</u></b></p> <p><b>(Syllabus- Topic covered from October to February)</b></p>

CLASS: II

SUBJECT: MATHEMATICS

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>
<b><u>APRIL</u></b> Recapitulation / Bridge Course Chapter 1 Number and Numeration	<b><u>OCTOBER</u></b> Chapter 10 Geometry
<b><u>MAY</u></b> Chapter 2 Addition Chapter 3 Subtraction	<b><u>NOVEMBER</u></b> Chapter 8 Measuring Weight  <b><u>FORMATIVE ASSESSMENT - II</u></b>
<b><u>JULY</u></b> Chapter 4 Multiplication Chapter 5 Division  <b><u>FORMATIVE ASSESSMENT - I</u></b>	<b><u>DECEMBER</u></b> Chapter 9 Measuring Capacity Chapter 11 Time
<b><u>AUGUST</u></b> Chapter 6 Fractions Chapter 7 Measuring Length	<b><u>JANUARY</u></b> Chapter 12 Money

<p><b><u>SEPTEMBER</u></b></p> <p>Chapter 5 Division</p> <p>Chapter 6 Fractions</p> <p><b><u>TERM - I</u></b></p> <p>(Syllabus- Topic covered from April to September)</p>	<p><b><u>FEBRUARY</u></b></p> <p>Chapter 13 Patterns</p> <p>Chapter 14 Pictorial Representation of Data</p> <p><b><u>TERM - II</u></b></p> <p>(Syllabus- Topic covered from October to February)</p>
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**CLASS: II**

**SUBJECT: EVS**

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>
<p><b><u>APRIL</u></b></p> <p>Chapter 1- Myself</p> <p>Chapter 2- Human body</p>	<p><b><u>OCTOBER</u></b></p> <p>Chapter 11- The World of Plants</p> <p>Chapter 12- Plants are useful</p>
<p><b><u>MAY</u></b></p> <p>Chapter 3-My Family</p> <p>Chapter 4- Food We Eat</p>	<p><b><u>NOVEMBER</u></b></p> <p>Chapter 13- Animals Around Us</p> <p>Chapter 14- Weather and Seasons</p> <p><b><u>FORMATIVE ASSESSMENT - II</u></b></p>

<p><b><u>JULY</u></b></p> <p>Chapter 5- Clothes We Wear</p> <p>Chapter 6 – We Need Shelter</p> <p><b><u>FORMATIVE ASSESSMENT -I</u></b></p>	<p><b><u>DECEMBER</u></b></p> <p>Chapter 15 – Air Around Us</p> <p>Chapter 16- Water –The Wonderful Liquid</p>
<p><b><u>AUGUST</u></b></p> <p>Chapter 7- Safety And First Aid</p> <p>Chapter 8 – Neighbourhood Services</p>	<p><b><u>JANUARY</u></b></p> <p>Chapter 17- Games we play</p> <p>Chapter 18 Earth and its Neighbours</p>
<p><b><u>SEPTEMBER</u></b></p> <p>Chapter 9-Festivals – Days to celebrate</p> <p>Chapter 10- Travel And Communication</p> <p><b><u>TERM I</u></b></p> <p><b>(Syllabus- Topic covered from April to September)</b></p>	<p><b><u>FEBRUARY</u></b></p> <p>Chapter 19 – National Symbols</p> <p><b><u>TERM II</u></b></p> <p><b>(Syllabus- Topic covered from October to February)</b></p>

CLASS: II

SUBJECT:HINDI

<u>TERM I</u>	<u>TERM II</u>
<u>Month – Content Coverage</u>	<u>Month – Content Coverage</u>
<u>APRIL</u> गुंजनपाठमाला: पाठ-1:सूरज (कविता) पाठ-2: मीठू और कौरा (चित्रकथा) व्याकरण वाटिका: पाठ-1:हमारी भाषा पाठ-2 : हमारी वर्णमाला	<u>OCTOBER</u> गुंजनपाठमाला: पाठ-8: इंडिया गेट (हमारी धरोहर) पाठ-9: मिनी का ई-मेल(शब्द- चित्र) व्याकरणवाटिका: पाठ-7: नाम की जगह

**MAY**

गुंजनपाठमाला:

पाठ-3:खिलौनों की सभा (एकांकी)

व्याकरणवाटिका:

पाठ-3: संयुक्त व्यंजन

पाठ-4: मात्राएँ

**NOVEMBER**

गुंजनपाठमाला:

पाठ-10: तितलीरानी (कविता)

पाठ- 11: बुलबुल के बच्चे (कहानी)

व्याकरण वाटिका:

पाठ-8: कैसा-कितना

**FORMATIVE ASSESSMENT-2**

लिखित (कार्यपत्रक)

**JULY**

गुंजनपाठमाला:

पाठ-4: इब्नबतूता (कविता)

पाठ-5: गटरू गधा (कहानी)

व्याकरणवाटिका-

पाठ- 5: शब्द और वाक्य

**FORMATIVE ASSESSMENT- I**

लिखित (कार्यपत्रक)

**DECEMBER**

गुंजनपाठमाला:

पाठ-12: बड़े काम का थैला (कार्टून-कथा)

पाठ-13: चिड़िया का गीत (कविता)

व्याकरणवाटिका:

पाठ- 9 : करना है कुछ काम

पाठ-10: विराम-चिह्न



<p><b><u>AUGUST</u></b></p> <p>गुंजनपाठमाला:</p> <p>पाठ-6: पायल का साहस (घटना)</p> <p>व्याकरण वाटिका-</p> <p>पाठ-6: नाम शब्द</p> <p>●स्त्री-पुरुष ●एक-अनेक</p>	<p><b><u>JANUARY</u></b></p> <p>गुंजनपाठमाला:</p> <p>पाठ-14: शेरूदा (कहानी)</p> <p>पाठ-15: बारी- बारी आते मौसम (बातचीत)</p> <p>व्याकरण वाटिका:</p> <p>पाठ-11: तरह-तरह के शब्द</p>
<p><b><u>SEPTEMBER</u></b></p> <p>गुंजन पाठमाला:</p> <p>पाठ-7: बादल (कविता)</p> <p>रचनात्मक लेखन-अपठित गद्यांश, चित्रवर्णन</p> <p>पुनरावृत्ति</p> <p><b><u>TERM I</u></b></p> <p><b>(Syllabus- Topic covered from April to September)</b></p>	<p><b><u>FEBRUARY</u></b></p> <p>व्याकरण वाटिका:</p> <p>पाठ-12: हिंदी की गिनती १-२०</p> <p>रचनात्मक लेखन- अपठित गद्यांश, अनुच्छेद</p> <p>पुनरावृत्ति</p> <p><b><u>TERM II</u></b></p> <p><b>(Syllabus- Topic covered from October to February)</b></p>

**CLASS: II**

**SUBJECT: COMPUTER**

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>
<b><u>APRIL</u></b> Lesson 1- Computer at Various Places	<b><u>OCTOBER</u></b> Lesson 5- More on Paint
<b><u>MAY</u></b> Lesson 2- Computer Devices	<b><u>NOVEMBER</u></b> Lesson 6- Arrangement of Patterns
<b><u>JULY</u></b> Lesson 3- Fun with Tux Paint	<b><u>DECEMBER</u></b> Lesson 7- Fun with ScratchJr
<b><u>AUGUST</u></b> Lesson 4- Word 2016	<b><u>JANUARY</u></b> Lesson 7-Fun with ScratchJr Lesson 8- Understanding AI

<p><b><u>SEPTEMBER</u></b></p> <p>Lesson 4- Word 2016</p> <p><b><u>TERM I</u></b></p> <p><b>(Syllabus- Topic covered from April to September)</b></p>	<p><b><u>FEBRUARY</u></b></p> <p>Lesson 8- Understanding AI</p> <p><b><u>TERM II</u></b></p> <p><b>(Syllabus- Topic covered from October to February)</b></p>
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**CLASS: II**

**SUBJECT: General Knowledge**

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>
<p><b><u>APRIL</u></b></p> <p>Unit -1 &amp; 2</p> <p>1) Helping One Another</p> <p>2) Weather Report</p> <p>3) Animal in Danger</p> <p>4) Visiting the Zoo</p>	<p><b><u>OCTOBER</u></b></p> <p>Unit -1 &amp; 2</p> <p>24) Places Around Us</p> <p>25) In the Garden</p> <p>26) Seeds in Fruits</p> <p>27) Healthy Veggies</p>

**28) Animal Homes**

**MAY**

**Unit- 3 & 4**

**5) Inside Our Body**

**6) Up in the Sky**

**7) Healthy and Unhealthy Food**

**8) I Love My India**

**9) Splendid Monuments**

**NOVEMBER**

**Unit - 3 & 4**

**29) Computer Accessories**

**30) Land and Water**

**31) Places of Worship**

**32) Our Heroes**

**JULY**

**Unit - 5 & 6**

**10) Famous Landmarks**

**11) Continents of the World**

**12) Cartoon Characters**

**13) Indoor Games**

**DECEMBER**

**Unit - 5 & 6**

**33) Journey to Desert Land**

**34) Countries and Currencies**

**35) Traditional Games**

**36) Gaming Consoles**

**AUGUST**

Unit 7 & 8

14) Ricochet Words

15) Granny's Stories

16) Measuring Unit

17) Geometrical Shapes

18) Patterns

19) Odd One Out

**JANUARY**

Unit- 7 & 8

37) Compound Words

38) Masculine and Feminine  
Gender

39) Analogy

40) Ranking Test

41) Grouping and Embedded  
Figures

42) Coding -Decoding

**SEPTEMBER**

Unit- 9 & 10

20) Money Smart

21) The Brave Bird Best

22) How to Tie Your Shoelaces

23) DIY Newspaper Bags

**TERM I**

**FEBRUARY**

Unit- 9 & 10

43) Being Safe on Roads

44) Sarah & Obedience

45)The Life Saving Knot

46) Intelligent Gaming

**TERM II**

(Syllabus- Topic covered from April to September)

(Syllabus- Topic covered from October to February)

**CLASS: II**

**SUBJECT: MUSIC**

<u>TERM I</u>	<u>TERM II</u>
<u>Month – Content Coverage</u>	<u>Month – Content Coverage</u>
<u>APRIL</u> Singing of School prayers (English & Hindi)	<u>OCTOBER</u> Introduction of string instruments (guitar & violin )
<u>MAY</u> Recitation of rhymes with rhythm, expression and intonation.	<u>NOVEMBER</u> Identification of read instruments (keyboard & harmonium)
<u>JULY</u> Practice of singing in chorus/ individually (any rhyme or song)	<u>DECEMBER</u> Knowledge of Sargam( sa re ga ma & Do re mi) and singing of Christmas carols

<p><b><u>AUGUST</u></b></p> <p>Linking pitch to the movement of patriotic songs.</p>	<p><b><u>JANUARY</u></b></p> <p>Practice and singing of Inspirational songs &amp; patriotic songs.</p>
<p><b><u>SEPTEMBER</u></b></p> <p>Action songs (English &amp; Hindi)</p> <p>Mimic voice and action of animals and birds.</p> <p><b><u>TERM I</u></b></p> <p>(Syllabus- Topic covered from April to September)</p>	<p><b><u>FEBRUARY</u></b></p> <p>Introduction of folk music of the local state.</p> <p><b><u>TERM II</u></b></p> <p>(Syllabus- Topic covered from October to February)</p>

**CLASS: II**

**SUBJECT: GAMES**

<b><u>TERM I</u></b>	<b><u>TERM II</u></b>
<b><u>Month – Content Coverage</u></b>	<b><u>Month – Content Coverage</u></b>



**APRIL**

Personal hygiene, Concept of left & right

**PEC-** Walking -foundation skill

Walking - Orientation

Walking- Responding to commands & signal 1&2

**OCTOBER**

March - Past

**PEC-** Rolling and Trapping Games

**MAY**

Formation of queue

**PEC-**Walking- Responding to commands & signal 3&4

**NOVEMBER**

Eye and Hand Coordination

**PEC-** Throwing and Catching 1

**JULY**

Simple Exercises -Development of locomotor

**DECEMBER**

Mass PT

**PEC-** Throwing and Catching 2

<p><b><u>AUGUST</u></b></p> <p>March – Past</p> <p>Gross motor skills</p> <p><b><u>PEC</u></b>-Jumping and Hopping 1&amp;2</p>	<p><b><u>JANUARY</u></b></p> <p>Fine Motor Skills</p> <p><b><u>PEC</u></b>- Striking and Kicking</p>
<p><b><u>SEPTEMBER</u></b></p> <p>March – Past</p> <p>Gross motor skills</p> <p><b><u>PEC</u></b>-Jumping and Hopping 1&amp;2</p> <p><b><u>TERM I</u></b></p> <p>(Syllabus- Topic covered from April to September)</p>	<p><b><u>FEBRUARY</u></b></p> <p>Fine Motor Skills</p> <p><b><u>PEC</u></b>- Striking and Kicking related games.</p> <p><b><u>TERM II</u></b></p> <p>(Syllabus- Topic covered from October to February)</p>

**CLASS: II**

**SUBJECT: ART**

<p><b><u>TERM I</u></b></p>	<p><b><u>TERM II</u></b></p>
<p><b><u>Month – Content Coverage</u></b></p>	<p><b><u>Month – Content Coverage</u></b></p>

**APRIL**

**FUN WITH LINES {STROKES, SCRATCH ART, AND TREE}.**

**OCTOBER**

**LEARN TO DRAW: GARBAGE TRUCK {BEST OUT OF WASTE}.**

**FUN WITH CRAFT {FRUIT BASKET WITH NEWSPAPER}, PAPER FAN.**

**STORY TIME WITH THE HELP OF PUPPETS {DUSSEHRA}.**

**MAY**

**FUN WITH DOTS AND PATTERNS {BORDER DESIGN}.**

**FUN WITH LINES- WARLI ART {FOLK ART OF MAHARASHTRA}.**

**NOVEMBER**

**FUN WITH COLORS**

**1. SPIDER WEB {THREAD AND WATER COLOR}.**

**2. FESTIVALS {CRAYONS COLOR ON PAPER}.**

**3. BLOW PAINTING {WITH THE HELP OF STRAW AND WATERCOLOR}.**

**JULY**

**FUN WITH SHAPES AND FORM  
{NATURAL SHAPES}.**

**COLOR AND PASTE NATURAL  
SHAPES {DIFFERENT KIND OF  
LEAVES}.**

**DECEMBER**

**FUN WITH COLORS (THUMB  
ART).**

**FUN WITH COLORS (HANDPRINT  
ART).**

**AUGUST**

**MOSAIC ART {CUT & PASTE  
TECHNIQUE}.**

**COLORING OF BASIC SHAPES.**

**USE OF GEOMETRIC SHAPES IN  
ART {WITH THE HELP OF  
MATCHSTICKS,**

**STRAW AND POPSICLE}.**

**JANUARY**

**BEAUTY IN WASTE (TOYS WITH  
TRASH).**

**SEPTEMBER**

**LEARN TO DRAW**

- 1. CASTLE {BEST OUT OF WASTE}.**
- 2. BIRD {WITH MOLDED CLAY}.**
- 3. GIRAFFE {CUT AND PASTE}.**

**TERM I**

**(Syllabus- Topic covered from April to September)**

**FEBRUARY**

**VALUE TIME - TORTOISE AND HARE  
{ARRANGE THE PICTURES}.**

**TERM II**

**(Syllabus- Topic covered from October to February)**

**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 2,  
MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT- HINDI.**

**पाठ १ : सूरज (कविता) पद्य**

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
Class : 2									
20-25 दिन No of Periods ८-१० अप्रैल-मई पाठ - १	<b>*भाषा तथा साक्षरता का विकास</b>	<b>*CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद	<b>C 9.1</b> विद्यार्थी सरल गीतों और कविताओं को सुनता है। <b>C 9.3</b> विद्यार्थी धाराप्रवाह तथा सार्थक बातचीत कर सकता है।	<b>LO</b> विशेष कविताओं और गीत सुनने में रुचि दिखाता है और अपनी इस पसंद के लिए कारण बताता है। <b>LO basic</b> * छोटे-छोटे छंदों कविता वाचन करता है। <b>LO medium</b> *किसी विषय पर बातचीत	<b>विषय –हिंदी</b> <b>गुंजन हिंदी पाठमाला- २</b> <b>मधुबन प्रकाशन</b> <b>पाठ - १</b> <b>सूरज (पद्य)</b>	<b>Basic Level</b> - CW- प्रकृति की सैर <b>Medium Level-</b> CW - (CLAY MOULDING ) मिट्टी	<b>VI/HI</b> *कविता की पंक्तियाँ बड़े बड़े अक्षरों में लिखकर चित्रों के साथ समझाना। <b>VI</b> *सूरज के आकार पर	*क्रियाकलाप आधारित *कहानी सुनाना (story telling) *सूर्य पर आधारित लोककथा (ओडिशा AIL) * सहयोगात्मक अधिगम	<b>Notes-</b> कक्षा कार्य <b>Portfolio.</b> कक्षा में किए गए क्रियाकलाप Rubrics Checklist

<p>सूरज (कविता) मूल्य- समय का महत्त्व</p>		<p>कौशल का विकास करता है।</p>	<p><b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास</p> <p><b>*CG 6</b> विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है।</p> <p><b>*CG7</b></p>	<p>करता है प्रश्न पूछता है व उत्तर देता है।</p> <p><b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों ) को पहचानता है और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।</p> <p><b>C 6.1</b> विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है।</p> <p><b>C 7.2</b></p>	<p><b>*कविता का श्रवण और वाचन</b></p> <p><b>LO</b> *शब्द और शब्दांश को सटीकता से पढ़ता है।</p> <p><b>LO</b> * प्रकृति की सैर के लिए बाहर जाता है और पौधों व जानवरों को देखने में रुचि दिखाता है।</p>	<p>(क्ले) की सहायता से सूरज का चित्रण करना और सूरज से जुड़े कुछ तथ्यों को कक्षा में बताना। <b>Advanced Level -</b></p> <p>सुबह समय पर उठने के लाभ बताना।</p>	<p>धागा चिपकाकर उसमें रंग भरना। <b>*PAPER COLLAGE</b> कागज़ पर सूरज का चित्र बनाकर उसमें रंगीन कागज़ के टुकड़े चिपकाना।</p>	<p>*छात्र समावेशक शिक्षा कक्ष (IE room) में जाएँगे</p>	
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		<p><b>संज्ञानात्मक विकास</b></p> <p><b>*विज्न्म या कोष</b></p>	<p>विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस - पास के वातावरण से अवगत होता है ।</p>	<p>विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है ।</p>	<p><b>LO Basic Level</b></p> <p>*कारण संबंध बनाता है । (सूरज के न निकलने पर क्या-क्या हो सकता है?)</p> <p>LO Medium Level</p> <p>*सूर्योदय और सूर्यास्त की दिशा बताता है (दिशाओं का ज्ञान)।</p>				
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## व्याकरण : पाठ -१ हमारी भाषा

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject –  Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)	CwSN  Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
18 दिन No of Periods  ८-१० अप्रैल- मई  व्याकरण पाठ - १ हमारी भाषा	* भाषा तथा साक्षर ता का विकास  *सामा जिक, भावना	*CG9 विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है ।  *CG 4 विद्यार्थी अपनी	C 9.4 विद्यार्थी जटिल कार्य के लिए निर्देशों को समझते हैं और दूसरों को उसी के लिए स्पष्ट मौखिक निर्देश देता है ।  C 4.3 विद्यार्थी अन्य बच्चों और वयस्कों के साथ	LO *सशर्त निर्देशों का पालन करता है        LO * विद्यार्थी परिचित और कम परिचित पारिवारिक वयस्कों के साथ	व्याकरण वाटिका - २  मधुबन प्रकाशन  पाठ -१ हमारी भाषा ( मौखिक और लिखित भाषा)	Basic Level - CW- छात्रों की आपस में वार्तालाप (conversatio n)  Medium Level- CW - संकेतों और चित्रों को देखकर उनके बारे में जानकारी देना	VI*चित्रों की सहायता से किसी विषय पर बातचीत । Autism *संकेत चार्ट दिखाना और उनके महत्व के बारे में बातचीत करना ।  *प्रश्नोत्तर विधि हिंदी तथा अपनी भाषा में अपना परिचय देना । *व्याख्यान विधि	*(Picture Conversation ) चित्र देखकर भाषा का प्रकार पहचानना  *प्रश्नोत्तर विधि हिंदी तथा अपनी भाषा में अपना परिचय देना । *व्याख्यान विधि	Portfolio, क्रियाकलाप तथा मौखिक अभिव्यक्ति  Rubrics  Checklist

	<b>त्मक और नैतिक विकास *मनो मया कोष</b>	भावनाओं को परिस्थितियों के अनुसार नियंत्रित व निर्देशित करने का विकास करता है।	आराम से बातचीत करता है ।  <b>C 4.7</b> विद्यार्थी विभिन्न विचारों की प्राथमिकताओं और अन्य बच्चों की भावनात्मक जरूरतों को समझता है और सकारात्मक प्रतिक्रिया देता है ।	सम्मान के साथ बातचीत करता है जैसे - नमस्ते, कृपया , धन्यवाद , क्षमा करें आदि ।  <b>LO</b> *विद्यार्थी भिन्नताएँ होने के बावजूद सभी बच्चों के साथ खेलता है और बातचीत करता है ।		और १-२ वाक्य लिखना । <b>Advanced Level-</b> HW- दो भाषाओं में अपना और अपने मित्रों का नाम लिखना			
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## पाठ - २ मीठू और कौरा (चित्र-कथा) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
कालावधि (No. of Periods) ७-८ पाठ - २ मीठू और कौरा (चित्र-कथा) मूल्य - मित्रता	* भाषा तथा साक्षरता का विकास	*CG9 विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।	C 9.3 विद्यार्थी धाराप्रवाह तथा सार्थक बातचीत कर सकता है।	<b>Basic Level LO-</b> विद्यार्थी बातचीत में स्वयं को संलग्न करता है, बोलने के लिए अपनी बारी का इंतजार करता है और दूसरों को भी बोलने की अनुमति देता है। <b>Medium Level LO -</b> विद्यार्थी स्वयं को दिए गए विषय पर चर्चा में संलग्न करता है तथा उसपर आधारित प्रश्न पूछता है।	पाठ - २ मीठू और कौरा (चित्र-कथा) [गद्य]  मूल्य - मित्रता तथा सहयोग	<b>Basic Level -</b> CW - खिलौनों की सहायता से कहानी सुनाना। (वाचन कौशल) (outdoor) <b>Medium Level -</b> CW-शिक्षिका पाठ की अवधारणा पर आधारित कहानी	*पाठ की दृश्य-श्रव्य सामग्री  HI - विभिन्न पक्षियों और फलों के फलैश कार्ड दिखाकर समझाना व बातचीत।  VI - मैग्नीफाइंग ग्लास की सहायता से	*विषयवस्तु पर चर्चा  *प्रश्नोत्तर (मौखिक) *खिलौना आधारित शिक्षाशास्त्र (toy-based)  *कथात्मक विधि (story telling)	Notes –  Rubrics  Checklist

तथा सहयोग	<b>*सा माजि क, भाव नात्म क और नैतिक विकास *मनो मया कोश</b>	<b>CG 4</b> विद्यार्थी अपनी भावनाओं को परिस्थितियों के अनुसार नियंत्रित व निर्देशित करने का विकास करता है।	<b>C 4.6</b> विद्यार्थी विभिन्न जीवों के प्रति दया और सहायता प्रदर्शित करता है ।	<b>LO –</b> विद्यार्थी सामान्य क्रियाकलापों में दूसरों के प्रति दया और स्नेह के साथ कार्य करता है ।		सुनाएगी तथा छात्र अपनी सूझ-बूझ से कहानी का अंत बताएँगे। <b>(श्रवण व वाचन कौशल)</b> <b>Advance Level -</b> पाठ का नाट्य रूपांतरण  <b>HW-</b> रसीले फलों के चित्र बनाकर रंग भरना और उनके नाम लिखना ।	पाठ का वाचन ।		
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## व्याकरण : पाठ - २ वर्णमाला

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ - २ वर्णमाला	* भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>c10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों ) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है ।	<b>LO basic-</b> *अक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है ।	व्याकरण वाटिका - २  मधुबन प्रकाशन  पाठ - २ वर्णमाला (स्वर और व्यंजन का श्रवण, वाचन एवं लेखन	<b>Basic Level -</b> <b>CW –</b> स्वर और व्यंजन गीत (श्रवण और वाचन कौशल)  <b>Medium Level -</b> <b>CW-</b> स्वर और व्यंजन के फ़्लैश कार्ड दिखाकर उनकी ध्वनि से शुरू होने वाले शब्द बताना । (वाचन कौशल)  <b>HW-</b> स्वर-व्यंजन का वृक्ष बनाना । (क्रियाकलाप)	*सैंड ट्रेसिंग बोर्ड की सहायता से वर्ण लिखना ।  *फ़्लैश कार्ड का उपयोग	*क्रियाकलाप आधारित  *खेल विधि	Notes –  Rubrics  Checklist

## पाठ - ३ खिलौनों की सभा (एकांकी) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
कालावधि (No. of Periods) ८-१० पाठ - ३ खिलौनों की सभा (एकांकी)	* भाषा तथा साक्षरता का विकास  *शारीरिक विकास	<b>CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।  <b>CG 3</b> विद्यार्थियों में स्वस्थ शरीर और	<b>C 9.5</b> विद्यार्थी सुनाई गई/ पढ़ी गई कहानियों को समझता है और पात्रों को पहचानता है।  <b>C 3.4</b> विद्यार्थी चलने, दौड़ने	<b>LO</b> विद्यार्थी कहानी की व्याख्या करता है और लेखक की प्रेरणाओं से प्रेरित होकर स्वयं पुनः कहानी बताने में सक्षम है।  <b>BASIC LEVEL LO</b> विद्यार्थी विभिन्न भू-भागों पर लम्बी दूरी तक	<b>विषय –हिंदी</b>  <b>गुंजन हिंदी पाठमाला- २</b>  <b>मधुबन प्रकाशन</b>  <b>पाठ - ३ खिलौनों की सभा (एकांकी) (गद्य)</b> <b>श्रवण, वाचन, पठन एवं लेखन</b>	<b>Basic Level -</b> <b>CW –</b> पाठ की कहानी अपने शब्दों में सुनाना। <b>HW –</b> कोई भी दो खेलों से सम्बंधित वस्तुओं के चित्र बनाकर उनके नाम लिखना।  <b>Medium Level -</b> <b>CW-</b> नाट्य रूपांतरण <b>ADVANCE LEVEL LO</b> भाग - दौड़कर खेलने के महत्व पर चर्चा।	HI : पेपर ओरिगेमी से खिलौने बनाना जैसे - गुड़िया, चिड़िया आदि। VI: अपने पसंदीदा खिलौनों से सम्बंधित कहानी सुनाना।	*क्रियाकलाप आधारित *खेल विधि *कहानी सुनना (story telling) *(Conversation ) नाट्य रूपांतरण	Rubrics  checklist

*अन्नम या कोष	लचीलेपन का विकास ।	और वस्तुएँ लेकर चलने में ताकत और सहनशक्ति दिखाता है ।	चलने में ताकत और सहनशक्ति दिखाता है । <b>MEDIUM LEVEL LO</b> वस्तुओं के ऊपर से आसानी से कूदता है और दौड़ता है । <b>ADVANCE LEVEL LO</b> विद्यार्थी काम और खेल की स्थितियों में ताकत और धीरज दिखाता है ।					
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## पाठ - ४ इब्नबतूता (कविता) पद्य

Month (Approx No of Teaching Days) June-July	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
जून-जुलाई 19 - 21 दिन  No of Periods ५ - ७ कलांश पाठ - ४ इब्नबतूता	*भाषा तथा साक्षरता का विकास	<b>CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।	<b>C 9.1</b> विद्यार्थी सरल गीतों और कविताओं को सुनता है।	( LO 1- Basic level) विद्यार्थी कुछ प्रकार की कविताएँ और गीत सुनने में रुचि दिखाता है और अपनी पसंद के लिए कारण बताता है । ( LO2- Medium level) विद्यार्थी दो से तीन छंदों वाली कविता /गीत	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ - ४ इब्नबतूता (कविता) पद्य  *कविता का श्रवण, वाचन और पठन	(Basic Level) *तेज़ आँधी में उड़ने वाली वस्तुओं के चित्र बनाना ।  (Medium Level) *विभिन्न मददगारों के चित्र दिखाकर उनके बारे में बातचीत करना ।	Hearing Impairment students assistance: *विभिन्न मददगारों के चित्र दिखाकर उनके नाम पूछना ।  Visual Impairment students assistance: बड़े अक्षरों में कविता लिखकर	*क्रियाकलाप आधारित  *कहानी सुनाना (story telling)	Notes- कक्षा कार्य  Portfolio, कक्षा में किए गए क्रियाकलाप  Rubrics  Checklist



<p>(कविता ) पद्य मूल्य- प्राकृति क परिस्थिति का प्रभाव</p>	<p>सामाजि, भावनात्मक और नैतिक विकास</p> <p>संज्ञानात्मक विकास</p>	<p><b>CG 6</b> विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है ।</p> <p><b>CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है ।</p>	<p><b>C 6.1</b> विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है ।</p> <p><b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का</p>	<p>सुनाने का प्रयास करता है ।</p> <p><b>LO</b> विद्यार्थी सहजता से प्रकृति के साथ शारीरिक जुड़ाव दर्शाता है ।</p> <p>( LO 1- Basic level) *कारण संबंध बनाता है । (उदा. यदि आकाश में सफ़ेद बादल हैं तो बारिश नहीं होगी । )</p> <p>( LO2- Medium level) विभिन्न मौसमों जैसे सर्दी, गर्मी</p>		<p>(श्रवण और वचन कौशल का विकास)</p> <p><b>(Advanced Level)</b> *विद्यार्थी कविता को एक कहानी के रूप में सुनाएँगे और विषयवस्तु पर आधारित अपने अनुभव साझा करेंगे। (कल्पनाशक्ति का विकास)</p>	<p>चित्रों की सहायता से समझाना</p>		
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			<p>उपयोग करता है ।</p> <p>और बरसात में अंतर बताता है ।</p> <p><b>( LO3- Advance level)</b></p> <p>विद्यार्थी प्राकृतिक घटनाओं से सम्बंधित प्रश्न पूछता है जैसे - बारिश क्यों होती है ? , अगर हमारे पास सूर्य का प्रकाश नहीं होता तो क्या होता?</p>					
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## पाठ - ५ गटरू गधा (कहानी) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
पाठ - ५ गटरू गधा (कहानी) गद्य कालांश- ८-१०	*भाषा तथा साक्षरता का विकास	<b>CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।  <b>CG8</b> विद्यार्थी गणितीय समझ और	<b>C 9.3</b> विद्यार्थी धाराप्रवाह तथा सार्थक बातचीत कर सकता है।  <b>C 8.1</b> विद्यार्थी एक से अधिक गुणों के अधर पर वस्तुओं को	( LO 1-Basic level) विद्यार्थी कहानियों और घटनाओं पर आधारित बातचीत में स्वयं को शामिल करता है और प्रश्न पूछता है।  ( LO2- Medium level) विद्यार्थी दैनिक अनुभवों का विस्तृत विवरण देता है और कारण आधारित प्रश्न पूछता है।	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ - ५ गटरू गधा (कहानी) गद्य  श्रवण, पठन, वाचन और लेखन कौशल	(Basic Level) *मेहनत करना क्यों अच्छा होता है' विषय पर चर्चा। (श्रवण और वाचन)  (Medium Level) *विभिन्न दी गए वस्तुओं का पानी में घुलने अथवा ना घुलने के आधार पर वर्गीकरण करना। (वैज्ञानिक दृष्टिकोण)  (Advanced Level)	<b>HI:</b> चित्रों की सहायता से कहानी समझाना।  <b>VI:</b> चीजों को स्पर्श करके समझना की वे ठोस, भारी, पानी में घुलने वाली आदि हैं।	*प्रायोगिक ज्ञान(Experiential Learning)  *पूछताछ आधारित अधिगम (Inquiry Based Learning)  *एकीकृत उपागम (Integrative approach)  *चर्चा तथा प्रश्नोत्तरी	<b>Notes-</b> कक्षा कार्य  <b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics Checklist

<p><b>संज्ञानात्मक विकास</b></p>	<p>दुनिया को मात्र, आकार और माप के माध्यम से पहचानने की क्षमता विकसित करता है</p>	<p>समूहों और उपसमूहों में क्रमबद्ध करता है।</p> <p><b>C 8.9</b> विद्यार्थी वस्तुओं की लंबाई, वजन और आयतन का सरल मापन करने के लिए उपयुक्त उपकरणों और इकाई का उनके तत्काल वातावरण में चयन करता है।</p>	<p>LO - विद्यार्थी वस्तुओं के गुणों के आधार पर पहचानकर उनका वर्गीकरण करेंगे।</p> <p>LO - विद्यार्थी वस्तुओं को उनके वजन के अनुसार (हल्के/ भारी वस्तुओं) तुलना करके क्रमबद्ध करेंगे।</p>		<p>*विद्यार्थी कविता को एक कहानी के रूप में सुनाएँगे और विषयवस्तु पर आधारित अपने अनुभव साझा करेंगे।</p>			
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## व्याकरण: - पाठ - ३ संयुक्त व्यंजन

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ - ३ संयुक्त व्यंजन	भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों ) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है ।	<b>LO basic level *</b> विद्यार्थी अक्षरों तथा संयुक्ताक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है । <b>LO medium level –</b> विद्यार्थी व्यंजन समूह सहित शब्दों को पढ़ता है ।	व्याकरण वाटिका पाठ-३ संयुक्त व्यंजन श्रवण, वाचन, पठन और लेखन कौशल	<b>(Basic Level)</b> *फ्लैश कार्ड की सहायता से संयुक्ताक्षरों का उच्चारण करना । <b>(medium level )</b> *कक्षा के उन छात्रों के नाम लिखना जिनके नाम में संयुक्ताक्षर आते हैं । <b>(Advance Level)</b>	*सेंड ट्रेसिंग - संयुक्त व्यंजन लेखन *दृश्य - श्रव्य सामग्री का उपयोग *geo बोर्ड का उपयोग *मैग्नेटिक पैड *अक्षरों की आकृतियों में रंग भरना VI – circle time – संयुक्त व्यंजन के	*सहयोगात्मक उपागम (collaborative approach)  *ज्ञानरचनावाद उपागम (constructivism approach)	Rubrics  Checklist  Worksheet

						ऐसी वस्तुओं के चित्र बनाओ और उनका नाम लिखो जिनमें संयुक्त व्यंजन आते हैं ।	लकड़ी, फोम आदि से बने अक्षरों को छूकर पहचानना । ID: बिन्दुओं को जोड़कर वर्ण बनाना ।		
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## पाठ ६ - पायल का साहस (घटना) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
<b>Aug</b> <b>ust</b>  <b>अगस्त</b> - १५ से २० दिन  कालां श - ८ से १० <b>पाठ ६</b> - <b>पायल</b> <b>का</b> <b>साहस</b>	<b>*भाषा</b> <b>तथा</b> <b>साक्षर</b> <b>ता का</b> <b>विकास</b>	<b>CG10</b> विद्यार्थी में पहली में प्रवाहपूर्ण पठन और लेखन का विकास	C10.2 विद्यार्थी पुस्तक के प्रारूप को समझता है , प्रिंट में शब्दों के विचार, जिस दिशा में वे छपे हैं और मूल विराम चिह्नों को पहचानता है । C 10.4 विद्यार्थी कहानियों को सटीकता और प्रभाव के साथ	<b>( LO2- Medium level)</b> विद्यार्थी मूल विराम चिह्नों को पहचानता है (।, ?) । LO basic level - विद्यार्थी गद्य के छोटे अंशों को उचित स्वर और विराम के साथ धाराप्रवाह पढ़ता है।	<b>विषय –हिंदी</b> <b>गुंजन हिंदी</b> <b>पाठमाला- २</b>  <b>मधुबन प्रकाशन</b>  <b>पाठ ६ - पायल</b> <b>का साहस</b> <b>(घटना)</b> <b>गद्य</b> <b>श्रवण, वाचन,</b> <b>पठन तथा लेखन</b> <b>कौशल</b>	<b>(Basic Level)</b> बिजली से चलने वाले उपकरणों के चित्र चिपकाना । (HW)  <b>(Medium Level)</b> विद्युत सुरक्षा हेतु चार्ट दिखाना तथा करने और ना करने योग्य बातों पर चर्चा करना ।	*सैंड ट्रेसिंग - संयुक्त व्यंजन लेखन *दृश्य - श्रव्य सामग्री का उपयोग *geo बोर्ड का उपयोग *मैग्नेटिक पैड *अक्षरों की आकृतियों में रंग भरना <b>HI students</b>	*सहयोगात्मक उपागम (collaborative approach *ज्ञानरचनावाद उपागम (constructivism approach)	Rubrics  Checklist  Worksheet

<p><b>(घटना)</b> गद्य मूल्य- सकारा त्मक सोच , खेल कूद में रुचि</p>	<p><b>*संज्ञा नात्मक विकास</b></p> <p><b>विज्ञान मया कोष</b></p>	<p><b>*CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है ।</p> <p><b>CG1</b> विद्यार्थी यों में</p>	<p>उपयुक्त विरामों के साथ पढ़ता है।</p> <p><b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है ।</p>	<p><b>( LO 1 - Basic level)</b> *कारण संबंध बनाता है । (उदा. बिजली के उपकरणों का सही इस्तेमाल ना होने पर वे घातक हो सकते हैं) <b>( LO 2-Medium level)</b> विद्यार्थी सरल परिकल्पना बनाता है और उसका परिक्षण करता है । <b>(LO 3-Advance level)</b> विद्यार्थी प्राकृतिक घटना से सम्बंधित सवालों के जवाब खोजने के लिए साथियों के साथ सहयोग करता है। (जैसे - आसमानी बिजली गिरने से क्या हो सकता है ?)</p> <p><b>( LO 1- Basic level)</b> विद्यार्थी अधिकाँश सुरक्षा प्रतीकों को पहचानता है और स्वयं को खतरे से</p>		<p><b>(Advanced Level)</b> साहसी तथा दिव्यांग व्यक्तियों के बारे में जानकारी इकट्ठी करना व कक्षा में सुनाना ।</p>	<p>बिजली के उपकरण दिखाकर जानकारी देना ।</p> <p><b>VI Students</b> बिजली की आवश्यकता के बारे बताना ।</p>	
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<p><b>*शारीरिक विकास अन्ना मया कोश</b></p>	<p>स्वस्थ तथा सुरक्षित रहने की आदतों का विकास ।</p>	<p><b>C 1.5</b> विद्यार्थी सुरक्षा के प्रति जागरूकता दिखाता है और उचित कार्य करता है ( चलना, दौड़ना, बिजली के उपकरणों का उपयोग करना आदि) ।</p> <p><b>C1.6</b> विद्यार्थी असुरक्षित स्थितियों को समझता है और मदद माँगता है</p>	<p>बचाता है (बिजली, आग , मर्ममत ,खुदाई आदि )</p> <p><b>( LO-2 Medium level)</b> विद्यार्थी समुदाय में उन लोगों की पहचान करता है जो आपात स्थिति में मदद कर सकते हैं , जैसे - डॉक्टर, अग्निशामक आदि ।</p> <p><b>( LO 2- medium level)</b> विद्यार्थी बुनियादी सुरक्षा नियमों को समझता है और उसका उपयोग करता है- जैसे बिजली के उपकरणों का गीले हाथों से इस्तेमाल न करना ।</p>					
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## पाठ -७ बादल (कविता) पद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
कालांश ५ - ७ पाठ -७ बादल (कविता) पद्य मूल्य-प्रकृति प्रेम	<b>*भाषा तथा साक्षरता का विकास</b>  <b>सामाजिक भावनात्मक</b>	<b>*CG 10</b> विद्यार्थी भाषा १ में पढ़ने और लिखने में प्रवाह विकसित करते हैं ।  <b>*CG 6</b> विद्यार्थी प्रकृति और	<b>C 10.6</b> विद्यार्थी छोटी कविताएँ पढ़ता है और कल्पना व शब्दों के चयन के लिए कविता की सराहना करता है।  <b>C 6.1</b> विद्यार्थी सभी जीवन रूपों से जुड़ने में ध्यान देते हुए उत्साह	<b>LO basic level</b> विद्यार्थी छोटी कविताएँ पढ़ता है और कवि की कल्पना का अनुमान लगाता है ।  <b>LO -छात्र प्रकृति की सैर के लिए बाहर जाने और पौधों, जानवरों को</b>	<b>पाठ - ७ बादल (कविता) पद्य</b>  <b>श्रवण, पठन (सामान्य तुक वाले शब्द) , वाचन कौशल का विकास</b>	basic level : 'बारिश होने पर कैसा लगता है और प्रकृति में क्या-क्या परिवर्तन दिखते हैं' विषय पर चर्चा। medium level: बारिश का पानी कैसे बचाया जा सकता है और उसका क्या उपयोग किया	HI: चित्रों की सहायता से कविता और उसका भाव समझाना ।  VI: स्पर्श से पानी के अलग-अलग रूपों का ज्ञान कराना । * पेपर ओरिगामी से नाव बनाना ।	*सहयोगात्मक उपागम (collaborative approach) *ज्ञानरचनावाद उपागम (constructivism approach)	Rubrics Checklist Worksheet

<p><b>और नैतिक विकास *मनो मय कोष</b></p>	<p>पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है।</p>	<p>दिखाता है।</p>	<p>देखने में आनंद लेता है।</p>		<p>जा सकता है विषय पर - चर्चा</p>			
<p><b>संज्ञानात्मक विकास *विज्ञान मया कोष</b></p>	<p><b>*CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है।</p>	<p><b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है।</p>	<p><b>LO basic level</b> कारण संबंध बनाता है। (अगर बारिश न हो तो क्या होगा ?) और आकस्मिक संबंधों पर भविष्यवाणियाँ बनाता है (उदा. अगर बादल काले हैं तो बारिश होगी)</p>		<p>advance level : वर्षा चक्र को प्रदर्शन व अवलोकन विधि से समझना। (पानी के विभिन्न रूप दिखाना)</p>			

## व्याकरण - पाठ - ४ मात्राएँ

Month (Approx No of Teaching Days)  No of Periods	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण - पाठ - ४ मात्राएँ कलांश - ४ से ६	* भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास ।	<b>C10.1</b> विद्यार्थी ध्वन्यात्मक जागरूकता विकसित करता है और स्वरों/शब्दांशों को शब्दों में मिश्रित करता है।  <b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों ) को पहचानते हैं और शब्दों को पढ़ने और लिखने के	<b>LO:</b> विद्यार्थी ध्वनियों (स्वर तथा व्यंजन) को जोड़ता है और ज्यादा परिचित शब्द बनाता है ।  <b>LO basic level:</b> विद्यार्थी बारहखड़ी को दृष्टिगत रूप से पहचानता है और अक्षरों को सम्बंधित ध्वनियों को जोड़ता है।	व्याकरण वाटिका पाठ-३ मात्राएँ  श्रवण, वाचन, पठन कौशल	<b>(Basic Level)</b> *फलैश कार्ड की सहायता से मात्राओं के साथ वर्णों का उच्चारण करना ।  <b>(medium level )</b> *अपने और अपने मित्र के नाम में आने वाली मात्राओं को लिखना ।	*सैंड ट्रेसिंग - मात्राओं के साथ व्यंजन लेखन *दृश्य - श्रव्य सामग्री का उपयोग *geo बोर्ड का उपयोग *मैग्नेटिक पैड *मात्राओं की आकृतियों में रंग भरना VI - circle time - मात्राओं के लकड़ी, फोम	*सहयोगात्मक उपागम (collaborative approach  *ज्ञानरचनावाद उपागम (constructivism approach )	Rubrics  Checklist  Worksheet

			<p>लिए इस ज्ञान का उपयोग करता है ।</p>	<p><b>LO medium level</b> शब्द और शब्दांश को सटीकता से पढ़ता है।</p>		<p><b>(AdvanceLevel )</b> सही मात्रा लगाकर चित्रों के नाम लिखना और उच्चारण करना।</p>	<p>आदि से बने कट-आउट को छूकर पहचानना । ID: बिन्दुओं को जोड़कर मात्र वाले शब्द बनाना ।</p>		
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## पाठ ८ : - इंडिया गेट (हमारी धरोहर ) गद्य

Month (Teaching Days) No of Periods ८ से १० September	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)	CwSN  Assistive Learning  (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
पाठ ८ . इंडिया गेट (हमारी धरोहर ) मूल्य - पारिवारिक प्रेम, पर्यटन , हवाई	*भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों ) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है ।	<b>LO basic level *</b> विद्यार्थी अक्षरों तथा संयुक्ताक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है । <b>(LO medium level) -</b> विद्यार्थी व्यंजन समूह सहित शब्दों को सटीकता से पढ़ता है।	<b>विषय –हिंदी गुंजन हिंदी पाठमाला- २</b>  <b>मधुबन प्रकाशन</b> <b>पाठ ८ इंडिया गेट (गद्य )</b> पाठ का श्रवण, पठन, वाचन और लेखन कौशल	<b>(Basic Level)</b> अपनी किसी यात्रा का वर्णन अपने शब्दों में करना । <b>(Medium Level)</b> दिल्ली के अन्य ऐतिहासिक इमारतों के चित्र इकट्ठे कर चिपकाना और उनके नाम लिखना।	<b>HI students</b> छात्र ऐतिहासिक इमारतों कि पजल बनाएँगे ।  <b>VI Students</b> ऐतिहासिक इमारतों के बड़े-बड़े चित्र दिखाकर नाम पूछना ।	अधिगम (Inquiry Based Learning)  *चर्चा तथा प्रश्नोत्तरी	<b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics  Checklist

यात्रा का अनुभव	* संज्ञानात्मक विकास विज्ञमय कोष	CG 7 विद्यार्थी विभिन्न श्रेणियों की वस्तुओं और उनके बीच संबंधों को समझता है।	C10.4 विद्यार्थी पाठ को सटीकता और प्रवाह के साथ उपयुक्त विरामचिह्नों और आवाज़ के उतार-चढ़ाव के साथ पढ़ता है।  C 7.1 विद्यार्थी वस्तुओं और उनके बीच संबंधों की विभिन्न श्रेणियों को देखता है और समझता है।	(LO-basic level) विद्यार्थी पाठ के गद्यांश को सटीक रूप से धाराप्रवाह, उचित स्वर और विराम चिह्नों के साथ संक्षिप्त में पढ़ता है।  LO medium level विद्यार्थी दी गए वस्तुओं/चित्रों की तुलना करता है और समानताओं और भिन्नताओं की पहचान करता है।		(Advanced Level) इंडिया गेट और अन्य ऐतिहासिक इमारतों के चित्रों का कोलाज बनवाना।			
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## व्याकरण:- पाठ - ५ शब्द और वाक्य तथा पाठ - ६ नाम शब्द

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ - ५ *शब्द और वाक्य पाठ ६ *नाम शब्द	* भाषा तथा साक्षात्कार का विकास	<b>CG10</b> विद्यार्थी पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>C 10.8</b> विद्यार्थी अपनी समझ और अनुभवों को व्यक्त करने के लिए एक पैराग्राफ लिखता है ।	<b>LO basic level</b> छात्र बोले जाने पर छोटे छोटे वाक्य लिखता है । <b>LO medium level</b> छात्र चित्रों के एक क्रम बनाता है और सटीकता के साथ उनके साथ छोटे वाक्य लिखता है ।	<b>विषय –हिंदी व्याकरण वाटिका 2 मधुबन प्रकाशन</b>  श्रवण, पठन, वाचन और लेखन कौशल	<b>(Basic Level)</b> वर्णों के फ़्लैश कार्ड्स जोड़कर अर्थपूर्ण शब्द बनाना ।  <b>(Medium Level)</b> शब्दों को सही क्रम में रखकर वाक्य बनाता है । *कक्षा तथा आस-पास में मौजूद वस्तुओं तथा जीवों के नाम बताता है ।	<b>HI students</b> छात्र दिए गए चित्रों को क्रम में लगाकर एक कहानी बनाएँगे ।  <b>VI Students</b> चार से पाँच वाक्यों में अपनी माँ के बारे में बताना ।	पूछताछ आधारित अधिगम (Inquiry Based Learning)  *चर्चा तथा प्रश्नोत्तरी  *गतिविधि	<b>Notes-</b> कक्षा कार्य  <b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics  Checklist



## पाठ - ९ मिनी का ई-मेल( शब्द चित्र ) (गद्य)

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
अक्टूबर दिन कालांश ७ - ८ पाठ - ९ मिनी का ई- मेल(श ब्द चित्र ) गद्य मूल्य- आधुनिक तकनीक	भाषा तथा साक्षरता का विकास  सामाजिक,भाव नात्मक और	<b>CG10</b> विद्यार्थी पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास  <b>CG 4</b> विद्यार्थी भावनात्मक बुद्धि का विकसित करते हैं ।	<b>C 10.8</b> विद्यार्थी अपनी समझ और अनुभवों को व्यक्त करने के लिए एक पैराग्राफ लिखता है ।  <b>C 4.3</b> विद्यार्थी अन्य बच्चों तथा बड़ों के साथ आराम से बातचीत करता है ।	<b>LO basic level</b> छात्र बोले जाने पर छोटे छोटे वाक्य लिखता है ।  <b>LO medium level</b> छात्र चित्रों के एक क्रम बनाता है और सटीकता के साथ उनके साथ छोटे वाक्य लिखता है ।  ( LO 2- Medium level) विद्यार्थी परिचित और कम परिचित वयस्कों के साथ सम्मान के साथ बातचीत करता है ।	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ - ९ मिनी का ई-मेल (हमारी धरोहर)  *पाठ का श्रवण, वाचन और पठन	<b>Basic Level)</b> CW- *संचार के साधनों(फेसबुक , वाट्सएप आदि) के चिह्न दिखाकर उनके नाम पूछना ।  (Medium Level) CW *कंप्यूटर और ई-मेल दिखाकर उसके बारे में	<b>Hearing Impairment students assistance:</b> *विभिन्न ऑडियो- वीडियो उपकरणों के चित्र दिखाकर उनके नाम पूछना ।  <b>Visual Impairme</b>	क्रियाकलाप आधारित  पूछताछ आधारित	<b>Notes-</b> कक्षा कार्य  <b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  Rubrics  Checklist

का विकास तथा वैज्ञानिक दृष्टिकोण का विकास	<p><b>नैतिक विकास मनोमय कोष</b></p> <p><b>संज्ञानात्मक विकास</b></p> <p><b>विज्ञमय कोष</b></p>	<p><b>CG7</b></p> <p>विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है ।</p>	<p><b>CG 7. 3</b></p> <p>विद्यार्थी दैनिक जीवन की स्थितियों में और सीखने के लिए उपयुक्त उपकरणों और प्रौद्योगिकी का उपयोग करता है ।</p>	<p><b>LO</b></p> <p>विद्यार्थी सीखने की स्थितियों में डिजिटल ऑडियो - विसुअल सामग्री का उपयोग करने में प्रवाह और आराम दिखाता है ।</p>	<p>जानकारी देना । (श्रवण और वाचन कौशल का विकास)</p> <p><b>(Advanced Level)</b> <b>HW</b> *इंटरनेट के लाभ और हानियों पर चर्चा करना और उसपे चार-पाँच पंक्तियाँ लिखना । (कल्पनाशक्ति का विकास)</p>	<p><b>nt students assistance:</b></p> <p>अपने किसी भी मित्र को संदेश देते हुए ऑडियो रिकॉर्ड कर के भेजना ।</p>		
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## पाठ - १० तितली रानी (कविता) पद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
October 15-20									
अक्टूबर दिन कालांश ७ - ८ विकास	भाषा तथा साक्षरता का विकास सामाजिक,भाव	<p><b>CG 9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।</p> <p><b>CG 6</b></p>	<p><b>C 9.1</b> विद्यार्थी सरल गीतों और कविताओं को सुनता है।</p> <p><b>C 9.3</b> विद्यार्थी धाराप्रवाह और सार्थक बातचीत कर सकता है।</p> <p><b>CG 6.1</b></p>	<p>( LO 1- Basic level)</p> <p>विद्यार्थी कुछ प्रकार के गीत और कविताओं को सुनने में रुचि दिखाता है और उनकी पसंद का कारण भी बताता है।</p> <p>( LO2- Medium level)</p> <p>विद्यार्थी दो से तीन छंदों के साथ गीत/ कविता गाता / सुनाता है।</p> <p>( LO 1- Basic level)</p>	<p>गुंजन हिंदी पाठमाला- २ मधुबन प्रकाशन</p> <p>पाठ - १० तितली रानी (कविता) पद्य</p> <p>श्रवण, पठन, वाचन और लेखन कौशल</p>	<p>(Basic Level) *फूलवाले बगीचे की सैर करवा कर विभिन्न तितलियों को दिखाना।</p> <p>(Medium Level) CW *तितली का रंगीन चित्र बनाकर उसके बारे में चार-पाँच वाक्य</p>	<p>Hearing Impairment students assistance: रंगीन कागज़ों से फूल और तितली बनाकर चिपकाओ।</p> <p>Visual Impairment</p>	<p>क्रियाकलाप आधारित प्रायोगिक ज्ञान(Experiential Learning) पूछताछ आधारित अधिगम (Inquiry Based Learning)</p>	<p>Notes- कक्षा कार्य</p> <p>Portfolio, कक्षा में किए गए क्रियाकलाप</p> <p>*प्रदर्शन और अवलोकन</p> <p>Rubrics</p>

<p><b>नात्मक और नैतिक विकास मनोमय कोष</b></p>	<p>विद्यार्थी प्रकृति के प्रति सकारत्मक दृष्टिकोण विकसित करता है ।</p>	<p>विद्यार्थी सभी जीवन रूपों से जुड़ने में देखभाल और खुशी दिखाता है ।</p>	<p>विद्यार्थी जानवरों की देखभाल की जिम्मेदारी लेता है ।</p> <p><b>( LO2- Medium level)</b> विद्यार्थी प्रकृति की सैर के लिए बाहर जाने का आनंद लेता है और पौधों और जानवरों का अवलोकन करता है ।</p>		<p>लिखना । (वैज्ञानिक दृष्टिकोण)</p> <p><b>(Advanced Level)</b> *इल्ली से तितली कैसे बनती है वीडियो द्वारा समझाना और चर्चा करना ।</p>	<p><b>students assistance:</b> तितली की कोई दूसरी कविता सुनाना ।</p>	<p>*चर्चा तथा प्रश्नोत्तरी</p>	<p>Checklist</p>
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## व्याकरण:- पाठ- ७ नाम की जगह

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ- ७ नाम की जगह	*भाषा तथा साक्षरता का विकास	<b>CG 9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है ।	<b>CG 9.4</b> विद्यार्थी किसी जटिल कार्य के लिए मौखिक निर्देशों को समझता है और उसी के लिए दूसरों को स्पष्ट मौखिक निर्देश देता है ।	<b>LO 1- Basic level)</b> सशर्त शाखाओं वाले निर्देशों का अनुसरण करता है । (उदा. संज्ञा के स्थान पर सर्वनाम का उपयोग करके वाक्यों को पुनः लिखना/बोलना ।)	व्याकरण वाटिका  पाठ - नाम की जगह  श्रवण, वाचन, पठन और लेखन कौशल	<b>(Basic Level)</b> सर्वनाम गीत गाना । <b>(medium level )</b> फ़्लैश कार्ड की सहायता से ऐसे शब्दों को दिखाना जो नाम की जगह पर प्रयोग हो सकते हैं । <b>(Advance Level)</b> दिए गए वाक्यों में नाम की जगह आने वाले शब्दों की पहचान करके लिखना ।	*दृश्य-श्रव्य सामग्री का प्रयोग करके प्रकरण समझाना । HA: दिए गए विभिन्न शब्दों के फ़्लैश कार्डों में से सर्वनाम शब्दों को छाँटना । VI: जिओ बोर्ड की सहायता से सर्वनाम शब्द लिखना/पहचानना ।	क्रियाकलाप आधारित  पूछताछ आधारित  चर्चा तथा प्रश्नोत्तरी	Rubrics  Checklist  Worksheet

## पाठ - ११ बुलबुल के बच्चे(कहानी) गद्य

Month (Approx No of Teaching Days) November	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
१८-२२ दिन पाठ - ११ बुलबुल के बच्चे(कहानी) कालांश- ८-९ मूल्य- प्रकृति प्रेम और संवेदनशीलता	भाषा तथा साक्षरता का विकास  सामाजिक,भाव	<b>CG 9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।  <b>CG 6</b>	<b>CG 9.5</b> विद्यार्थी पढ़ी / सुनी हुई कहानी के पात्रों को पहचानता है और लेखक जो कहना चाहता है वह अपने शब्दों में बताना चाहता है।  <b>C 9.6</b> विद्यार्थी स्पष्ट कथानक और पात्रों के साथ लघु-कथाएँ सुनाता है।  <b>C 6.1</b>	<b>LO 1- Basic level)</b> विद्यार्थी कहानी लिखने के लिए लेखक की प्रेरणाओं की व्याख्या करता है और स्वयं को लेखक मानकर कहानी को फिर से सुनाता है।  LO: कई पात्रों के साथ अपनी खुद की कहानियाँ बनाता है  <b>LO 1-</b>	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ - ११ बुलबुल के बच्चे (कहानी) गद्य  श्रवण, पठन, वाचन और लेखन कौशल	<b>(Basic Level)</b> आसपास दिखने वाली चिड़ियों के नाम बताना।  <b>(Medium level )</b> पेपर फोल्डिंग से चिड़िया बनाकर उसके बारे में तीन-चार वाक्य लिखना।	<b>Hearing Impairment students assistance:</b> पजल की सहायता से चिड़ियों का आकार पूरा करना।  <b>Visual Impairment students assistance</b> अलग-अलग चिड़ियों के आवाज़ सुनाकर पहचान करवाना।	क्रियाकलाप आधारित  पूछताछ आधारित अधिगम (Inquiry Based Learning)  *चर्चा तथा प्रश्नोत्तरी	<b>Notes-</b> कक्षा कार्य  <b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics  Checklist

<p><b>नात्मक और नैतिक विकास मनोमय कोष</b></p>	<p>विद्यार्थी प्रकृति के प्रति सकारात्मक दृष्टिकोण विकसित करता है ।</p>	<p>विद्यार्थी सभी जीवन रूपों से जुड़ने में देखभाल और खुशी दिखाता है ।</p>	<p><b>Basic level)</b> विद्यार्थी पक्षियों को पहचानने में जिज्ञासा दिखाता है । <b>LO2- Medium level)</b> विद्यार्थी पक्षियों की देखभाल की ज़िम्मेदारी लेता है ।</p>		<p><b>(Advance Level)</b> कुछ चिड़ियों के लुप्त होने का कारण पता करना ।</p>			
<p><b>संज्ञानात्मक विकास *विज्ञ मया कोष</b></p>	<p><b>CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है ।</p>	<p><b>c 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है ।</p>	<p><b>( LO 1- Basic level)</b> *कारण संबंध बनाता है । (उदा. जैसे पंख आने पर पक्षी उड़ना सीखते हैं ।) <b>( LO2- Medium level)</b> पक्षियों के आदतों के बारे में बताता है । <b>( LO3- Advance level)</b> अपनी पसंद और रुची के अनुसार मित्र बनाता है ।</p>					

**व्याकरण :- पाठ ८ कैसा -कितना**

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
November									
व्याकरण कलांश: - ६ से ८ पाठ ८ कैसा - कितना	*भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) के सभी अक्षरों को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।	<b>LO 1- Basic level)</b> विद्यार्थी चित्र को देखकर उसके रंग और रूप के बारे में बताता है। <b>( LO2- Medium level)</b> विद्यार्थी नाम शब्दों की विशेषता बताता है। <b>LO 3 Advanced level</b> अपने बारे में चार से पाँच वाक्यों में विशेषताएँ बताता है।	व्याकरण वाटिका  पाठ ८ कैसा - कितना श्रवण, वाचन, पठन और लेखन कौशल	<b>(Basic Level)</b> दिखाई गई चीज़ के बारे में दो शब्दों में बताना।  <b>(Medium Level)</b> अपनी पसंद की दो चीज़ों के नाम और उनकी एक-एक विशेष बात लिखवाना।  <b>(Advanced Level)</b> दिए गए वाक्य में विशेषण शब्द को पहचानना।	<b>HI students</b> *विभिन्न ऑडियो-वीडियो उपकरणों के चित्र दिखाकर उनके नाम पूछना।  <b>VI Students</b> चार से पाँच वाक्यों में अपनी माँ के बारे में बताना।	क्रियाकलाप आधारित  पूछताछ आधारित  चर्चा तथा प्रश्नोत्तरी	Rubrics  Checklist  Worksheet

**व्याकरण:- पाठ - ९ करना है कुछ काम**



Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
December									
व्याकरण पाठ - ९ करना है कुछ काम (४-७)	*भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	<b>C10.3</b> विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।	<b>LO basic level *</b> विद्यार्थी अक्षरों तथा संयुक्ताक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है। <b>LO Medium level -</b> विद्यार्थी व्यंजन समूह सहित शब्दों को पढ़ता है। <b>LO Advance level</b> विद्यार्थी आमतौर पर इस्तेमाल किए जाने वाले लेख, सर्वनाम और जोड़ने वाले शब्दों को पहचानता है।	व्याकरण वाटिका  पाठ - ९ करना है कुछ काम  श्रवण, वाचन, पठन और लेखन कौशल	<b>Basic Level)</b> *फ्लैश कार्ड की सहायता से क्रिया शब्दों को पहचानना। <b>(medium level )</b> *DUMB CHARADES छात्र क्रिया शब्दों को दिखाएँगे और अन्य छात्र उसकी पहचान करेंगे। <b>(Advance Level)</b> छात्र उन कामों के चित्र बनाएँगे जो प्रकृति में अपने आप होते हैं।	दृश्य - श्रव्य सामग्री का उपयोग <b>HI:</b> क्रिया शब्दों के फ्लैश कार्ड दिखाना और उनके बारे में पूछना।	क्रियाकलाप आधारित  पूछताछ आधारित  सहयोगात्मक उपागम (collaborative approach *ज्ञानरचना वाद उपागम (constructivism approach)	Rubrics  Checklist  Worksheet

## पाठ - १२ बड़े काम का थैला (कार्टून - कथा ) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
January									
कलांश ७ - ९ पाठ - १२ बड़े काम का थैला( कार्टून - कथा ) गद्य मूल्य- पर्यावरण	भाषा तथा साक्षरता का विकास  सामाजिक ,भावना त्मक	<b>CG 9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है ।  <b>CG 6</b> विद्यार्थी प्रकृति और	<b>C 9.3</b> विद्यार्थी धाराप्रवाह तथा सार्थक बातचीत कर सकता है ।  <b>C 6.1</b> विद्यार्थी सभी जीवन रूपों में	( LO 1- Basic level) विद्यार्थी वार्तालाप करते हैं, अपनी बारी की प्रतीक्षा करते हैं, और दूसरों को बोलने देते हैं ।  ( LO2- Medium level) विद्यार्थी किसी विषय के बारे में चर्चा करते हैं और प्रश्न उठाते और प्रतिक्रिया भी देते हैं ।	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ - १२ बड़े काम का थैला (कार्टून - कथा) गद्य	(Basic Level) *घर में पुराने लिफाफे और एक तरफ लिखे कागजों में क्लिप लगाकर नोट पैड बनाना । पुराने अखबार से लिफाफे / बनाना और उन पर अँगूठे की छाप से डिज़ाइन बनाना ।	<b>Hearing Impairment students assistance:</b> *विभिन्न वस्तुओं के चित्र दिखाकर बाजार से सामान लाने के लिए किसका प्रयोग करेंगे पूछना ।  <b>Visual Impairment students assistance:</b>	क्रि*क्रियाकला प आधारित *कहानी सुनाना (story telling) प्रायोगिक ज्ञान(Experie ntial Learning) *पूछताछ आधारित अधिगम (Inquiry Based Learning) *चर्चा तथा प्रश्नोत्तरी	<b>Notes-</b> कक्षा कार्य  <b>Portfolio,</b> कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics  Checklist

के लिए सजगता	<b>और नैतिक विकास</b>  <b>मनोमय कोष</b>  <b>संज्ञानात्मक विकास</b>  <b>*विज्ञम या कोष</b>	पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है ।  <b>CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस -पास के वातावरण से अवगत होता है ।	जुड़ने में ध्यान देते हुए उत्साह दिखाता है ।  <b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है ।	विद्यार्थी सहजता से प्रकृति के साथ जुड़ाव दर्शाता है ।  <b>( LO 1- Basic level)</b> *कारण संबंध बनाता है । (उदा. यदि हम प्लास्टिक का प्रयोग करेंगे तो पर्यावरण को हानि होगी ।)  <b>( LO2- Medium level)</b> विद्यार्थी निरीक्षण करता है और सामान्यीकरण बनाता है । (उदा. पर्यावरण को बचाने के लिए हमें वस्तुओं को पुनर्चक्रण करना चाहिए ।)  <b>( LO3- Advance level)</b> विद्यार्थी प्राकृतिक घटनाओं से सम्बंधित प्रश्न पूछता है जैसे -	<b>*पाठ का श्रवण, वाचन और पठन</b> ★ पर्यावरण के लिए सजगता ।	<b>(Medium Level)</b> *पॉलिथीन की थैलियाँ पर्यावरण के लिए हानिकारक हैं इस बारे में बातचीत करना । (श्रवण और वाचन कौशल का विकास)  <b>(Advanced Level)</b> *विद्यार्थी पुराने कपड़े, पुरानी कॉपियाँ और फल - सब्जियों के छिलके इनका अच्छा उपयोग कैसे	बड़े अक्षरों में पाठ के संवाद लिखकर चित्रों की सहायता से समझाना ।		
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				<p>प्लास्टिक के इस्तेमाल से पर्यावरण पर क्या असर होगा ?</p>	<p>करेंगे इस विषय पर अपने अनुभव साझा करेंगे। (कल्पनाशक्ति का विकास)</p> <p><b>(Advance Level)</b> कुछ चिड़ियों के लुप्त होने का कारण पता करना ।</p>			
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## पाठ - १३ चिड़िया का गीत (कविता) पद्य

Month (Approx No of Teaching Days) January	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
18 - 20 दिन ६ - ८ कलांश पाठ - १३ चिड़िया का गीत (कविता) पद्य मूल्य- जीव जगत की	*भाषा तथा साक्षरता का विकास	<b>CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।  <b>CG 6</b>	<b>C 9.1</b> विद्यार्थी सरल गीतों और कविताओं को सुनता है।  <b>C 6.1</b>	( LO 1- Basic level) विद्यार्थी कुछ प्रकार की कविताएँ और गीत सुनने में रुचि दिखाता है और अपनी पसंद के लिए कारण बताता है ।  ( LO2- Medium level) विद्यार्थी दो से तीन छंदों वाली कविता /गीत सुनाने का प्रयास करता है ।  <b>LO basic level</b> विद्यार्थी सहजता से	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन पाठ - १३ चिड़िया का गीत (कविता) पद्य *कविता का श्रवण (आनंद के लिए कविता सुनना ), वाचन और पठन	(Basic Level) *'मेहनत करना क्यों आवश्यक होता है' विषय पर चर्चा ।  (Medium Level) * विभिन्न पक्षियों की चोंच अलग-अलग तरह की क्यों होती हैं । उनके चित्र बनाना । (वैज्ञानिक दृष्टिकोण)	Hearing Impairment students assistance: *  Visual Impairment students assistance: बड़े अक्षरों में कविता लिखकर चित्रों की सहायता से समझाना । *आवाजें सुनवाकर पक्षियों की	क्रियाकलाप आधारित *कहानी सुनाना (story telling) पंचतंत्र कहानियों का उपयोग *सहयोगात्मक उपागम *पूछताछ आधारित अधिगम (Inquiry	Notes- कक्षा कार्य  Portfolio, कक्षा में किए गए क्रियाकलाप  Rubrics  Checklist

<p>जानकारी</p>	<p><b>सामाजिक, भावनात्मक और नैतिक विकास मनोमय कोष</b></p> <p><b>संज्ञानात्मक विकास</b></p>	<p>विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है।</p> <p><b>CG7</b> विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है।</p>	<p>विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है।</p> <p><b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है</p>	<p>प्रकृति के साथ शारीरिक जुड़ाव दर्शाता है।</p> <p><b>LO 2</b> विद्यार्थी आस-पास के पशु-पक्षियों की देखभाल की जिम्मेदारी लेते हैं।</p> <p><b>( LO 1- Basic level)</b> कारण संबंध बनाता है। (उदा. यदि जीव प्रत्येक मौसम में आने वाली परेशानियों को नहीं सह सकेंगे तो क्या परिणाम होगा।)</p>		<p><b>(Advanced Level)</b> कुछ चिड़ियाँ दूसरी जगह पर बसने के लिए(migration) क्यों जाती हैं (कल्पनाशक्ति का विकास)</p>	<p>पहचान करना। <b>HI</b> : चिड़िया का चित्र बनाकर विभिन्न रंगों दालों से अन्दर की जगह भरना। <b>*LD</b> : रंगीन पेपर की सहायता से <b>(tear&amp;paste)</b>चिड़िया का घोंसला बनाना।</p>	<p>Based Learning)</p>	
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## व्याकरण - पाठ १० विराम चिह्न

Month (Approx No of Teaching Days) January	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ १० विराम चिह्न कालांश ८ से १० पाठ - ११ तरह-तरह के शब्द	*भाषा तथा साक्षरता का विकास	<b>CG10</b> विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास ।	<b>C10.2</b> विद्यार्थी किसी पुस्तक की मूल संरचना / प्रारूप को समझता है , प्रिंट में शब्दों के विचार और जिस दिशा में वे छपे हैं , और मूल विराम चिहनों को पहचानता है ।	<b>LO medium level</b> :विद्यार्थी सरल विराम चिहनों (पूर्ण विराम , अल्प विराम , प्रश्न चिह्न) को पहचानता है ।  LO 2 विद्यार्थी उचित रूप से सरल विराम चिहनों (पूर्ण विराम , अल्प विराम , प्रश्न चिह्न) का उपयोग करता है ।	<b>व्याकरण वाटिका</b>  <b>पाठ १० विराम चिह्न तथा पाठ - ११ तरह-तरह के शब्द</b>  <b>श्रवण (शिक्षिका द्वारा उचित विराम के साथ गद्य पढ़ना- छात्र सुनेंगे ) ,</b>  <b>वाचन और पठन (उचित विराम के साथ गद्य</b>	<b>basic level :</b> फ्लैश कार्ड्स की सहायता से विभिन्न विराम चिहनों को पहचानना और उनका नाम बताना । <b>Medium level:</b> सामान गद्यांश को विराम चिह्न के साथ और विराम चिह्न के बिना पढ़कर अंतर समझना और विराम चिह्न का महत्व समझना । शिक्षक निर्देशित (टीचर गाइडेड)	<b>Visual Impairment students assistance:</b> विराम चिहनों के लकड़ी तथा फोम के कट-आउट्स को स्पर्श करके पहचानना । *सैंड ट्रेसिंग *geo बोर्ड का उपयोग <b>Hearing Impairment students assistance:</b> फ्लैश कार्ड की सहायता से विराम चिह्न	क्रियाकलाप आधारित  *ज्ञानरचना वाद उपागम  *प्रश्नोत्तरी	Rubrics  Checklist  Worksheet

					<p>पढ़कर सुनाना) , पठन और</p> <p><b>लेखन</b> कौशल (उचित विराम चिह्न लगाकर वाक्य पूरे करना)</p>	<p><b>Advance Level :</b> वाक्य के अंत में उचित विराम चिह्न लगाकर लिखना ।</p>	<p>पहचानना और नाम बताना । रंगीन पेपर और पतली छड़ियों (की सहायता से विराम चिह्न चक्र बनाना । *दृश्य श्रव्य सामग्री का उपयोग</p>		
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## पाठ - १४ शेरूदा (कहानी) गद्य

Month (Approx No of Teaching Days) February	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject - Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
पाठ - १४ शेरूदा (कहानी) कालांश- ७-८ (मूल्य- आत्मनिर्भरता और परिस्थिति के अनुकूल काम करना)	*भाषा तथा साक्षरता का विकास	<b>CG 9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।	<b>CG 9.5</b> विद्यार्थी पढ़ी / सुनी हुई कहानी के पात्रों को पहचानता है और लेखक जो कहना चाहता है वह अपने शब्दों में बताना चाहता है।  <b>C 9.6</b> विद्यार्थी स्पष्ट कथानक और पात्रों के साथ	<b>LO 1- Basic level)</b> विद्यार्थी कहानी लिखने के लिए लेखक की प्रेरणाओं की व्याख्या करता है और स्वयं को लेखक मानकर कहानी को फिर से सुनाता है।  LO: कई पात्रों के साथ अपनी खुद की कहानियाँ बनाता है	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन  पाठ 14 शेरूदा (कहानी)  श्रवण, पठन, वाचन और लेखन कौशल	(Basic Level) अलग-अलग खाने की चीज़ों के चित्र दिखाकर उनके फायदे और नुकसान जानना। (medium level ) बच्चों को समूह में बाँटकर विभिन्न प्राणियों के मुखौटे पहनकर कहानी का	Hearing Impairment students assistance: *विभिन्न पशुओं के चित्र दिखाकर उनके बारे में जानकारी लेना(जैसे शेर कहाँ रहता है? क्या खाता है आदि)।  Visual Impairment students assistance	क्रियाकलाप आधारित  पूछताछ आधारित  कहानी सुनाना(पंचतंत्र,जातक की कहानियाँ)  अधिगम (Inquiry Based Learning)	Notes- कक्षा कार्य  Portfolio, कक्षा में किए गए क्रियाकलाप  Rubrics  Checklist

	<p><b>भौतिक विकास अन्नमय कोष</b></p>	<p><b>CG 1</b> विद्यार्थी स्वस्थ और सुरक्षित रखने की आदतों का विकास करता है ।</p>	<p>लघु-कथाएँ सुनाता है ।</p> <p><b>CG 1.1</b> पौष्टिक भोजन का महत्व समझता है ।</p>	<p><b>LO 1- Basic level)</b> विद्यार्थी पोषण संबंधित आवश्यकताओं की पूर्ती के लिए उचित आहार का सेवन करता है । <b>( LO2- Medium level)</b> विद्यार्थी भोजन में मौजूद पोषक तत्वों का महत्व समझता है ।(फल और सब्जियों में मौजूद पोषक तत्व का महत्व) <b>LO 3 Advanced level</b> विद्यार्थी स्वतंत्र रूप से व्यंजनों के आधार पर पौष्टिक स्नेक्स तैयार करता है ।</p>		<p>नाट्य रूपांतरण । <b>(Advance Level)</b> शाकाहारी और मांसाहारी पशुओं के बारे में जानकारी एकत्रित करना ।</p>	<p>जानवरों के मुखौटे पहन कर उनकी नकल करना ।</p>		
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<p>सामाजिक, भावनात्मक और नैतिक विकास मनोमय कोष</p>	<p><b>CG 4</b> विद्यार्थी भावनात्मक बुद्धिमत्ता का विकास करते हुए अपनी भावनाओं को समझने और प्रतिबंधित करने की क्षमता का विकास करते हैं।</p>	<p><b>C 4.6</b> विद्यार्थी अन्य पशु-प्राणियों के प्रति दया और सहायता दिखाता है।</p>	<p><b>LO :</b> विद्यार्थी समूह में दयालुता और स्नेह के साथ कार्य करता है।</p>					
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## पाठ १५ - बारी - बारी आते मौसम (बातचीत ) गद्य

Month (Approx No of Teaching Days)	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject - Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
February									
कालांश - १२ से १५ पाठ १५ - बारी - बारी आते मौसम (बातचीत ) गद्य (८ - ९ pds) मूल्य- प्रत्येक मौसम कि जानकारी	भाषा तथा साक्षरता का विकास  संज्ञानात्मक	<b>CG9</b> विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।  <b>CG10</b> विद्यार्थी में पहली भाषा	<b>C 9.5</b> सुनाई गई / पढ़ी गई कहानियों को समझता है और पत्रों, कहानी कि पहचान करता है और लेखक क्या कहना चाहता है बताता है ।  <b>C 10.5 :</b> विद्यार्थी लघु कथाएँ पढ़ता है और इसका अर्थ	<b>LO -</b> विद्यार्थी कहानी लिखने के लिए लेखक की प्रेरणाओं कि व्याख्या करता है और स्वयं को लेखक मानकर कहानी पुनः सुनाता है ।  ( LO 1- Basic level) विद्यार्थी दृश्य सामग्री की तुलना में अधिक पाठ्य सामग्री की	गुंजन हिंदी पाठमाला- २  मधुबन प्रकाशन पाठ १५ - बारी - बारी आते मौसम (बातचीत ) गद्य मौसम की जानकारी देना  श्रवण, वाचन, पठन तथा लेखन कौशल	(Basic Level) विभिन्न मौसम में उपयोग की जाने वाली वस्तुओं को छाँट कर लिखें । (Group activity) (Medium Level) अपने पसंदीदा मौसम के अनुरूप कपड़े पहनकर उस के बारे में ५ -६ वाक्य बोलें ।	दृश्य - श्रव्य सामग्री का उपयोग मौसमों के फ़्लैश कार्ड्स *HI students विभिन्न मौसमों का 3-D collage बनाना (जैसे : thermoclo बॉल्स, रंगीन कागज़, रुई आदि) ।  VI Students	*कहानी सुनाना  *सहयोगात्मक उपागम  *चिंतनशील दृष्टिकोण  *परियोजना कार्य आधारित	Notes- कक्षा कार्य  Portfolio, कक्षा में किए गए क्रियाकलाप  *प्रदर्शन और अवलोकन  Rubrics  Checklist

<p>व आनंद लेना</p>	<p><b>विकास *विज्ञ मया कोष</b></p> <p><b>सामाजिक,भावनात्मक और नैतिक विकास</b></p>	<p>में प्रवाहपूर्ण पठन और लेखन का विकास</p> <p><b>CG 6</b> विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है।</p> <p><b>CG7</b></p>	<p>समझता है - पात्रों, कथानक और लेखक क्या कहना चाहता है इसकी पहचान स्वयं करता है।</p> <p><b>C 6.1</b> विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है।</p> <p><b>C 7.2</b> विद्यार्थी सरल परिकल्पना बनाकर प्रकृति</p>	<p>पुस्तकों को स्वतंत्र रूप से पढ़ता है।</p> <p><b>( LO 2- Medium level)</b> विद्यार्थी लेखक के कथानक क्रम और दृष्टिकोण को पढ़ता है और पहचान करता है।</p> <p><b>LO:</b> * विद्यार्थी प्रकृति की सैर के लिए बाहर जाने और पौधों और जानवरों के देखने में आनंद लेता है।</p> <p><b>( LO 1- Basic level)</b> विद्यार्थी आक्सिम्क संबंधों के आधार पर</p>	<p><b>समानार्थी शब्द</b></p>	<p><b>(Advanced Level)</b> मौसम चक्र बनाना और उसे समझाना।</p>	<p>विभिन्न प्रकार के कपड़ों को छुकर बताना कि वे सूती , ऊनी आदि हैं।</p>		
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		<p>विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस-पास के वातावरण से अवगत होता है ।</p>	<p>में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को समझने के लिए अवलोकनों का उपयोग करता है ।</p>	<p>भविष्यवाणियाँ करता है ।(उदाहरण : यदि आकाश में सफ़ेद बादल हैं तो बारिश नहीं होगी ।</p> <p><b>( LO-2 Medium level)</b></p> <p>विद्यार्थी गर्मी और सर्दी के लिए कपड़े और भोजन की व्याख्या करता है ।</p>					
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## व्याकरण - पाठ १२ हिंदी की गिनती (१ से २०)

Month (Approx No of Teaching Days) February	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning  (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याकरण पाठ १२ हिंदी की गिनती (१ से २०)  कालांश ३ से ४	* संज्ञानात्मक विकास  *विज्ञमया  कोष	<b>CG 8</b> विद्यार्थी गणितीय समझ और मात्रा, आकार और माप के माध्यम से दुनिया को पहचानने की क्षमता विकसित करते हैं।	<b>C8.2</b> विद्यार्थी अपने परिवेश, आकार और संख्याओं में सरल पैटर्न की पहचान और विस्तार करता है।	<b>LO basic level :</b> विद्यार्थी पैटर्न के नियम क वर्णन करता है और इसे अमूर्त (abstract) पैटर्न जैसे संख्या , प्रतीक और समान सोच पैटर्न पर लागू करता है।	<b>व्याकरण वाटिका</b>  <b>पाठ १२ हिंदी की गिनती (१ से २०)</b>  <b>श्रवण</b> (शिक्षिका द्वारा बोली गई गिनतियों को दोहराना ) ,  <b>वाचन और पठन</b> (फलैश कार्ड की सहायता से गिनतियों को पढ़कर सुनाना ,  <b>लेखन</b> कौशल (१ से २० तक गिनती लिखना)	<b>basic level :</b> फलैश कार्ड्स की सहायता से संख्याओं को पहचानना और बताना। <b>Medium level:</b> दिनांक तथा अपनी और अपने मित्र की जन्मतिथि हिंदी की संख्याओं में लिखना। (टीचर गाइडेड) <b>Advance Level :</b> दी गई वस्तुओं को गिनकर उनकी संख्या लिखना।	<b>Visual Impairment students assistance:</b> संख्याओं के लकड़ी तथा फोम के कट-आउट्स को स्पर्श करके पहचानना। *सैंड ट्रेसिंग *geo बोर्ड का उपयोग <b>Hearing Impairment students assistance:</b> फलैश कार्ड की सहायता से संख्या पहचानना	क्रियाकलाप आधारित  *ज्ञानरचनावाद उपागम  *प्रश्नोत्तरी	Rubrics  Checklist  Worksheet

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**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 2, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT ENGLISH)**

**PROSE**

**Lesson 1- A Party for Mom**

<b>Class: 2</b>	<b>Domains</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning Outcomes</b>	<b>Syllabus-</b>	<b>Competency Based (Graded) Learning</b>	<b>CwSN</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment</b>
<b>Month-</b> April - May		<b>(CG)</b>	<b>(C: )</b>	<b>Graded Learning outcomes:-</b>	<b>(As per Prescribed book subject – English)</b>	<b>(Tasks/Activities assigned for CW &amp; HW)</b>	<b>Assistive Learning</b>	<b>(In consultation with Special Educators)</b>	<b>( Use of Assessment Tools &amp; Observation)</b>
<b>(Approx No of Teaching Days)</b> 22- 25	<b>Language &amp; Literacy Development</b>	<b>CG-9</b>	<b>C- 9.3</b>	<b>( LO 1- Basic level)</b>	<b>Name of the book</b>	<b>(Basic Level)</b>	<b>&amp; Use of IE Room</b>	<b>Activity Based Learning-</b>	<b>Rubrics</b>
<b>No of Periods:</b> 5 - 7		Children develop effective communication skills for day-to-day interactions in two languages	Converses fluently and can hold a meaningful conversation	Maintains the thread of the conversation across multiple exchanges	Roots and wings Main Coursebook - 2	Listen and apply the instructions to organise an activity in the classroom.	<b>CwSN - Assistive Learning:-</b>	Birthday cap	<b>Experiential Learning-</b>
			<b>C-9.7</b>	<b>( LO 1- Basic level)</b>		<b>(Listening Skill)</b>	<b>HI students-</b>	Circle time- Singing birthday song	
						<b>(Medium Level)</b>	Flash cards,		

		<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2</p>	<p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary</p> <p><b>C-10.8</b> Writes a paragraph to express their understanding and experiences</p>	<p>Predicts the meaning of unknown words in texts using picture and context cues</p> <p><b>( LO2- Medium level)</b> Uses children’s dictionaries to identify meanings of unknown words encountered in texts</p> <p><b>( LO-3 Advanced level)</b> Creates a sequence of pictures and writes short sentences along with them with accuracy.</p>	<p>Srijan Publisher P. Ltd.</p> <p><b>Love for Mother &amp; family</b></p>	<p>Videography- Converse with your mother in English.</p> <p><b>(Speaking Skill)</b></p> <p><b>(Advanced Level)</b> Read and comprehend the lesson. Answer the questions asked.</p> <p><b>(Reading Skill)</b> Write a few sentences on how you will make your mother feel special.</p> <p><b>(Writing Skill)</b></p>	<p>Card - Colouring Puzzle of birthday party</p> <p><b>VI Students</b> Real objects related to birthdays. Large font while making worksheets, flash cards,etc. Play dough to make birthday related objects.</p> <p><b>LD students</b> Worksheets Flash cards Online quiz</p> <p><b>Autism</b></p>	<p>Sharing ideas of your birthday party.</p> <p><b>Theme-Based Learning-</b> Plant a tree on your birthday.</p>	
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<p><b>Socio-emotional &amp; Ethical Development</b></p> <p><b>Manomaya kosha</b></p>	<p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p><b>C.4.1-</b></p> <p>Starts recognising 'self' as an individual belonging to a family and community</p>	<p><b>( LO 1- Basic level)</b></p> <p>Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc</p> <p><b>( LO2- Medium level)</b></p> <p>Values the work of adult members of the family</p>			<p>Coloring cards</p> <p>Sticking &amp; Identifying worksheets</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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><b>Learning Spaces</b></p> <p>Indoor</p>	
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**Poem**

## 1- He is called Dad

Class: 2	Domains	Curricular Goals  (CG)	Competencies  (C: )	Learning Outcomes  Graded Learning outcomes:-	Syllabus-  (As per Prescribed book subject – English)  Name of the book  Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level)  Recite and appreciate the poem.  (Listening Skill)	CwSN Assistive Learning  (In consultation with Special Educators)  & Use of IE Room  CwSN - Assistive Learning:-  HI students-	Suggested Innovative Pedagogies  Theme-Based Learning-  Make a portrait card for dad  Learning Spaces-  Indoor	Suggested Assessment  ( Use of Assessment Tools & Observation)  Individual Recitation  Rubrics
Month -  April - May  (Approx No of Teaching Days)  22- 25  No of Periods:  2-3	Languag e & Literacy Development	<b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  <b>CG-4</b>	<b>C-9.1</b>  Listens to and appreciates simple songs, rhymes, and poems	<b>( LO 1- Basic level)</b>  Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference  <b>( LO2- Medium level)</b>	Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.  <b>Love and respect for Dad</b>				

	<p><b>Socio-emotional &amp; Ethical Development</b></p> <p><b>Manomaya kosha</b></p>	<p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p><b>C.4.1</b></p> <p>Starts recognising 'self' as an individual belonging to a family and community</p>	<p>Sings/recites songs/poems with two to three stanzas</p> <p><b>( LO2- Medium level)</b></p> <p>Shares personal details about family members occupation, their place of work, details about</p>			<p>Card making- my best Dad</p> <p>Father's information- Worksheet</p> <p><b>VI Students</b></p> <p>Use a large front Father information- Worksheet</p> <p>Audio- Visual of the poem</p> <p>Record the poem on a tape, the student will listen and repeat.</p> <p><b>LD students</b></p> <p>Record the poem on a tape, the</p>		
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							<p>student will listen and tape recording of the poem.</p> <p>Card making- My best Dad</p> <p><b>Autism</b></p> <p>Audio- Visual of the poem to associate with the content</p> <p>Colouring worksheets</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p>		
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							<p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## Grammar

### L1. Alphabetical Order & L2. Nouns

<p><b>Class: 2</b></p> <p><b>Month- April - May</b></p> <p><b>(Approx No of Teaching Days)</b></p> <p><b>22- 25</b></p> <p><b>No of Periods:</b></p> <p><b>3- 5</b></p>	<p><b>Domains</b></p> <p><b>Language &amp; Literacy Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p> <p><b>2</b></p>	<p><b>Competencies (C: )</b></p> <p><b>C-9.7</b></p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>Uses children’s dictionaries to identify meanings of unknown words encountered in texts</p>	<p><b>Syllabus- (As per Prescribed book subject – English)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p>Grammar Trove</p> <p>Rohan Book Co. Pvt.Ltd.</p> <p><b>Alphabetical Order</b></p> <p>Arranging and making new words</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Gamification</p> <p><b>(Listening &amp; Speaking skills)</b></p> <p><b>(Medium Level)</b></p> <p>Online Worksheets</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN - Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Show and tell with real objects-names</p> <p><b>VI Students</b></p> <p>Feel and tell the real objects – names</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity-Based Learning-</b></p> <p>Arrange the flash cards of vegetables, fruits &amp; flowers in alphabetical order.</p> <p><b>Theme-Based Learning-</b></p> <p>Gamification</p> <p><b>Experiential Learning-</b></p>	<p><b>Suggested Assessment ( Use of Assessment Tools- Observation )</b></p> <p><b>Observation</b></p> <p><b>Checklist</b></p>
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					<p><b>Types of nouns:</b></p> <p>Common and proper noun</p> <p>Countable and uncountable noun</p>	<p>on nouns &amp; its kind</p> <p><b>(Reading Skill)</b></p> <p><b>(Advanced Level)</b></p> <p>Functional Grammar- Use &amp; identify nouns in the given sentence.</p> <p><b>(Writing Skill)</b></p>	<p>Arrange the things in alphabetical order.</p> <p><b>LD students</b></p> <p>Make naming words - flash cards with names.</p> <p>Audio - Visual - naming word songs.</p> <p>Make alphabetical dictionary.</p> <p><b>Autism:</b></p> <p>Sorting naming words in different boxes.</p> <p>Audio - Visual - naming word songs.</p> <p>Any other :</p>	<p>Observe and distinguish types of nouns in the surrounding .</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p> <p>Playground</p>	
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							<p><b>Reference Applications:</b></p> <p>Yellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## Grammar

### L7. Making Sentences

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools- Observation)
Month- April-May	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	( LO 1- <b>Basic level</b> ) Maintains the thread of the conversation across multiple exchanges	Name of the book  Name of Publisher  Grammar Trove	(Basic Level)  (listening skill)  Listen to the sentences read aloud from the blackboard and repeat them	Assistive Learning  (In consultation with Special Educators)  & Use of IE Room  CwSN -Assistive Learning:-  HI students-  Write and complete simple sentence using correct punctuations.	Activity-Based Learning-  Look at the picture and make sentence using Who?  Dong what?  To what?  Where?  When?	Observation  Rubrics  Checklist
(Approx No of Teaching Days) 14-15  No of Periods: 3-4		<b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2	<b>C-10.2:</b> Understands basic structure/format of a book, idea of words in print and direction in which they are	( LO 1- <b>Basic level</b> ) Uses simple punctuation marks (full stop, question mark) appropriately	Rohan Book Co. Pvt.Ltd.	(Medium Level)  (Speaking skill)	VI Students  Large font flash cards- join words and complete a sentence.  LD students		

		<p>printed, and recognises basic punctuation marks</p> <p><b>CG-11</b></p> <p>Children begin to read and write in Language 2 (L2)</p>	<p><b>C-11.2:</b></p> <p>Recognises most 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><b>( LO2- Medium level)</b></p> <p>Recognizes as sight words commonly used articles, pronouns, and connecting words</p>	<p><b>Making Sentences</b></p> <p><b>Punctuations</b></p>	<p>Pick out any 3 to 4 words from the basket , join them and make a meaningful sentence</p> <p><b>(Advanced Level)</b></p> <p>Worksheets on make sentences.</p> <p>Join parts of a sentence to complete it</p> <p><b>Reading &amp; writing skills</b></p>	<p>Joining word - band</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Yellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></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><b>Experiential Learning-</b></p> <p>Converse with your peer and reframe the sentence using conjunctions</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p>	
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## PROSE

### Lesson 2- My Sweet Home

<b>Class: 2</b>  <b>Month- April - May</b>  <b>(Approx No of Teaching Days)</b>  <b>22- 25</b>  <b>No of Periods:</b>  <b>5-7</b>	<b>Domains</b>      <b>Language &amp; Literacy Development</b>	<b>Curricular Goals (CG)</b>    <b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>Competencies (C: )</b>    <b>C- 9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<b>Learning Outcomes Graded Learning outcomes:-</b>    <b>( LO 1- Basic level)</b> Interprets the motivations of the author to write the story and retell the story as if they were the author	<b>Syllabus- (As per Prescribed book subject – English)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>  Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.	<b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b>    <b>(Basic Level)</b> Listen to a short passage and answer the questions orally.  <b>(Listening Skill)</b>	<b>CwSN</b>  <b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b>    <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b> Making an ice cream stick	<b>Suggested Innovative Pedagogies</b>    <b>Activity Based Learning-</b> Family member-Finger puppet (speak about your family)  <b>Experiential Learning-</b> Share a memorable holiday trip	<b>Suggested Assessment</b>    <b>( Use of Assessment Tools &amp; Observation)</b>    <b>Rubrics</b>    <b>Checklist</b>
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		<p><b>CG-10</b></p> <p>Children develop fluency in reading and writing in Language 1 (L1)2</p>	<p><b>C-10.4</b></p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p>	<p><b>( LO2- Medium level)</b></p> <p>Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</p>	<p><b>Importance of a loving and safe home</b></p>	<p><b>(Medium Level)</b></p> <p>Speak about their family members.</p>	<p>house and colour it.</p>	<p>with your family.</p>	
	<p>Socio-emotional &amp; Ethical Development</p>	<p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond</p>	<p><b>C.4.2-</b></p> <p>Recognises different emotions and makes deliberate effort to regulate them appropriately.</p>	<p><b>( LO 1- Basic level)</b></p> <p>Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying)</p>		<p><b>(Speaking Skill)</b></p>	<p><b>(Advanced Level)</b></p> <p>Read stories about family.</p>	<p><b>VI Students</b></p> <p>Using charts, flash cards draw pictures of a house and colour it.</p>	<p><b>Learning Spaces</b></p> <p>- Indoor</p>
						<p><b>(Reading Skill)</b></p>	<p><b>LD students</b></p> <p>Origami – House making and speak about it.</p>		
							<p><b>Autism</b></p> <p>Life skill activity and self help.</p>		
							<p>Any Other:</p>		

	<b>Manom aya kosha</b>	positively to social norms		<p><b>( LO2- Medium level)</b></p> <p>Responds with appropriate emotions (e.g., laughs at jokes in circle time sits quietly when upset)</p>			<p><b>Reference Applications:</b></p> <p>Yellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## Grammar

### L3. Nouns – Singular and Plural & L4. Nouns- Masculine and Feminine

<b>Class: 2</b>  <b>Month- June- July</b>  <b>(Approx No of Teaching Days)</b>  <b>19 - 21</b>  <b>No of Periods:</b>  <b>3- 5</b>	<b>Domai ns</b>        <b>Language &amp; Literac y Develo pment</b>	<b>Curricular Goals</b>  <b>(CG)</b>    <b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages  2	<b>Competencies (C: )</b>    <b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<b>Learning Outcomes</b>  <b>Graded Learning outcomes:-</b>    <b>( LO 1- Basic level)</b> Uses children's dictionaries to identify meanings of unknown words encountered in texts	<b>Syllabus- (As per Prescribed book subject –  English)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>   Grammar Trove   Rohan Book Co. Pvt.Ltd.   <b>Types of nouns:</b>	<b>Competenc y Based (Graded) Learning</b>    <b>(Tasks/Acti vities assigned for CW &amp; HW)</b>   <b>(Basic Level)</b> Gamification   <b>(Medium Level)</b> Worksheets on nouns & its kind	<b>CwSN</b>  <b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>   <b>CwSN -Assistive Learning:-</b>   <b>HI students-</b> Sort the flash cards  Worksheet on matching the nouns and pictures  Video on nouns with captions.  <b>VI Students</b>	<b>Suggeste d Innovativ e Pedagogi es</b>     <b>Theme- Based Learning</b> - Gamificati on  <b>Experien tial Learning</b> - Observe and draw nouns in the surrounding and	<b>Suggeste d Assessm ent</b>  <b>( Use of Assessm ent Tools- Observati on)</b>    <b>Observati on</b>   <b>Checklist</b>   <b>Rubrics</b>
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					<p>Singular and Plural</p> <p>Masculine and Feminine</p>	<p><b>(Advanced Level)</b></p> <p>Functional Grammar- Use &amp; identify types nouns in the given sentence.</p>	<p>Audio- visual on noun songs</p> <p>Worksheet on matching the nouns and pictures</p> <p><b>LD students</b></p> <p>Audio- visual on noun songs</p> <p>Observe and draw nouns in the surrounding.</p> <p><b>Autism</b></p> <p>Audio books</p> <p>Audio- visual on noun songs.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p>	<p>mention its type.</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p> <p>Playground</p>	
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							<b>Reference Books :</b> 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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## PROSE

### Lesson 3- Be Kind to Animals

<b>Class: 2</b>  <b>Month- July</b>  <b>(Approx No of Teaching Days)</b> <b>19 - 21</b>  <b>No of Periods:</b> 5 - 7	<b>Domains</b>  <b>Language &amp; Literacy Development</b>	<b>Curricular Goals (CG)</b>  <b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>Competencies (C: )</b>  <b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say  <b>C-9.6</b> Narrates short stories with clear plots and characters	<b>Learning Outcomes</b> <b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b> Interprets the motivations of the author to write the story and retell the story as if they were the author  <b>( LO 1- Basic level)</b> Narrates their own short stories with simple plots and characters	<b>Syllabus-</b> <b>(As per Prescribed book subject – English)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>  Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.	<b>Competency Based (Graded) Learning</b>  <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b> Listen to animal riddles and name the animal.  Talking story books activity  <b>(Listening Skill)</b>  <b>(Medium Level)</b>	<b>CwSN</b>  <b>Assistive Learning (In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Showing and explaining information about pet animals.	<b>Suggested Innovative Pedagogies</b>  <b>Activity Based Learning-</b>  Creating different animal figures using thumb impressions  <b>Experiential Learning-</b>  Feed and take care of animals in your locality when injured.	<b>Suggested Assessment</b>  <b>( Use of Assessment Tools &amp; Observation)</b>  <b>Rubrics</b>  <b>Checklist</b>
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		<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2</p>	<p><b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)</p>	<p><b>(LO2- Medium level)</b> Begins to read unfamiliar story books and comprehend with guidance from the Teacher</p>	<p><b>Be kind to animals</b></p> <p><b>Take care of animals</b></p>	<p>Discussion on how to take care of pet animals.</p> <p><b>(Speaking Skill)</b></p> <p><b>(Advanced Level)</b></p> <p>Read and comprehend the lesson. Answer the questions asked.</p> <p><b>(Reading Skill)</b></p> <p>Picture composition</p> <p><b>(Writing Skill)</b></p>	<p>Colouring worksheets on pet animals.</p> <p>Wordsearch activity.</p> <p>Use Assistive technology</p> <p><b>VI Students</b></p> <p>Using a flash card and 3d picture (show and explain)</p> <p>Large font worksheet</p> <p><b>LD students</b></p>	<p><b>Learning Spaces</b> Indoor</p> <p>Outdoor</p>	
	<p><b>Socio-emotional &amp; Ethical Development</b></p> <p><b>Manomaya kosha</b></p>	<p><b>CG-6</b> Children develop a positive regard for the natural environment around them</p>	<p><b>C-6.1</b> Shows care for and joy in engaging with all life forms</p>	<p><b>(LO-3 Advanced level)</b> Takes responsibility for tending to and caring for animals like kittens, puppies, chicken, etc.</p>					

							<p>Use a assistive technology</p> <p>Showing a video</p> <p>Google quiz and worksheet</p> <p><b>Autism</b></p> <p>Puzzle on animals</p> <p>Draw and speak about your favourite animal.</p> <p>Any other :</p> <p><b>Reference Applications</b> :</p> <p>Jellow app</p> <p>Ocky Pocky</p>		
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							Awaaz app		
							<b>Reference Books :</b> 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)  2. Including Children with Special needs. NCERT(July 2014)		

## Poem

### 2- A Motherless Soft Lambkin

<b>Class: 2</b>  <b>Month- August</b>  <b>(Approx No of Teaching Days) 19 - 21</b>  <b>No of Periods : 5 - 7</b>	<b>Domains</b>      <b>Language &amp; Literacy Development</b>	<b>Curricular Goals (CG)</b>    <b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>Competencies (C: )</b>    <b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<b>Learning Outcomes Graded Learning outcomes:-</b>    <b>( LO 1- Basic level)</b> Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference  <b>( LO2- Medium level)</b> Sings/recites songs/poems	<b>Syllabus- (As per Prescribed book subject – English)</b>  <b>Name of the book</b> Roots and wings  <b>Name of Publisher</b> Main Coursebook - 2  Srijan Publisher P. Ltd.	<b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b>    <b>(Basic Level)</b> Recite and appreciate the poem.  <b>(Listening Skill)</b>	<b>CwSN</b>  <b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b> Using a flash card, (make models to explain - hill, river, small	<b>Suggested Innovative Pedagogies</b>    <b>Activity-Based Learning-</b> Make a sheep with cotton/ waste material    <b>Learning Spaces-</b> Indoor Outdoor	<b>Suggested Assessment</b>    <b>( Use of Assessment Tools &amp; Observation)</b>  <b>Individual Recitation</b>    <b>Rubrics</b>
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				with two to three stanzas	<b>Importance of mother</b>	<p>house, plant birds, etc. )</p> <p>Colour and draw a sheep and stick cotton on the sheep</p> <p><b>VI Students</b></p> <p>Feel toy sheep and speak about it.</p> <p>Audio- Visual of the poem to associate with the content.</p> <p><b>LD students</b></p> <p>DIY- paper puppet-sheep &amp; speak about its uses.</p> <p><b>Autism</b></p> <p>Clay model of sheep</p> <p>Worksheet</p>		
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							<p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## PROSE

### Lesson 4- The Story of a Tree

Class: 2	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 Special Educators)  & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment  ( Use of Assessment Tools & Observation)
Month- August  (Approx No of Teaching Days) 19-21  No of Periods: 5 - 7	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C- 9.3:</b> Converses fluently and can hold a meaningful conversation	<b>( LO 1- Basic level)</b> Maintains the thread of the conversation across multiple exchanges  <b>( LO2- Medium level)</b> Engages in discussion about a topic and raise and respond to questions	Name of the book  Name of Publisher  Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.	<b>(Basic Level)</b>  Audio-Visual Listen - see – learn (names of trees)  <b>(Listening Skill)</b>  <b>(Medium Level)</b>	<b>CwSN -Assistive Learning:-</b>  <b>HI students-</b> Flash card,  Showing real trees and real fruits  Explain how to grow trees and value it  Touch and feel the seeds.  Observe the process of germination.	Activity Based Learning-  Tree-Story book  Theme-Based Learning-  Role Play  Experiential Learning-  Germination	<b>Observation</b>  <b>Rubrics</b>  <b>Checklist</b>

			<p><b>C- 9.4:</b></p> <p>Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p>	<p><b>( LO2- Medium level)</b></p> <p>Follows instructions that have conditional branching (for e.g., if it is raining, do not water the plants, do weeding instead, otherwise water the plants)</p>	<p><b>Trees are our best friends.</b></p>	<p>Role Play of a tree.</p>	<p>School garden experiments How to grow, how many days to grow, and all the information etc.</p>	<p>Bark rubbing activity</p>	
		<p><b>CG-10</b> Children develop fluency in reading and writing in</p>	<p><b>C-10.5</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p>	<p><b>( LO-3 Advanced level)</b></p> <p>Begins “Independent Reading” of books of more textual content than visual content</p>	<p><b>Grow more trees.</b></p>	<p>(Speaking Skill)</p> <p>(Advanced Level)</p> <p>Tree – story book</p> <p>(Reading Skill &amp; Writing Skill)</p>	<p>Colouring all types of trees</p> <p><b>VI Students</b></p> <p>Showing real tree and real fruits</p> <p>Explain how to grow to tree and value</p> <p>Make a card board paper 3d tree.</p> <p>Seeds cycle explain</p> <p>School garden experiment given to kids how to grow how many days to grow and how to take care all info etc.</p>	<p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Outdoor</p>	

	<p>Language &amp; Literacy Development</p> <p>Socio-Emotional and Ethical Development</p> <p>Manomaya kosha</p>	<p>Language 1 (L1)2</p> <p><b>CG-6</b></p> <p>Children develop a positive regard for the natural environment around them</p>	<p><b>C-6.1</b></p> <p>Shows care for and joy in engaging with all life forms</p>	<p><b>(LO2- Medium level)</b></p> <p>Enjoys going out for nature walks and observing plants and animals</p>		<p>Colouring all types of tree</p> <p>Showing video</p> <p><b>LD students</b></p> <p>Showing real tree and real fruits</p> <p>Explain how to grow trees and value</p> <p>Make a cardboard paper 3d tree.</p> <p>Seeds cycle explain</p> <p><b>Autism-</b></p> <p>Worksheet on types of trees</p> <p>Mind Map on trees</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p>		
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							Awaaz app  <b>Reference Books :</b> 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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## Grammar

### L5. Pronouns

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- August									
(Approx No of Teaching Days) 19-21		<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	( LO 1- <b>Basic level</b> ) Uses children’s dictionaries to identify meanings of unknown words encountered in text	Name of the book  Name of Publisher  Grammar Trove  Rohan Book Co. Pvt.Ltd.  <b>Pronouns</b>	(Tasks/Activities assigned for CW & HW)  <b>(Basic Level)</b>  Peer-Conversation using pronouns  <b>(Medium Level)</b>  Online worksheets	<b>Assistive Learning</b>  (In consultation with Special Educators)  & Use of IE Room  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b>  Large font flash cards to learn pronouns.  <b>VI Students</b>  Touch the 3D pronoun words.  Audio of pronoun song.  <b>LD students</b>	<b>Activity-Based Learning-</b>  Pronoun and verb dice.  Roll and make a sentence.  <b>Learning Spaces-</b>  Indoor	( Use of Assessment Tools-Observation)  Observation  Rubrics

		<p><b>CG-11</b></p> <p>Children begin to read and write in Language 2 (L2)</p>	<p><b>C-11.2:</b></p> <p>Recognises most 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><b>( LO2- Medium level)</b></p> <p>Recognizes as sight words commonly used articles, pronouns, and connecting words</p>			<p>Stick puzzle on pronouns.</p> <p><b>Autism</b></p> <p>Create work station- arrange the words to use pronouns.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b></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>		
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## Grammar

### L9. Articles (A, AN, THE)

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment
<b>Month- August</b>  <b>(Approx No of Teaching Days)</b>  <b>19-21</b>  <b>No of Periods:</b>  5-7	Language & Literacy Development	<b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  2	<b>C-9.7:</b>  Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<b>( LO 1- Basic level)</b>  Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc	Name of the book  Name of Publisher  Grammar Trove  Rohan Book Co. Pvt.Ltd.  <b>Articles</b>	(Tasks/Activities assigned for CW & HW)  <b>(Basic Level)</b>  Listen and identify vowel sounds  <b>(listening skill)</b>  <b>(Medium Level)</b>	(In consultation with Special Educators)  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Observe the nouns and place them in the correct article pocket	<b>Theme-Based Learning-</b>  Conversation rules to be followed while choosing an article  <b>Experiential Learning-</b>  Place the nouns in the correct article pocket  <b>Learning Spaces-</b>  Indoor	<b>( Use of Assessment Tools-Observation)</b>  Observation  Rubrics  Checklist



						<p>Show and tell. Which article to be added with the noun</p> <p><b>(Speaking skills)</b></p> <p><b>(Advanced Level)</b></p> <p>Worksheets on fill up the blanks with articles.</p> <p>Find the error in the article and correct it.</p> <p><b>(Interactive activity on article)</b></p> <p><b>Reading &amp; writing skills</b></p>	<p><b>VI Students</b></p> <p>Look at the things (nouns) placed in the tray and tell the article to be used</p> <p><b>LD students</b></p> <p>Draw the nouns and put the correct article with it</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts</p> <p>Any other :</p>	
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							<p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></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>		
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## Poem

### 3- The White Window

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes  Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – English)  Name of the book  Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level)  Recite and appreciate the poem.  (Listening Skill)  (Medium Level)  Observe the phases of the moon and discuss about it in class.  (Speaking Skill)	CwSN  Assistive Learning  (In consultation with Special Educators)  & Use of IE Room  CwSN - Assistive Learning:-  HI students-	Suggested Innovative Pedagogies  Activity-Based Learning-  Moon Phases using Biscuit  Learning Spaces-  Indoor	Suggested Assessment  ( Use of Assessment Tools & Observation)  Individual Recitation  Rubrics
Month- September  (Approx No of Teaching Days) 20-21  No of Periods : 5-7	Language & Literacy Development	CG-9  Children develop effective communication skills for day-to-day interactions in two languages	C-9.1  Listens to and appreciates simple songs, rhymes, and poems	( LO 1- Basic level)  Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference	Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.				

				<p><b>( LO2- Medium level)</b></p> <p>Sings/recites songs/poems with two to three stanzas</p>	<p>All about the night sky</p>	<p>Flash cards of things like, star, black sky, white moon, lamp, window, bed</p> <p>,pillow</p> <p>Showing video</p> <p><b>VI Students</b></p> <p>Explain day and night concept. Sun and moon.</p> <p>Using model</p> <p>Showing a video</p> <p>Day night sun and moon</p> <p>Star, black sky, white moon, lamp, window, bed ,pillow</p> <p><b>LD students</b></p>		
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							<p>Explain day and night concept. Sun and moon .</p> <p>Showing a video</p> <p>Day night sun and moon flash card</p> <p>Star, black sky, white moon, lamp, window, bed , Pillow</p> <p><b>Autism:</b></p> <p>Making of word wall</p> <p>Video on the poem.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p>		
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							<p>Awaaz app</p> <p><b>Reference Books :</b></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>		
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**PROSE**

**Lesson 5- Good Habits and Good Manners**

<p><b>Class: 2</b></p> <p><b>Month- September</b></p> <p><b>(Approx No of Teaching Days) 20-21</b></p> <p><b>No of Periods: 5 - 7</b></p>	<p><b>Domains</b></p> <p><b>Language &amp; Literacy Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages</p> <p><b>CG-10</b> Children develop fluency in reading and</p>	<p><b>Competencies (C: )</b></p> <p><b>C- 9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p><b>C-10.8:</b> Writes a paragraph to express their</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b> Uses children's dictionaries to identify meanings of unknown words encountered in text</p> <p><b>( LO2- Medium level)</b> Creates a sequence of</p>	<p><b>Syllabus -</b></p> <p><b>(As per Prescribed book subject – English)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p>Roots and wings</p> <p>Main Coursebook -2</p> <p>Srijan Publisher P. Ltd.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b> Express your feeling about your classroom and its cleanliness.</p> <p><b>(Speaking Skill)</b></p> <p><b>(Medium Level)</b> Follow the oral instruction</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Showing video, colour the picture</p> <p>Role play activity</p> <p><b>VI Students</b> Using good habits and good manners large flash cards.</p> <p>Showing video</p> <p>Worksheet</p> <p><b>LD students</b> Using good habits and good manners flash cards</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b> Stick pictures of some good habits and read it out loud. State 2- 3 good habits that you follow.</p> <p>Theme- Based Learning- Create a small picture book depicting different manners.</p> <p>Students will find pictures that depict different manners. Stick this picture in the picture book and write something about each</p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation )</b></p> <p><b>Observation</b></p> <p><b>Rubrics</b></p> <p><b>Checklist</b></p>
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	<p>writing in Language 1 (L1)2</p> <p><b>CG-13</b></p> <p>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p>	<p>understanding and experiences (L1)</p> <p><b>C-13.4</b></p> <p>Classroom norms: Adopts and follows norms with agency and understanding</p>	<p>pictures and writes short sentences along with them with</p> <p><b>( LO-3 Advanced level)</b></p> <p>Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly</p>	<p><b>Good manners important for a successful life</b></p>	<p>given in the classroom.</p> <p><b>(Listening Skill)</b></p> <p><b>(Advanced Level)</b></p> <p>Read the classroom rules and write the rules which you follow every day.</p> <p><b>(Reading Skill &amp; Writing Skill)</b></p>	<p>Showing video, colour the picture</p> <p>Role play activity</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p><b>Reference Books :</b></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>picture in the book.</p> <p><b>Experiential Learning-</b></p> <p>Describe how to use good manners in differing scenarios</p> <p><b>Learning Spaces</b> Indoor</p> <p>Outdoor</p>	
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## Grammar

### L12. Verbs (Doing Words)

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment
Month- September  (Approx No of Teaching Days)  20-21  No of Periods:  3-4	Language & Literacy Development	<b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  2	<b>C-9.7:</b>  Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	( LO 1-  <b>Basic level)</b>  Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc	Grammar Trove  Rohan Book Co. Pvt.Ltd.  <b>Helping verbs</b>  <b>Doing words</b>	(Tasks/Activities assigned for CW & HW)  <b>(Basic Level)</b>  Link sentences together with helping verbs  <b>(Medium Level)</b>  Worksheets	(In consultation with Special Educators)  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b>  Stick and paste the verbs with the action picture.  <b>VI Students</b>  Simon Says game  <b>LD students</b>  Draw and colour different action words	Theme-Based Learning-  Conversation and questioning on a topic.  Dumb Charades  Make a verb story (Write verbs on pieces of paper . In a group make a short story using the verbs)  <b>Experiential Learning-</b>	( Use of Assessment Tools-Observation)

	<p style="text-align: center;"><b>Aesthetic and Cultural Development</b></p> <p style="text-align: center;"><b>Anandamaya Kosha</b></p>	<p><b>CG-12</b></p> <p>Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</p>	<p><b>C-12.3</b></p> <p>Uses children's dictionaries to identify meanings of unknown words encountered in text</p>	<p><b>( LO2- Medium level)</b></p> <p>Uses children's dictionaries to identify meanings of unknown words encountered in text</p> <p><b>( LO2- Medium level)</b></p> <p>Explores multiple approaches, or variations while expressing particular ideas and emotions (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations</p>		<p>(Interactive activity on verbs)</p>	<p>Follow the instructions and do the actions.</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b> : 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>Simon Says game</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p>	
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## PROSE

### Lesson 6- The Forest

<p><b>Class: 2</b></p> <p><b>Month- October</b></p> <p><b>(Approx No of Teaching Days) 14-15</b></p> <p><b>No of Periods: 5 - 7</b></p>	<p><b>Domains</b></p> <p><b>Language &amp; Literacy Development</b></p>	<p><b>Curricular Goals</b></p> <p><b>(CG)</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>Competencies (C: )</b></p> <p><b>C-9.3:</b></p> <p>Converses fluently and can hold a meaningful conversation</p> <p><b>C-9.6:</b></p> <p>Narrates short stories with clear plot and character</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>Engages in discussion about a topic and raise and respond to questions</p> <p><b>( LO2- Medium level)</b></p> <p>Narrates their own short stories with simple plots and characters</p>	<p><b>Syllabus- (As per Prescribed book subject – English)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p>Roots and wings</p> <p>Main Coursebook -2</p> <p>Srijan Publisher P. Ltd.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Listen to a passage and answer the questions orally</p> <p><b>(Listening Skill)</b></p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN - Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Model of forest and animals within it.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning -</b></p> <p>Mask making of wild animals. Narrate a story</p> <p><b>Experiential</b></p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p><b>Observation</b></p> <p><b>Rubrics</b></p> <p><b>Checklist</b></p>
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		<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2</p>	<p><b>C-10.5:</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1</p>	<p><b>( LO-3 Advanced level)</b>  Reads and identifies characters, plots, sequences, and point of view of the author</p>	<p><b>Love animals for they are your friends</b></p>	<p><b>(Medium Level)</b> Picture Talk <b>(Speaking Skill)</b>  <b>(Advanced Level)</b>  Read the lesson with peers and discuss the situation. <b>(Reading Skill)</b>  <b>(Writing Skill)</b></p>	<p>Differentiate between pet and wild animals (use a chart to display the main points)  Use Visual aid <b>VI Students</b> 3D models.  Display the story in large fonts.  Worksheet – Care of the animals. <b>LD students</b> Mask making of wild animals. <b>Autism</b> Role play with animal mask.</p>	<p><b>Learning</b> - Role play  <b>Learning Spaces</b> Indoor Outdoor</p>	
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							<p><b>Reference Applications</b> : Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## Grammar

### L11. Preposition

<b>Class: 2</b>  <b>Month- October</b>  <b>(Approx No of Teaching Days)</b>  <b>14-15</b>  <b>No of Periods:</b>  <b>5-7</b>	<b>Domains</b>  <b>Language &amp; Literacy Development</b>	<b>Curricular Goals</b>  <b>(CG)</b>  <b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  2	<b>Competencies</b>  <b>(C: )</b>  <b>C-9.7:</b>  Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<b>Learning Outcomes</b>  <b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b>  Uses children's dictionaries to identify meanings of unknown words encountered in texts  combinations	<b>Syllabus-</b>  <b>(As per Prescribed book subject – English)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>  Grammar Trove  Rohan Book Co. Pvt.Ltd.  <b>Preposition</b>	<b>Competency Based (Graded) Learning</b>  <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Listen to the sentences and identify the preposition in the sentence  <b>(listening skill)</b>  <b>(Medium Level)</b>  Look at the preposition model and say	<b>CwSN</b>  <b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Flash cards – see and follow the instructions.  Write the spelling of the concept words.	<b>Suggested Innovative Pedagogies</b>  <b>Theme- Based Learning-</b>  Interactive flip book on preposition  <b>Experiential Learning-</b>  Dice game preposition  <b>Learning Spaces-</b>  Indoor	<b>Suggested Assessment</b>  <b>( Use of Assessment Tools- Observation)</b>  Observation  Rubrics  Checklist
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					<p>the preposition to be used</p> <p><b>(Speaking days)</b></p> <p><b>(Advanced Level)</b></p> <p>Worksheets on choosing the correct preposition</p> <p><b>(Interactive activity on verbs)</b></p> <p><b>Reading &amp; writing skills</b></p>	<p><b>VI Students</b></p> <p>Feel the movement and name the preposition.</p> <p><b>LD students</b></p> <p>Simon Say-game</p> <p><b>Austim:</b></p> <p>Simon Say-game</p> <p>Draw and name few action words</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 1. Including Children with</p>	
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							Autism in Primary classes a teacher's handbook NCERT (Mar 2019)  2. Including Children with Special needs. NCERT(July 2014)		
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## Poem

### 4- If you should meet a Crocodile

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools & Observation)
Month- October	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	( LO 1- Basic level) Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference	Name of the book Name of Publisher  Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.	<b>(Basic Level)</b> Recite and appreciate the poem.  <b>(Listening Skill)</b>	<b>Assistive Learning</b> (In consultation with Special Educators)  & Use of IE Room  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b> Collage -Stick pieces of paper or pulses on the picture of the characters  <b>VI Students</b> Use large font to display the story.  Use large flash cards.  Use models of objects in the lesson.	<b>Activity-Based Learning-</b>  Draw and name your favourite water animal  <b>Learning Spaces-</b> Indoor	<b>Individual Recitation</b>  <b>Rubrics</b>
(Approx No of Teaching Days) 14-15 )  No of Periods : 5-7									

	<p><b>Aesthetic and Cultural Development</b></p>	<p><b>CG-12:</b> Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful way</p>	<p>songs and poems on their own</p> <p><b>C-12.3:</b> Innovates and works imaginatively to express ideas and emotions through the arts</p>	<p>Creates short poems/rhymes independently in their own words</p> <p><b>( LO 1- Basic level)</b> Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art</p>		<p>favourite wild animal”</p> <p><b>(Speaking Skill)</b></p>	<p>Use taped poems.</p> <p><b>LD students</b></p> <p>Flash cards</p> <p>Make a model.</p> <p><b>Autism</b></p> <p>Online Quiz</p> <p>Games</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></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>		
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## PROSE

### Lesson 7- Rohan and Tia Watch Television

<p><b>Class: 2</b></p> <p><b>Month- November</b></p> <p><b>(Approx No of Teaching Days)</b></p> <p><b>14-15</b></p> <p><b>No of Periods:</b></p> <p><b>3-4</b></p>	<p><b>Domains</b></p> <p><b>Language &amp; Literacy Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>Competencies (C: )</b></p> <p><b>C-9.3:</b></p> <p>Converses fluently and can hold a meaningful conversation</p> <p><b>C-9.5:</b></p> <p>Comprehends narrated/read-out stories and identifies characters,</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>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><b>( LO 1- Basic level)</b></p> <p>Interprets the motivations of the author to write the story and retell the</p>	<p><b>Syllabus- (As per Prescribed book subject – English)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p>Roots and wings</p> <p>Main Coursebook - 2</p> <p>Srijan Publisher P. Ltd.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Listens to the instructions during outdoor games</p> <p><b>(Listening Skill)</b></p> <p><b>(Medium Level)</b></p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Play the board games.</p> <p>Show a video on how to play games.</p> <p>Colour the picture of cartoon characters mentioned in the lesson</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity-Based Learning-</b></p> <p>Board games in the classroom</p> <p><b>Experiential Learning-</b></p> <p>Outdoor games</p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p><b>Observation</b></p> <p><b>Rubrics</b></p> <p><b>Checklist</b></p>
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	<p>Physical Development</p> <p><b>Annama ya kosha and Pranam aya kosha</b></p>	<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2</p> <p><b>CG-3:</b> Children develop a fit and flexible body</p>	<p>storyline and what the author wants to say</p> <p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p> <p><b>C-3.4:</b> Shows strength and endurance in carrying, walking, and running</p>	<p>story as if they were the author</p> <p><b>( LO2- Medium level)</b> Creates a sequence of pictures and writes short sentences along with them with</p> <p><b>( LO-3 Advanced level)</b> Shows strength and endurance in work and play situations (e.g., lifts small pots in the garden, carries bucket of water, runs for 15 minutes)</p>	<p><b>Watching TV for too long is hazardous to health</b></p>	<p>Pros and Cons of watching TV</p> <p><b>(Speaking Skill)</b></p> <p><b>(Advanced Level)</b></p> <p>Newspaper reading- highlight the verbs</p> <p><b>(Reading Skill &amp; Writing Skill)</b></p>	<p>Show flash cards of different games.</p> <p><b>VI Students</b> Use of Texture Matching games.</p> <p><b>LD students</b> Dress up as your favourite character and speak few sentences</p> <p><b>Autism</b> Colour the picture of cartoon characters mentioned in the lesson</p> <p>Show flash cards of different games.</p> <p>Participate in board games during sports period.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p>	<p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Outdoor</p>	
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							Jellow app Ocky Pocky Awaaz app <b>Reference Books :</b> 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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**Poem**  
**5- Tall Trees**

<p><b>Class: 2</b></p> <p><b>Month- November</b></p> <p><b>(Approx No of Teaching Days) 14-15</b></p> <p><b>No of Periods : 3-4</b></p>	<p><b>Domains</b></p> <p><b>Language &amp; Literacy Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>Competencies (C: )</b></p> <p><b>C-9.1</b></p> <p>Listens to and appreciates simple songs, rhymes, and poems</p> <p><b>C- 9.2:</b></p> <p>Creates simple songs and poems on their own</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference</p> <p><b>( LO2- Medium level)</b></p> <p>Creates short poems/rhymes independently</p>	<p><b>Syllabus -</b></p> <p><b>(As per Prescribed book subject - English)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p>Roots and wings</p> <p>Main Coursebook -2</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Recite and appreciate the poem.</p> <p><b>(Listening Skill)</b></p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Physical activity- Plant a tree.</p> <p>Worksheet on how to take care of the plant.</p> <p><b>VI Students-</b></p> <p>Touch the different parts of a tree.</p> <p>Speak about it.</p> <p><b>LD students-</b></p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Theme-Based Learning-</b></p> <p>Enact as a tree</p> <p><b>Experiential learning</b></p> <p>Germination of seed</p> <p><b>Learning Spaces-</b></p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p><b>Individual Recitation</b></p> <p><b>Rubrics</b></p>
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				in their own words	Srijan Publisher P. Ltd.		<p>Memory game on tree.</p> <p>Board game on trees.</p> <p><b>Autism-</b></p> <p>On the cutout of a tree stick coloured thermocol balls (as per the parts of the tree)</p> <p>Worksheet based on the poem</p> <p>Audio-Video on poem and trees</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b> : 1. Including Children with Autism in Primary</p>	Indoor	
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							classes a teacher's handbook NCERT (Mar 2019)  2. Including Children with Special needs. NCERT(July 2014)		
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## Grammar

### L6. Conjunctions

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools- Observation)
<b>Month-</b> December 13-14  <b>(Approx No of Teaching Days)</b> 14-15  <b>No of Periods:</b> 4-5	Language & Literacy Development	<b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  2  <b>CG-10</b>  Children develop fluency in reading and writing in Language 1 (L1)2	<b>C-9.3:</b>  Converses fluently and can hold a meaningful conversation   <b>C-10.2:</b>  Understands basic structure/format of a book, idea of words in print and direction in which they are	<b>( LO 1- Basic level)</b>  Maintains the thread of the conversation across multiple exchanges   <b>( LO 1- Basic level)</b>  Uses simple punctuation marks (full stop, question mark) appropriately	Name of the book  Name of Publisher   Grammar Trove   Rohan Book Co. Pvt.Ltd.   <b>Conjunctions</b>	<b>(Basic Level)</b>  <b>(listening skill)</b>  Listen to the sentences and fill in the blanks   <b>(Medium Level)</b>  <b>(Speaking skill)</b>  Pick out the conjunction from the basket and	<b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b>  Write and complete simple sentence using correct conjunction  <b>VI Students</b>  Large font flash cards- join words and complete a sentence.  <b>LD students</b>  Joining word - band	<b>Activity-Based Learning-</b>  Joining band  (Sentences with conjunction)  <b>Experiential Learning-</b>  Converse with your	Rubrics   Observation   Checklist

		<p>printed, and recognises basic punctuation marks</p>				<p>place it in the right place</p> <p><b>(Advanced Level)</b></p> <p>Worksheets</p> <p><b>Reading &amp; writing skills</b></p>	<p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></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>peer and reframe the sentence using conjunctions</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p>	
	<p><b>CG-11</b></p> <p>Children begin to read and write in Language 2 (L2)</p>	<p><b>C-11.2:</b></p> <p>Recognises most 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><b>( LO2- Medium level)</b></p> <p>Recognizes as sight words commonly used articles, pronouns, and connecting words</p>						

## PROSE

### Lesson 8- Murali Becomes a Good Boy

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes  Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – English)  Name of the book  Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level)  Audio- Visual	CwSN  Assistive Learning  (In consultation with Special Educators)  & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment
Month- January  (Approx No of Teaching Days) 20-22  No of Periods: 5 - 7	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C-9.5:</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<b>( LO 1- Basic level)</b>  Interprets the motivations of the author to write the story and retell the story as if they were the author	Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.  <b>Importance of helping and caring others</b>	<b>(Listening Skill)</b>  <b>(Medium Level)</b>  Tell what you see (flash cards)  <b>(Speaking Skill)</b>	<b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Visualize the role- play done by other students.  Model of traffic signals	Activity Based Learning-  Character Sketch – on Murali  Theme-Based Learning-  Group activity- Talk about helping others  Experiential Learning-	( Use of Assessment Tools & Observation)  Observation  Rubrics  Checklist

<p>Socio-Emotional and Ethical Development</p> <p><b>Manomaya kosha</b></p>	<p><b>CG-10</b></p> <p>Children develop fluency in reading and writing in Language 1 (L1)2</p> <p><b>CG-5</b></p> <p>Children develop a positive attitude towards productive work and service or 'Seva'</p>	<p><b>C -9.6:</b></p> <p>Narrates short stories with clear plot and characters</p> <p><b>C-10.5:</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)</p>	<p><b>( LO 1- Basic level)</b></p> <p>Creates their own stories, with complex plots and multiple characters (as a group)</p> <p><b>( LO2- Medium level)</b></p> <p>Reads and identifies characters, plots, sequences, and point of view of the author</p>		<p><b>(Advanced Level)</b></p> <p>Comprehend the story and write the answers.</p> <p><b>(Reading Skill &amp; Writing Skill)</b></p>	<p>Observe the gardener how he takes care of the plants</p> <p><b>VI Students</b></p> <p>Model of textured zebra crossing and traffic signal</p> <p><b>LD students</b></p> <p>Role-play on how to help others.</p> <p>Worksheet on the concept of the lesson</p> <p><b>Autism</b></p> <p>Coloring cards</p> <p>Sticking &amp; Identifying worksheets</p>	<p>Donate things like pencils, books, toys and give it to the needy children</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Outdoor</p>	
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			<p><b>C-5.1:</b></p> <p>Demonstrates willingness and participation in age-appropriate physical work towards helping others</p>	<p><b>( LO-3 Advanced level)</b></p> <p>Assists teachers to create TLM</p>			<p>based on the concept</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>		
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## Grammar

### Lesson- Tenses (Main course book- L6 & 7)

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject –	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment
Month- January  (Approx No of Teaching Days) 20-22  No of Periods:5-7	Language & Literacy Development	<b>CG-9</b>  Children develop effective communication skills for day-to-day interactions in two languages  2	<b>C-9.7:</b>  Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<b>( LO 1- Basic level)</b>  Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc	<b>English)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>  Grammar Trove  Rohan Book Co. Pvt.Ltd.  <b>Tenses</b>	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Watch and listen to a video on Tenses  <b>(listening skill)</b>  <b>(Medium Level)</b>	<b>(In consultation with Special Educators) &amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Match the action picture with the tense  <b>VI Students</b>  Share what you do before coming to school.	<b>Theme-Based Learning-</b>  Make a foldable on tenses  <b>Experiential Learning-</b>  Use puppets to narrate a story by using the tenses  <b>Learning Spaces-</b>	<b>( Use of Assessment Tools-Observation)</b>  Observation  Rubrics  Checklist

<p><b>Aesthetic and Cultural Development</b></p> <p><b>Anandama ya kosha</b></p>	<p><b>CG-12</b></p> <p>Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</p>	<p><b>C-12.2</b></p> <p>Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p>	<p><b>( LO2- Medium level)</b></p> <p>Explores multiple approaches, or variations while expressing particular ideas and emotions (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations</p>		<p>Share your experience about how you spent your Sunday or what will you do during the weekend</p> <p><b>(Speaking skills)</b></p> <p><b>(Advanced Level)</b></p> <p>Worksheets</p> <p><b>(Interactive activity on tenses)</b></p> <p><b>Reading &amp; writing skills</b></p>	<p><b>LD students</b></p> <p>Complete the sentences with the correct tenses</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Show &amp; tell the tenses to be used</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 1. Including Children with Autism in Primary classes</p>	<p>Indoor</p> <p>Outdoor</p>	
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							a teacher's handbook NCERT (Mar 2019)  2. Including Children with Special needs. NCERT(July 2014)		
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## Grammar

### L13. Adverbs

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject –	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- January	Language & Literacy Development	<b>CG-9</b>	<b>C-9.7:</b>	( LO 1- Basic level)	English)	(Tasks/Activities assigned for CW & HW)	Assistive Learning	Theme-Based Learning-	( Use of Assessment Tools-Observation)
(Approx No of Teaching Days) 20-22		Children develop effective communication skills for day-to-day interactions in two languages	Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	Uses children's dictionaries to identify meanings of unknown words encountered in texts	Name of the book  Name of Publisher	(Basic Level)	(In consultation with Special Educators)		
No of Periods: 5-7	Aesthetic and Cultural	2			Grammar Trove  Rohan Book Co. Pvt.Ltd.	Find the error while hearing to an audio on adverbs  (listening skill)  (Medium Level)  Complete the sentences with the adverbs orally.  (Speaking skill)	& Use of IE Room  CwSN - Assistive Learning:-  HI students-  Flash cards – see and follow the instructions.  Write the spelling of the concept words.	Experiential Learning-	Rubrics  Checklist
					<b>Adverbs</b>		VI Students	Learning Spaces-	

<p><b>Development</b></p> <p><b>Anandamaya Kosha</b></p>	<p><b>CG-12</b></p> <p>Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</p>	<p><b>C-12.2</b></p> <p>Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p>	<p><b>( LO2- Medium level)</b></p> <p>Explores multiple approaches, or variations while expressing particular ideas and emotions (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations</p>		<p><b>Advanced Level)</b></p> <p>Worksheets</p> <p><b>(Interactive activity on verbs)</b></p> <p><b>Reading &amp; writing skills</b></p>	<p><b>LD students</b></p> <p>Simon Say-game</p> <p>Online worksheet to learn the action words.</p> <p><b>Austim:</b></p> <p>Simon Say-game</p> <p>Draw and name few action words Add an adverb to the verb.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 1. Including</p>	<p>Indoor</p> <p>Outdoor</p>	
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							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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## PROSE

### Lesson 9- Bholaram's Magic Repair Toy Shop

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes  Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject –English)  Name of the book  Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level)	CwSN  Assistive Learning  (In consultation with Special Educators)  & Use of IE Room  CwSN - Assistive Learning:-	Suggested Innovative Pedagogies	Suggested Assessment  ( Use of Assessment Tools & Observation)
Month- February  (Approx No of Teaching Days) 15-16  No of Periods: 5 - 7	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C- 9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	( LO 1- Basic level)  Uses children's dictionaries to identify meanings of unknown words encountered in texts	Roots and wings  Main Coursebook -2  Srijan Publisher P. Ltd.      <b>Love for toys</b>	Think-Pair-Share  (Listening Skill)  (Medium Level)  Show and tell  (Speaking Skill)	<b>HI students-</b>  Role- play based on the lesson  Use toy tools to identify and know their names  <b>VI Students</b>  Touch and feel activity – show	<b>Toy Pedagogy</b>  Make low cost toys with material available around.     <b>Learning Spaces</b> Indoor	Observation  Rubrics  Checklist

<p>Socio-Emotional and Ethical Development</p> <p><b>Manomaya kosha</b></p> <p>Positive Learning Habits</p>	<p><b>CG-10</b> Children develop fluency in reading and writing in Language 1 (L1)2</p> <p><b>CG-4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</p>	<p><b>C-10.4:</b> Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation</p> <p><b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need</p>	<p><b>( LO2- Medium level)</b> Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</p> <p><b>( LO-3 Advanced level)</b> Works in common tasks with kindness and affection to others in the group</p>		<p><b>(Advanced Level)</b> Reading comprehension and write the answers</p> <p><b>(Reading Skill &amp; Writing Skill)</b></p>	<p>your toy and tell about it.</p> <p><b>LD students</b> Use the toy tools and speak about its function. Show a video on helping others.</p> <p><b>Autism:</b> Write names of their favourite toys and draw it. Any other :</p> <p><b>Reference Applications:</b> Jellow app Ocky Pocky Awaaz app</p> <p><b>Reference Books :</b> 1. Including</p>	<p>Outdoor</p>	
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		<p><b>CG -13</b></p> <p>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</p>	<p><b>C 13.2:</b></p> <p>Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments</p>	<p><b>(LO-3 Advanced Level</b></p> <p>Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities</p>		<p>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>		
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## Grammar

### L8. Subject and Predicate

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject – English)	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools-Observation)
Month- February	Language & Literacy Development	<b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	( LO 1- <b>Basic level</b> ) Maintains the thread of the conversation across multiple exchanges	Name of the book  Name of Publisher  Grammar Trove	(Tasks/Activities assigned for CW & HW)  (Basic Level)  (listening skill)  Listen to the sentences and state the subject and predicate	Assistive Learning  (In consultation with Special Educators)  & Use of IE Room  CwSN -Assistive Learning:-  HI students-  Write and complete simple sentence using correct punctuations.	<b>Activity-Based Learning-</b>  Play a computer game on Subject and Predicate	Observation
(Approx No of Teaching Days) 10-12		<b>CG-10</b> Children develop fluency in reading and writing in	<b>C-10.2:</b> Understands basic structure/format	( LO 1- <b>Basic level</b> ) Uses simple punctuation marks (full stop, question mark) appropriately	Rohan Book Co. Pvt.Ltd.  <b>Making complete sentence</b>	(Medium Level)  (Speaking skill)	<b>VI Students</b>  Large font flash cards- join words and complete a sentence.	<b>Experiential Learning-</b>  Make flash cards and	Rubrics  Checklist
No of Periods: 3-4									



		<p>Language 1 (L1)2</p> <p><b>CG-11</b></p> <p>Children begin to read and write in Language 2 (L2)</p>	<p>of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p><b>C-11.2:</b></p> <p>Recognises most 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><b>( LO2- Medium level)</b></p> <p>Recognizes as sight words commonly used articles, pronouns, and connecting words</p>	<p><b>Punctuations</b></p>	<p>Add a Subject to the Predicate and vice versa</p> <p><b>(Advanced Level)</b></p> <p>In the newspaper/magazine articles underline the Subject and Predicate</p> <p><b>Reading &amp; writing skills</b></p>	<p>Joining word - band</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></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>match the subject with its predicate (peer activity)</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p>	
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## Grammar

### L10. Adjectives (Describing Words)

Class: 2	Domains	Curricular Goals (CG)	Competencies (C: )	Learning Outcomes	Syllabus- (As per Prescribed book subject –	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- February	Language & Literacy Development	<b>CG-9</b>	<b>C-9.7:</b>	<b>( LO 1- Basic level)</b>	<b>English)</b>	<b>(Tasks/Activities assigned for CW &amp; HW)</b>	<b>Assistive Learning</b>	<b>Theme-Based Learning-</b>	<b>( Use of Assessment Tools-Observation)</b>
(Approx No of Teaching Days) 10-12		Children develop effective communication skills for day-to-day interactions in two languages	Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc	<b>Name of the book</b>	<b>(Basic Level)</b>	<b>(In consultation with Special Educators)</b>		
No of Periods: 3-4		2		<b>( LO2- Medium level)</b>	<b>Name of Publisher</b>	<b>(listening skill)</b>	<b>&amp; Use of IE Room</b>	Observation	Rubrics
					Grammar Trove	Listen to a rhyme or song based on adjectives	<b>CwSN - Assistive Learning:-</b>	<b>Experiential Learning-</b>	Checklist
					Rohan Book Co. Pvt.Ltd.	<b>(Medium Level)</b>	<b>HI students-</b>	Observe the nouns in the surrounding and describe them.	
					<b>Adjectives</b>		<b>VI Students</b>		
							Observe different items and write their describing words		
							Feel different items and tell their		

<p style="text-align: center;"><b>Aesthetic and Cultural Development</b></p> <p style="text-align: center;"><b>Anandama ya kosha</b></p>	<p><b>CG-12</b></p> <p>Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</p>	<p><b>C-12.2</b></p> <p>Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p>	<p>Explores multiple approaches, or variations while expressing particular ideas and emotions (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations</p>		<p>Show and tell.</p> <p><b>(Speaking skills)</b></p> <p><b>(Advanced Level)</b></p> <p>Worksheets</p> <p>Riddle time on adjectives</p> <p><b>(Interactive activity on adjectives)</b></p> <p><b>Reading &amp; writing skills</b></p>	<p>describing words</p> <p><b>LD students</b></p> <p>Draw and colour different items, tell their describing words</p> <p><b>Austim:</b></p> <p>Online worksheet to learn the concepts.</p> <p>Show &amp; tell</p> <p>Any other :</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 1. Including Children with Autism in</p>	<p><b>Learning Spaces-</b></p> <p>Indoor</p> <p>Outdoor</p>	
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							Primary classes a teacher's handbook NCERT (Mar 2019)  2. Including Children with Special needs. NCERT(July 2014)		
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CENTRALIZED SYLLABUS BIFURCATION FOR APS ( PRIMARY - FOUNDATIONAL STAGE **CLASS 2**, MAPPED WITH NCF- FOUNDATIONAL

CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION SOCIETY

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 per Prescribed book subject – Mathematics) Name of the book Name of Publisher  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)
April  16+16 Periods	<b>Cognitive development</b>	<b>CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures</b>	C-8.1 Sorts objects into groups and sub-groups based on more than one property	LO 1 Reads and writes numerals for number up to 9  LO 2 uses place value in writing and comparing one-digit numbers.  LO3 forms the greatest and smallest one-	Month- April  Recapitulation of 1-digit number	1) Reads and writes numerals for number up to 9  2) uses place value in writing and comparing one-digit numbers. 3) forms the greatest and smallest one-digit numbers (with and without repetition of given digits)		Recapitulation of the previous concepts taught in class I	Slate Activity

			<p>C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers</p>	<p>digit numbers (with and without repetition of given digits)</p> <p>LO1 Arranges up to 5 objects based on size/length/weight in increasing or decreasing order Also Recognizes Indian numerals up to 9 and compares two numbers up to 9 with the usage of vocabulary like more than, less than</p> <p>LO2 Arranges the same set of objects in different sequences based on different</p>	<p>1) Arranges up to 5 objects based on size/length/weight in increasing or decreasing order And recognizes Indian numerals up to 9 and compares two numbers up to 9 with the usage of vocabulary like more than, less than</p> <p>2) Arranges the same set of objects in different sequences based on different properties of objects (size/length/weight/colour) And recognizes the symbol zero to represent absence of object/thing and compares two numbers up to 9 with the usage of the vocabulary like bigger than or smaller than</p>			
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				<p>properties of objects (size/ length/ weight/ colour)  Also  Recognizes the symbol zero to represent absence of object/thing and compares two numbers up to 9 with the usage of the vocabulary like bigger than or smaller than</p> <p>LO3  Arranges numbers from a given set of numbers in ascending and descending order  Also  Recognizes, reads, writes number names and numerals up to 9 using place value</p>		<p>3)  Arranges numbers from a given set of numbers in ascending and descending order  And  recognizes, reads, writes number names and numerals up to 9 using place value concept and compares and forms the greatest and smallest one-digit numbers (with and without repetition of given digits)</p>			
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				concept and compares and forms the greatest and smallest one-digit numbers (with and without repetition of given digits)					
May 12 Periods	<b>Cognitive development</b>		<b>C-8.3</b> Counts upto 99 both forward and backward in groups of 10s and 20s	LO 1 Reads and writes numerals for number up to 99 and may go further to learn the place – hundred and three digit number (100 - 999)  LO 2 uses place value in writing and comparing two-digit numbers and further.  LO3 forms the greatest and smallest two-digit numbers (with and	Month - May L1 Number and Numeration	1) Reads and writes numerals for number up to 99 and may go further to learn the place – hundred and three digit number (100 - 999)  2) uses place value in writing and comparing two-digit numbers and further.  3) forms the greatest and smallest two-digit numbers (with and without repetition of given digits and further.		1) Individual Activity: Snakes and ladders Game)  2) Individual Activity: Use the cut outs of coloured paper showing tens and one and form number. Form four 2-digit numbers in your notebook by pasting the cutouts and write their number name.  3) Individual Activity: Don't miss the missing number Game -	MS Forms, Worksheet, Class Quiz

				without repetition of given digits and further.					
			<b>C-8.4</b> Arranges number up to 99 in ascending and descending order	LO1 Arranges up to 5 objects based on size/length/weight in increasing or decreasing order  LO2 Arranges the same set of objects in different sequences based on different properties of objects (size/		1) Arranges up to 5 objects based on size/length/weight in increasing or decreasing order  2) Arranges the same set of objects in different sequences based on different properties of objects (size/length/weight/colour)  3) Recognizes, reads, writes number names and numerals up to 99 using place value concept and compares and forms the greatest and smallest two-digit numbers and further (with and		(Grid with 2-digit numbers will be made on ground, with only a few numbers marked inside the grid. The student will take out a chit from a bowl, read the numeral and place himself correctly on the grid.)	

			<p>length/ weight/ colour) LO 3 Recognizes, reads, writes number names and numerals up to 99 using place value concept and compares and forms the greatest and smallest two- digit numbers and further (with and without repetition of given digits)</p> <p>LO1 Recognizes Indian numerals up to 9 and compares two numbers up to 9 with the usage of vocabulary like more than, less than</p>		<p>without repetition of given digits)</p> <p>1) Recognizes Indian numerals up to 9 and compares two numbers up to 9 with the usage of vocabulary like more than, less than</p> <p>2) Recognizes the symbol zero to represent absence of object/thing and compares two numbers up to 20 with the usage of the vocabulary like bigger than or smaller than</p> <p>3) Recognizes, reads, writes number names and numerals up to 99 and further using place value concept and compares and forms the greatest and smallest two- digit numbers (with and without</p>			
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				<p>LO 2 Recognizes the symbol zero to represent absence of object/thing and compares two numbers up to 20 with the usage of the vocabulary like bigger than or smaller than</p> <p>LO 3 Recognizes, reads, writes number names and numerals up to 99 and further using place value concept and compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)</p>	repetition of given digits)			
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July 16 periods	<b>Cognitive development</b>		C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	LO1 Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)  LO2 Uses real-world situations and concrete objects to model and solve addition and subtraction also develops relationship between addition and subtraction of numbers and recognizes the +/- symbols for addition/subtraction operations	Month- July  L2 – Addition  Month- August  L3 -Subtraction	1) Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)  2) Uses real-world situations and concrete objects to model and solve addition and subtraction also develops relationship between addition and subtraction of numbers and recognizes the +/- symbols for addition/subtraction operations  3) Uses flexible strategies and derives combinations of composing (add together) and decomposing		1) Individual Activity: Fun with colours - (Add/subtract the numbers and colour the butterflies according to the colour allotted to each answer written in spellings) 2) Individual Activity: Add/subtract and find the answers on the parrot. Colour it as per the given key.  3) Add/subtract the numbers after arranging them as per the place value and write the answer.	MS Forms and Worksheet
August 16 periods	<b>Cognitive development</b>								

				<p>LO3 Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) Adds and subtracts two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations, also Comprehends and solves simple word problems</p>		<p>numbers (take away for the set) Adds and subtracts two numbers using place value concept (sum not exceeding 99 – Mentioned in the NCF Doc) and applies them to solve simple daily life problems/ situations, also Comprehends and solves simple word problems</p>			
August 16 Periods	<b>Cognitive development</b>		C-8.7 Recognise multiplication as repeated addition and division	<p>LO1 Makes small groups of objects and counts the total number of objects and groups</p>	<p>Month- August L4 –Multiplication  Month September</p>	<p>1) Makes small groups of objects and counts the total number of objects and groups  Shares objects (up to 20) equally to 4-5 recipients</p>		<p>1) Individual Activity: Slate Activity (2 groups of 4 stars ..... 2 times 4, draw and count.)  2)</p>	Slate activity and class observation

September 16 Periods	<b>Cognitive development</b>		as equal sharing	<p>Shares objects (up to 20) equally to 4-5 recipients</p> <p>LO2 Solves small number multiplication problems by grouping and recognizes the symbol for multiplication operation</p> <p>Uses trial and error and sharing into groups for solving division problems and recognizes the symbol for division operation</p> <p>LO3 Uses repeated adding to solve simple multiplication problems up to 99 and further</p>	L5 – Division	<p>2) Solves small number multiplication problems by grouping and recognizes the symbol for multiplication operation</p> <p>Uses trial and error and sharing into groups for solving division problems and recognizes the symbol for division operation</p> <p>3) Uses repeated adding to solve simple multiplication problems up to 99 and further</p> <p>Uses repeated subtraction to find out how many groups for solving division problems</p>		<p>Individual Activity: Slate Activity: Showing repeated subtraction with numbers</p> <p>3) Individual Activity Rajma Activity Taking out equal number of rajma each time to finally reach on the number zero (when nothing is left in the bowl.)</p>	
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				Uses repeated subtraction to find out how many groups for solving division problems					
September 16 Periods	<b>Cognitive development</b>		<b>Not Mentioned in the NCF Doc)</b>  Recognises fraction as part of a whole	LO1 Understands part of a whole means fraction  LO2 Divide the whole into given fractions. Identifies the given fractions. Learn to write fractions in number form.  LO3 Solves problems related to writing the fraction in number form	Month- September  L6- Fractions				Slate activity and class observation
October 16 Periods	<b>Cognitive development</b>		C-8.8: Recognises, makes, and classifies basic	LO1 Matches shapes of with different size and colours and compares	Month- October  L10- Geometry	1) Matches shapes of with different size and colours and compares and classifies objects by		1) Individual activity- Fold the origami sheet carefully, so that both the ends meet.	Interactive Worksheet and Class Quiz



			<p>geometric shapes and their observable properties, and understands and explains the relative relation of objects in space</p>	<p>and classifies objects by two factors (e.g., shape &amp; colour, colour and size) Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)</p> <p>LO2 Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes) and compares and classifies objects by three factors (e.g., shape, colour, size)</p> <p>Describes the physical</p>	<p>two factors (e.g., shape &amp; colour, colour and size) Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)</p> <p>2) Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes) and compares and classifies objects by three factors (e.g., shape, colour, size)</p> <p>Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners)</p> <p>3)</p>		<p>Now open it to see a faint line divides the paper into two equal halves. Show the required fraction via colouring.</p> <p>2)Individual activity- Divide the pizza equally among four friends.</p> <p>1)Group Activity- Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding</p>	
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				<p>features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners)</p> <p>LO3 Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)</p> <p>Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are</p>	<p>Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)</p> <p>Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners)</p> <p>Distinguishes between straight and curved lines and draws/represents straight lines in various orientations (e.g., vertical, horizontal, slant)</p>		<p>positional words – in between, above, below)</p> <p>2) Individual activity- Draw 2D shapes free hand with some accuracy and control</p> <p>3) Individual Activity- Draw and match 3-D shapes with examples from day-to-day life.</p>	
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				<p>rectangular and have 4 sides, 4 corners)</p> <p>Distinguishes between straight and curved lines and draws/represents straight lines in various orientations (e.g., vertical, horizontal, slant</p>				
<p>November and December</p> <p>16+8 (Nov) 16+16 (Dec) Periods</p>	<b>Cognitive development</b>		<p>C-8.13: Formulates and solves simple mathematical problems related to quantities, , and measurements</p>	<p>LO1 Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than</p> <p>Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil,</p>	<p>Month- November and December</p> <p>L7- Measuring length L8- Measuring weight L9- Measuring Capacity</p>	<p>1)</p> <p>Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than</p> <p>Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil,</p> <p>Compares volumes of two vessels like bottles, glasses, bucket etc</p>	<p>1)Individual activity- Uses their number knowledge to solve simple riddles and puzzles</p> <p>2)Group activity- Engages in games and puzzles that require quantification</p> <p>3) Estimates and measures length/ distances and capacities of containers</p>	<p>MS Forms, Worksheet, Class Quiz</p>

				<p>Compares volumes of two vessels like bottles, glasses, bucket etc</p> <p>LO2</p> <p>Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.</p> <p>Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games').</p> <p>Estimates short distance and length, and verifies using non-uniform &amp; non-standards units (e.g., hand span, forearm, footsteps, finger)</p> <p>Compares and place in order from light to heavy</p>		<p>2)</p> <p>Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.</p> <p>Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games'). Estimates short distance and length, and verifies using non-uniform &amp; non-standards units (e.g., hand span, forearm, footsteps, finger)</p> <p>Compares and place in order from light to heavy objects or vice-versa</p> <p>Estimates and measures volumes of containers using uniform non-standard units like a cup/spoon/ mug</p> <p>3)</p> <p>Measures lengths &amp; distances along short &amp; long paths</p>		<p>using uniform non-standard units like a rod/pencil, cup, spoon.</p> <p>4) Group activity- Measure textbook, notebook, blackboard using handspan and scale. And compare the readings.</p>	
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				<p>objects or vice-versa</p> <p>Estimates and measures volumes of containers using uniform non-standard units like a cup/spoon/ mug</p> <p>LO3 Measures lengths &amp; distances along short &amp; long paths using uniform (non-standard) units, extends to longer lengths. Appreciates the need for a simple balance and compares weights of given objects using simple balance Arranges in order containers as per their volumes</p>	<p>using uniform (non-standard) units, extends to longer lengths. Appreciates the need for a simple balance and compares weights of given objects using simple balance Arranges in order containers as per their volumes based on perception &amp; verifies by pouring out</p>			
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				based on perception & verifies by pouring out					
January and February  16 + 16 Periods	<b>Cognitive development</b>		C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months	LO1 Uses vocabulary in daily life like today, tomorrow, and yesterday and identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)  LO2 Knows the names of the days of the week and months of the year Distinguishes between events occurring in time using terms like earlier and later. Gets the qualitative feel of long &	Month- January and February  L11- Time  L12- Money  L13 Patterns	1) Uses vocabulary in daily life like today, tomorrow, and yesterday and identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)  2) Knows the names of the days of the week and months of the year Distinguishes between events occurring in time using terms like earlier and later. Gets the qualitative feel of long & short duration, of school days v/s holidays.  3) Gets a feel for sequence of seasons (varying locally). Measures duration of time using standard units		1) Individual activity- Identify morning, afternoon, evening and night with respect to the given activities ( brushing your teeth....)  2) Individual activity- Show the given time in the clock  3 Individual activity- Make a clock using cardboard showing short hand and long hand. 4 Group activity- Knuckle activity on the days of the month	Interactive Worksheet, Class Quiz, Class Observation

			<p>short duration, of school days v/s holidays.</p> <p>LO3 Gets a feel for sequence of seasons (varying locally). Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day).</p> <p>LO1 Uses vocabulary related to money using poems and stories Identifies Indian currency coins and Indian currency notes</p> <p>LO2</p>		<p>-days, hours (e.g., 7 days a week and 24 hours in a day.</p> <p>) Uses vocabulary related to money using poems and stories Identifies Indian currency coins and Indian currency notes</p> <p>2) Adds up notes and coins to form amounts up to Rs. 20</p> <p>3) Adds up notes and coins to form amounts up to Rs.100</p>		<p>5 Individual activity- Narrates the sequence of events in a day.</p> <p>1 Individual activity- Identify the given currency</p> <p>2) Group activity- Make or trace your own currency (five different denominations ) with the available material</p> <p>3) Money Game- Go to the banker and ask for the change.</p>	
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				Adds up notes and coins to form amounts up to Rs. 20  LO3 Adds up notes and coins to form amounts up to Rs.100					
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CENTRALIZED SYLLABUS BIFURCATION FOR APS ( PRIMARY - FOUNDATIONAL STAGE **CLASS 2**, MAPPED WITH NCF- FOUNDATIONAL STAGE **SUBJECT: EVS**)

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 Prescribed book subject – Environmental Studies) Name of the book Name of Publisher	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 Question Paper )
No of Periods					<p><u>TEXTBOOK</u></p> <p><b>LET'S EXPLORE OUR ENVIRONMENT – ARYA PUBLICATIONS</b></p> <p><u>ATLAS-</u> GOYAL BROTHERS PRAKASHAN</p>				

## Periodic Test 1

April/May	Cognitive development	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	<b>C-7.2</b> Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observation to explain their hypothesis.	<b>( LO 1- Basic level)</b> Makes choices and expresses preferences. <b>( LO2- Medium level)</b> Plays/participates in activities, makes friends according to their own choice, preference and interest. <b>( LO-3 (Advanced level)</b> Select games/play equipment according to their choice.	Month: April/May <b>L-1 Myself</b>  <b>SUB CONCEPT</b>  Things that children can do by themselves.  Changes they can see in themselves?  Describe about their favorite things.	<b>Basic Level)</b> Speak about yourself.  <b>Medium Level)</b> List things which you can do now but were not able to do earlier.  <b>Advanced Level)</b> Make your school identity card.	<b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: - Give tasks in groups for assistance to the child -Give specific directions - Use of assistive devices i.e.- -Tape recorders -Screen magnifiers -Audiobooks -Magnifiers Hearing Impairment students assistance: - Use shorter sentences, and clearer speech so that the HI child can follow your</b>	<b>Activity based learning.</b>  Paste your photograph and your family photograph in your scrap book.	<b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b> <b>Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order thinking skills.</b>  <b>Worksheets.</b>
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							expressions and look, and study the illustrations.		
April/May	Cognitive development	<b>CG 7 Children make sense of the world around through observation and logical thinking.</b>	<b>C-7.2</b> Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observation to explain their hypothesis.	( LO 1- Basic level) Explains the impact of ones action/behaviours on others. ( LO2- Medium level) <b>collaborates</b> with peers to come up with answers to questions related to natural phenomenon that can be investigated. ( LO-3 (Advanced level) Ask why? And open ended questions to natural phenomenon and seeks	Month- April/ May <b><u>L-2 Human Body</u></b> <b><u>SUB CONCEPT</u></b> <ul style="list-style-type: none"> <li>External and Internal organs of our body.</li> <li>Functions of Important body parts.</li> <li>sense organs.</li> <li>Growing older.</li> </ul>	<b>Basic Level)</b> 1.Rhyme time two little hands identification of body parts. <b>Medium Level)</b> Speak about the sense organs and their importance. (blind fold game activity on sense organs) <b>Advanced Level)</b> Demonstrate correct posture how we should sit, stand and walk.	<b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use enlarged print/magnified worksheets - - Braille versions of text and assignments according to the needs of the child</b> <b>Hearing Impairment students assistance: - Use flashcards, graphic organizers real objects, real experiences, dramatization, and activities.</b>	<b>Activity based learning. Inquiry based Learning.</b> Make 3D module of internal and external body parts. Draw or paste pictures of parts of the body and name them. Dramatization of the story parts of the body "who is important".	<b>Observation –</b>

				answers through dailouges and/ or exploration.					
April/May	Socio emotional and ethical development.	<b>CG-4 Children develop emotional intelligence that is the ability to understand their own emotion and respond positively to social norms.</b>	C-4.1 Start recognising self as an individual belonging to a family and community.	<p>( <b>LO 1- Basic level</b> )</p> <p>Identifies self as a member of family, neighbourhood, school, coity with different people doing different work..</p> <p>( <b>LO2- Medium level</b> )</p> <p>Shares personal identifying information such as home address, details of family members, school, etc.</p> <p>( <b>LO-3 (Advanced level)</b> )</p>	<p>Month-<b>April/May</b></p> <p><b>L-3 My Family</b></p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Importance of family.</li> <li>• Types of family.</li> <li>• Relationships in a family.</li> </ul>	<p><b>Basic Level)</b></p> <p>1.Rhymes related to the family(finger family)</p> <p><b>Medium Level)</b></p> <p>2. Draw family trees upto three generations. Paste pictures of the family members and name them.</p> <p><b>Advanced Level)</b></p> <p>3. Name their extended family members and write the relation /what they call them.</p>	<p><b>CWSN - Assisive Learning:- Refer to the Special Educator Visual Impairment students assistance: - Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance:</b></p>	<p><b>Activity based learning and Inquiry based Learning.</b></p> <p>Make a family we:</p> <p>How many members are there in your family?</p> <p>Is it a nuclear or big family.</p> <p>Finger puppets.(family members)</p>	<p><b>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper )</b></p> <p><b>Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>

				Values the work of adult members of the family.					
June /JULY	Physical development	<b>CG -1</b> Children develop habits that keep them safe and healthy.	<b>C-1.1</b> Shows the liking for and understanding of nutritious food and does not waste food.	( LO 1- Basic level) Seeks for a variety to fulfill nutritional requirements  ( LO2- Medium level) Identifies healthy and unhealthy food items in a shop.  ( LO-3 (Advanced level) Participates in preparing nutritious	Month- June <b>L-4 Food We Eat</b>  <b>SUB CONCEPT</b>  <ul style="list-style-type: none"> <li>• Importance of food.</li> <li>• Types of food groups.</li> <li>• Sources of food.</li> <li>• Healthy eating habits.</li> </ul> <b>ATLAS</b> Page No- 35 & 36	<b>Basic Level)</b> 1.Paste and draw pictures of different food items and name them. Discussion on food items.  <b>Medium Level)</b> 2. paste and draw pictures of food items that can eat raw and cooked.  <b>Advanced Level)</b> 3.Speak or write about	<b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance : -DAISY Player (Digital Accessible Information System) -Screen readers -OCR</b>  <b>Hearing Impairment students assistance:</b>	<b>Activity based learning. Experiential learning.</b>  Role play of riddles.  List 5 lentils they find in their kitchen cupboard and name them in their mother tongue.  Community lunch in class.  Choose the correct ingredient flashcard to	<b>Observation – Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order thinking skills.</b>  <b>Worksheets.</b>

				snacks with adult support.		good eating habits.		make a food item.	
July	Cognitive Development	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	( LO 1- Basic level) Explain clothing and food for summer and winter.  (LO2- Medium level) <b>Differentiates among summer, winter and monsoon seasons</b>  ( LO-3 (Advanced level) <b>Difference between Natural and man made fibre</b>	Month-- July <u>L-5 Clothes we wear.</u>  <b>SUB CONCEPT</b>  <ul style="list-style-type: none"> <li>Importance of clothes.</li> <li>Clothes for different seasons.</li> <li>Special clothes, costumes and uniforms.</li> <li>More uses of clothes.</li> </ul> <b>ATLAS</b> Page no 40 & 41		<b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b>  <b>Hearing Impairment students assistance:</b>	<b>Activity based learning. Experiential learning. Inquiry based.</b>  Paste pictures of different materials you wear during different season.  Create your design on a handkerchief using vegetable print.  Identify the different colours of professional uniforms. (Army, Navy, Police etc)	<b>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper ) Role play method. Play way method. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.</b>
July	Cognitive development	<b>CG 7</b> Children make sense of the world around	<b>C-7.1</b> Observes and understands different	( LO 1- Basic level) Compares given objects, pictures and identifies	Month-July <u>L-6 We need shelter.</u>  <b>SUB CONCEPT</b>	<b>Basic Level)</b> Draw or paste pictures of different types of houses and name them.	<b>CWSN - Assistive Learning:- Refer to the Special Educator</b>	<b>Activity based learning. Experiential learning. Inquiry based.</b>	<b>Observation – Role play method. Play way method.</b>

		through observation and logical thinking.	categories of objects and relationship between them.	<p>similarities and differences. (LO2- Medium level)</p> <p>Notices and describes general details of common objects, people, pictures, animals, birds in their immediate environment and in pictures/modles.(the big door in the house) (LO-3 (Advanced level))</p> <p>Make connections between objects and their uses (bricks is used for making pucca house)</p>	<ul style="list-style-type: none"> <li>• Importance of houses.</li> <li>• Types of houses.</li> <li>• Rooms in a house.</li> <li>• People who build house.</li> </ul>	<p><b>Medium Level)</b></p> <p>List different types of materials used for making houses.</p> <p><b>Advanced Level)</b></p> <p>Children can use their creativity or imagination to build their dream house.</p>	<p><b>Visual Impairment students Use concrete material and hands-on experience whenever possible</b></p> <p><b>-Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance:</b></p> <p><b>-Make sure your student has preferential seating with a direct view of your face and mouth.</b></p>	<p>Make a 3d module of house.</p> <p>Learners will touch and feel different materials used for making house. (cement, sand etc...)</p> <p>List the name of animals and their home. (Lion-Den)</p> <p>Name and stick the pictures of animals that live uninvited in your house.</p>	<p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>
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## Periodic Test -II

AUGUST	<p><b>Physical development</b></p>	<p><b>CG 1</b> Children develop habits that keep them safe and healthy</p>	<p><b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately</p>	<p><b>( LO 1- Basic level)</b> Recognizes most safety symbols and avoids danger (electric, fire, repair, digging etc.)</p> <p><b>(LO2- Medium level)</b> Follows road safety rules (walking on the side, crossing road, etc) independently</p> <p><b>( LO-3 (Advanced level)</b> Looks both ways before crossing the road, holds hands of peers or adult, and walks safely(</p>	<p>Month- AUGUST <b><u>L-7 Safety and First Aid</u></b></p> <p><b><u>SUB CONCEPT</u></b></p> <ul style="list-style-type: none"> <li>• Importance of safety rules.</li> <li>• What is First Aid?</li> <li>• Safety rules to be followed in:             <ul style="list-style-type: none"> <li>• School</li> <li>• At home</li> <li>• On road</li> <li>• In the swimming pool.</li> <li>• On the playground</li> </ul> </li> </ul>	<p><b>(Basic Level)</b> They will recognize various safety symbols and draw them.</p> <p><b>(Medium Level)</b> Make a first aid box and how to use it.</p> <p><b>(Advanced Level)</b> Drill on how to give First Aid to an injured person.</p>	<p><b>CWSN - Assistive Learning:- For ASD students</b> <b>Use the VAKT (visual, auditory, kinaesthetic, and tactile)method of teaching</b></p> <p><b>Refer to the Special Educator Visual Impairment students assistance:</b> <b>Use a visual schedule for the student i.e., for activities of the day at school, class rules</b> <b>-Use concrete material and hands-on experience whenever possible</b></p>	<p>Activity based learning. Experiential learning. Inquiry based.</p> <p>Make a module of traffic light.</p> <p>Visit to the traffic park.</p> <p>A small drill on how to board a school bus and rules to be followed inside vehicles.</p>	<p><b>Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper )</b></p>
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				Physical activity)			Hearing Impairment student assistance: Give sequential step directions for specific tasks/activities.		
AUGUST	Cognitive development	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them.	<p><b>( LO 1- Basic level)</b></p> <p>Identifies and names common objects, people, pictures animals, birds, events etc with assistance..</p> <p><b>( LO2- Medium level)</b></p> <p>Make connections between objects and their uses.(eg: doctor is to hospital)</p>	<p>Month- AUGUST</p> <p><b>L-8</b> <b><u>Neighbourhood Services.</u></b></p> <p><b><u>SUB CONCEPT</u></b></p> <ul style="list-style-type: none"> <li>• Meaning of neighbours and neighbourhood.</li> <li>• Importance of places in our neighbourhood.</li> <li>• Places of worship.</li> <li>• How to keep our</li> </ul>	<p><b>Basic Level)</b></p> <p>Dumb-charade game to guess the work done by community helpers.</p> <p><b>(Medium Level)</b></p> <p>Find out from their grand parents or elders in the family about the various occupation they are involved in.</p> <p><b>(Advanced Level)</b></p>	<p><b>CWSN - Assitive Learning:-</b> Refer to the Special Educator</p> <p><b>Visual Impairment students assistance:</b> Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</p> <p><b>Hearing Impairment students assistance:</b> Accommodatio</p>	<p><b>Activity based learning.</b> <b>Experiential learning.</b> <b>Inquiry based.</b></p> <p>Draw a map of your neighborhood.</p> <p>Survey activity: Find out names of your neighbors and their occupation.</p> <p>List out ways how you can help elderly people in your neighborhood.</p>	<p><b>Observation –</b> Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper ) <b>Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p>

				<p><b>( LO-3 Advanced level)</b> Makes comparisons within and between categories.</p>	neighbourhood green and clean.	Identify the tools used by the community helpers.	n in worksheet i.e., fill in the blanks or MCQ-based worksheet	Role play of community helpers.	Worksheets.
September	<b>Aesthetic and cultural development</b>	<b>CG 12</b> Children develop abilities and sensitivities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	<b>C-12.3</b> Innovates and work imaginatively to express ideas and emotion through arts.	<p><b>( LO 1- Basic level)</b> Observes their surroundings, local culture and examples of art to make connections with their own exploration.</p> <p><b>( LO2- Medium level)</b> • Explores multiple approaches, or variations while expressing particular ideas and emotions</p> <p><b>( LO-3 Advanced level)</b></p>	<p>Month- September <b>L-9 Festivals-</b> Day to Celebrate</p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Importance of festivals.</li> <li>• National festivals.</li> <li>• Religious and harvest festivals.</li> <li>• Why do we celebrate festivals reason behind it.</li> </ul>	<p><b>(Basic Level)</b> Singing rhymes/songs related to festivals.</p> <p><b>Medium Level)</b> Classify the festivals as Religious and Nationals.</p> <p><b>(Advanced Level)</b> Collect information on the reasons behind the celebration of their favorite festivals.</p>	<p><b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance: - Make sure your student has preferential seating with a direct view of</b></p>	<p><b>Activity based learning and Experiential learning. Inquiry based.</b></p> <p>Narrate the story behind your favorite festival.</p> <p>Role play of different festivals.</p> <p>Name different harvest festival and their folk songs.</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper ) Role play method. Play way method. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.</b></p>

				Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences			<b>your face and mouth.</b>		
September	<b>Cognitive development</b>	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	C-7.3 Uses appropriate tools and technology in daily life situation and for learning.	<b>(LO 1- Basic level)</b> Show simple usage of digital technology in learning situations.. <b>(LO2- Medium level)</b> Engages with digital technology like smart phones, tablets with the assistance of teachers/elders.	Month- September  <b><u>L-10 Travel and Communication</u></b>  <b><u>SUB CONCEPT</u></b>	<b>(Basic Level)</b> 1. Make an envelope and greeting card  <b>(Medium Level)</b> 2. Make a toy telephone using disposable cups  <b>(Advanced Level)</b> 3. Distinguish between the vehicles we used and the	<b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b>  <b>Hearing Impairment students assistance: -</b>	<b>Inquiry and Experiential Learning.</b>  Write a letter to your grandparents on a postcard.  Collect the pictures of means of communication used in the past and present.  Make a model of letter box.	<b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper</b> <b>Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order</b>

				<p><b>( LO-3 Advanced level)</b> Builds simple tools and implements for using in day to day activities.</p>	<p>communication.</p> <p><b>ATLAS</b> Page no 22, 23 , 42, 43 &amp; 44</p>	<p>vehicles used in emergency services and their numbers.</p>	<p><b>Make sure your student has preferential seating with a direct view of your face and mouth.</b></p>		<p>thinking skills.</p> <p><b>Worksheets.</b></p>
October	<b>Socio economic and ethical development.</b>	<b>CG 6</b> Children develop a positive regard for the natural environment around them	<b>C- 6.1</b> Shows care for and joy in engaging with all life form.	<p><b>( LO 1- Basic level)</b> Shows curiosity and interest in indentifying specific for flora and fauna. <b>(LO2- Medium level)</b> Shows joy in engaging with plants and animals in the local environment.</p> <p><b>( LO-3 Advanced level)</b> Enjoys going out for nature walks and observing</p>	<p>Month- October <b>L-11 The World Of Plants.</b></p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Different parts of plants.</li> <li>• Functions of each parts of plants.</li> <li>• Types of plants.</li> </ul> <p><b>ATLAS</b> Page no 29</p>	<p><b>(Basic Level)</b> Draw and label parts of a plant</p> <p><b>(Medium Level)</b> Write the products that we get from plants</p> <p>Identifies and classifies them into herbs, shrubs and trees.</p>	<p><b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance: - Make sure your student has preferential</b></p>	<p><b>Activity based learning. Experiential learning. Inquiry based.</b></p> <p>Make planters using ice-cream sticks.</p> <p>A visit to a school herbal garden.</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper ) Role play method. Play way method. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.</b></p>

				plants and animals			seating with a direct view of your face and mouth.		
November	Socio economic and ethical development.	<b>CG 6</b> Children develop a positive regard for the natural environment around them	<b>C- 6.1</b> <b>Shows care for and joy in engaging with all life form.</b>	<p><b>( LO 1- Basic level)</b> <b>Takes responsibility for tending and caring for saplings and plants.</b></p> <p><b>(LO2- Medium level)</b> <b>Does not harm plants and animals unnecessarily.</b></p> <p><b>( LO-3 Advanced level)</b> <b>Shows no discomfort in physical engagement with nature (e.g., in garden or parks)</b></p>	<p>Month-November <b>L-12 Plants are useful.</b></p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>How are plants useful to us?</li> <li>List of things we get from plants.</li> <li>How we should take care of plants.</li> </ul> <p><b>ATLAS</b> Page no 28</p>	<p><b>(Basic Level)</b> Tracing leaf patterns. Collect fallen leaves and prepare herbarium.</p> <p><b>(Medium Level)</b> Slogans based on saving trees.</p> <p><b>(Advanced Level)</b> Collect information from parents about edible oils obtained from seeds- mustard oil, sunflower oil.</p>	<p><b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance: - Make sure your student has preferential seating with a direct view of your face and mouth.</b></p>	<p><b>Activity based learning and inquiry based learning.</b></p> <p>Field trip to the nearest park.</p> <p>Collect different types of leaves and paste them in a scrap book .</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper ) Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>

November	<b>Socio economic and ethical development.</b>	<b>CG 6</b> Children develop a positive regard for the natural environment around them	<b>C- 6.1</b> <b>Shows care for and joy in engaging with all life form.</b>	<b>( LO 1- Basic level)</b> Shows curiosity in observing plants and animals <b>(LO2- Medium level)</b> Takes responsibility for tending and caring for animals like kittens, puppies.  <b>( LO-3 Advanced level)</b> Shows curiosity and interest in identifying specific flora and fauna.	Month- November <b>L-13 Animals around Us.</b>  <b>SUB CONCEPT</b>  <ul style="list-style-type: none"> <li>• Types of animals.</li> <li>• Shelter of animals.</li> <li>• what do animals eat?</li> <li>• How animals are useful to us.</li> </ul> <b>ATLAS</b> Page no 49	<b>(Basic Level)</b> Identify and classify animals into pet, domestic and wild animals.  <b>(Medium Level)</b> Write the products obtained from animals.  <b>(Advanced Level)</b> Make finger puppets and animal masks and narrate a story using them.	<b>CWSN - Assistive Learning:-</b> Refer to the Special Educator Visual Impairment students assistance: <b>Use concrete material and hands-on experience whenever possible</b> <b>-Take regular feedback and give reinforcements</b>  <b>Hearing Impairment students assistance:</b> <b>-Make sure your student has preferential seating with a direct view of your face and mouth.</b>	<b>Activity based learning and inquiry based learning.</b>  Mimicry on sounds of animals and birds.  Make pictures of birds and animals with finger prints.  Visit to the zoo.	<b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b>  <b>Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order thinking skills.</b>  <b>Worksheets.</b>
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# Annual

December	<b>Cognitive Development</b>	<p><b>CG 7</b> Children make sense of the world around through observation and logical thinking.</p>	<p><b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p>	<p><b>( LO 1- Basic level)</b> Differentiates among summer, winter and monsoon seasons.</p> <p><b>(LO2- Medium level)</b> Differentiates between weather and season.</p> <p>Difference between Day and night</p> <p><b>( LO-3 Advanced level)</b> Answers simple questions about events and phenomenon in the physical environment</p>	<p>Month- December <b>L-14 Weather And Seasons.</b></p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Definition of Weather and seasons?</li> <li>• Difference between weather and climate.</li> <li>• Different seasons of India.</li> <li>• How changing seasons affect our life.</li> </ul> <p><b>ATLAS</b> Page no 32 , 33 &amp; 34</p>	<p><b>(Basic Level)</b> Draw a rainbow and colour it.</p> <p><b>(Medium Level)</b> Match the seasons with the types of clothes to be worn.</p> <p><b>(Advanced Level)</b> Note down the changes that they observe in their surrounding in a particular season or weather.</p>	<p><b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance: -Make sure your student has preferential seating with a direct view of your face and mouth.</b></p>	<p><b>Inquiry based and experiential learning.</b></p> <p>Name different food items you eat in different seasons.</p> <p>Find out poems related to different seasons.</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b></p> <p><b>Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>
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				with the support of the teacher and peers					
December	<b>Cognitive development</b>	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	<p><b>( LO 1- Basic level)</b> Uses ideas based on observations( e.g. imitates adults blowing on hot food before eating.</p> <p><b>(LO2- Medium level)</b> Explains the concept of shared natural resources</p> <p><b>( LO-3 Advanced level)</b> Collaborates with peers to come up with answers to questions related to natural phenomenon</p>	<p>Month-November</p> <p><b><u>L-15 Air around Us.</u></b></p> <p><b><u>SUB CONCEPT</u></b></p> <ul style="list-style-type: none"> <li>• What are properties of Air?</li> <li>• How Air is useful to us?</li> <li>• How clean Air is important?</li> </ul>	<p><b>(Basic Level)</b> Draw the things that move higher in air.</p> <p><b>(Medium Level)</b> Uses of air.(helps in transportation, medium of sound etc..)</p> <p><b>(Advanced Level)</b> Make a 3D model of windmill.</p>	<p><b>CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance: Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements</b></p> <p><b>Hearing Impairment students assistance: - Make sure your student has preferential seating with a direct view of your face and mouth.</b></p>	<p><b>Activity based learning and experiential learning.</b></p> <p>Make a model of wind fan.</p> <p>Experiment of balloon and candles.</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper ) Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>



				that can be investigated.					
January	<b>Cognitive development</b>	<b>CG 7</b> Children make sense of the world around through observation and logical thinking.	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	( LO 1- Basic level) Explains the concept of shared natural resources (eg: water is used by us, animals, birds etc...) (LO2- Medium level) Describes the interdependence between natural environment and humans (e.g., water in homes comes from water bodies)  ( LO-3 Advanced level)  Recognises the effect of one object one on	Month- January <b><u>L-16 Water – The wonderful Liquid.</u></b>  <b><u>SUB CONCEPT</u></b>  <ul style="list-style-type: none"> <li>• Uses of water.</li> <li>• Sources of water.</li> <li>• Storage of water</li> <li>• Sources of water.</li> <li>• How to keep water clean?</li> </ul> <b><u>ATLAS</u></b> Page no 14,15,31,37,38 ,39 & 45	<b>(Basic Level)</b>  Observe and name different sources of water.  <b>(Medium Level)</b>  Locate states that receive less rainfall.  <b>(Advanced Level)</b>  Make posters/slogans on 'save water'.		Experiential learning. Inquiry based.  List the ways to reuse waste water.  Making lemon juice in the class.  <b>Survey activity:</b> How water is wasted in your house.	<b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b>  <b>Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order thinking skills.</b>  <b>Worksheets.</b>

				another.(If I put salt in water it will dissolve)					
January	<b>Physical development.</b>	CG-3 Children develop a fit and flexible body.	C-3.2 Shows balance coordination, flexibility in various physical activities.	<p><b>( LO 1- Basic level)</b> Hop 10 to 15 steps .</p> <p><b>(LO2- Medium level)</b> Balances on one leg for a short time.</p> <p><b>( LO-3 Advanced level)</b> Balances on variety of surfaces eg: bricks, ladders etc.</p>	<p>Month- January <b><u>L-17 Games We Play.</u></b></p> <p><b>SUB CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Importance of Recreation.</li> <li>• Importance of playing games.</li> <li>• Different types of games we play.</li> <li>• What are the ethics that one should follow while playing games.</li> </ul>	<p><b>(Basic Level)</b> List indoor and outdoor games.</p> <p><b>(Medium Level)</b> List the qualities to be a good sportsman.</p> <p><b>(Advanced Level)</b> Discuss with your elders about the traditional games and how to play them.</p>		<p><b>Experiential learning. Inquiry based, activity based.</b></p> <p>I spy: ... (indoor game in class)</p> <p>Making playthings from household items <b>Crazy train</b> (Line up the kids to form a human choo-choo train. Then shout-out commands such as 'slow', 'fast', 'slow-motion', 'turn right', 'move backward', and 'stop' randomly to make the train go 'crazy')</p>	<p><b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b></p> <p><b>Role play method.</b></p> <p><b>Play way method.</b></p> <p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>
January	<b>Cognitive development</b>	<b>CG 7</b> Children make	<b><u>C-7.2</u></b>	<b>( LO 1- Basic level)</b> Names objects in the	Month-January <b><u>L-18 Earth and its Neighborhood.</u></b>	<b>(Basic Level)</b>		<b>Experiential learning. Inquiry based.</b>	<b>Observation – Observation Notes, Checklist,</b>

	opment	sense of the world around through observation and logical thinking.	Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	sky(sun, moon, clouds) <b>(LO2- Medium level)</b>  Indicates where sun and moon rise and set.  <b>( LO-3 Advanced level)</b>  Connects sunrise and sunset to day and night	<b><u>SUB CONCEPT</u></b>  <ul style="list-style-type: none"> <li>• Heavenly bodies</li> <li>• Solar system and its planets.</li> <li>• Phases of Moon</li> </ul> <b><u>ATLAS</u></b> Page no 4, 5, 6,7,8,9 & 26	Observe and draw the night sky.  <b>(Medium Level)</b>  Draw the phases of the Moon.  <b>(Advanced Level)</b> Draw a solar system and label it.		Planet Jumble.  Solar System Bingo.  Students will watch a video (song )about the Solar System and the different planets  Solar System Bottle Caps Project	<b>Rubrics, Portfolio, Worksheets, Competency building Ques Paper )</b> <b>Role play method.</b>  <b>Play way method.</b>  <b>Activity method.</b>  <b>Quiz.</b>  <b>HOTS and lower order thinking skills.</b>  <b>Worksheets.</b>
February	Cognitive development	<b><u>CG 7</u></b> <b>Children make sense of the world around through observation and logical thinking.</b>	<b>C-7.1 Observes and understands different categories of objects and relationship between them.</b>	<b>( LO 1- Basic level)</b> Identifies and describes finer details of the objects, science, places common activities in the common environment and immediate	Month-February <b><u>L-19 National Symbols.</u></b>  <b><u>SUB CONCEPT</u></b>  <ul style="list-style-type: none"> <li>• Map of India</li> <li>• National Symbols</li> <li>• Concept of states and Union Territories</li> </ul>	<b>(Basic Level)</b>  Observe and identify the national symbols.  <b>(Medium Level)</b>  Draw and write the names of National symbols.		<b>Activity based.</b>  <b>Inquiry based.</b>  Paper Plate Peacock (Craft)  National Flag with Ice-cream Sticks  Paper Cup Tiger (Craft)	<b>Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper )</b> <b>Role play method.</b>  <b>Play way method.</b>

			<p>environment and pictures/models.</p> <p><b>(LO2- Medium level)</b></p> <p>Make comparisons within and between categories.</p> <p><b>( LO-3 Advanced level)</b></p> <p>Compares given objects / pictures and identifies similarities and difference.</p>	<ul style="list-style-type: none"> <li>• What is Capital of a state ?</li> </ul> <p><b>ATLAS</b> Page no 18,19,20 &amp;21</p>	<p><b>(Advanced Level)</b></p> <p>Learn the National song of India.</p>		<p>Find out who wrote the national Anthem</p>	<p><b>Activity method.</b></p> <p><b>Quiz.</b></p> <p><b>HOTS and lower order thinking skills.</b></p> <p><b>Worksheets.</b></p>
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**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 2,  
MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT- COMPUTER)**

**Lesson 1- Computer at Various Places**

<b>Class: 2</b>	<b>Domains</b>	<b>Curricular Goals (CG)</b>	<b>Competencies (C: )</b>	<b>Learning Outcomes</b>	<b>Syllabus- (As per Prescribed book subject – Computer)</b>	<b>Competency Based (Graded) Learning</b>	<b>CwSN</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment</b>
<b>Month- April - May</b>	<b>Cognitive Development</b>	<b>CG-7</b> Children make sense of the world around through observation and logical thinking	<b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning	<b>(LO 1- Basic level)</b> Uses tools and implements effectively in work situations	<b>Name of the book- Code Bot 2</b>	<b>(Basic Level)</b> Visit an electronics shop and observe the different types of computers available in the market. Click a picture and share it	<b>(In consultation with Special Educators) &amp; Use of IE Room</b>	<b>Activity Based Learning-</b> Play the game on GCompris	<b>( Use of Assessment Tools &amp; Observation )</b>
<b>(Approx No of Teaching Days) 22- 25</b>				<b>( LO2- Medium level)</b> Shows fluency and comfort in using digital audio-visual material in learning situations					
<b>No of Periods: 5 - 7</b>					<b>Familiarize with different types of computers</b>		<b>VI Students</b> Touch and feel the different	<b>Theme-Based Learning-</b>	<b>Observation</b>  <b>Practical</b>  <b>Check list</b>

	<p><b>Language and Literacy Development</b></p>	<p><b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>C- 9.3:</b> Engages in discussion about a topic and raise and respond to questions</p>	<p><b>(LO3- Advanced level)</b>  Engages in discussion about a topic and raise and respond to questions</p>	<p><b>different places for different purposes</b></p>	<p>Watch an animated cartoon movie.</p> <p><b>(Medium Level)</b>  Make a model of any computer type and explain it in class.</p> <p>Observe the uses of a computer at school and at home.</p>	<p>computers at school and home.</p> <p>Listen to audio and understand the uses of computer at school and home.</p> <p><b>LD students</b>  Stick pictures of different types of computers and name them</p> <p>Watch a video on the uses of computer.</p> <p><b>Autism</b>  Colour the different types of computers and write their uses.</p> <p>Visit a bank/ mall/ library, etc and observe the use of computers.</p>	<p>Make a chart on different types of computers and discuss in the class</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Outdoor</p> <p>Computer Lab</p>	
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							<p>Any other:</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b></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>		
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## Lesson 2- Computer Devices

Class: 2	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- June-July 19-21									
(Approx No of Teaching Days)									
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	(LO1- Basic level) Uses tools and implements effectively in work situations  ( LO2- Medium level) Shows fluency and comfort in using digital audio-visual materials in learning situations	Name of Publisher  PM  Publisher Pvt Ltd.  Use of basic input and output devices  Know about commonly	(Basic Level) Make a list of input, output , and storage devices . Discuss its uses in class.  (Medium Level) Make a model of any one device and I/O	CwSN -Assistive Learning:-  HI students- Observe and use the different devices in the computer lab.  VI Students Record your voice by using the microphone.  Listen to it with the help of speakers  Use the other parts to know its functions	Activity Based Learning-  Role – Play on different devices  Puzzle on keyboard keys-Join the keys with its use and explain its uses.  Experiential Learning-	Observation  Practical  Checklist



					<p><b>used storage devices</b></p>	<p>explain its importance.</p>	<p><b>LD students</b></p> <p>In the computer lab, observe and use the different devices under the guidance of the teacher.</p> <p><b>Autism</b></p> <p>Draw and name the devices on a chart.</p> <p>DIY- Best out of Waste (old CD)</p> <p>Any other:</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b></p> <p>1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p>	<p>Make a clay model of any one device and explain.</p> <p>Identify the devices and discuss with peers.</p> <p>Type (myself) using the keyboard</p> <p><b>Theme-Based Learning-</b></p> <p>Draw, state any one function and differentiate the input , output and storage devices.</p> <p><b>Learning Spaces</b></p>	
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							2. Including Children with Special needs. NCERT(July 2014)	Indoor  Outdoor  Computer Lab	
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### Lesson 3- Fun with Tux Paint

<p><b>Class: 2</b></p> <p><b>Month- June- July</b></p> <p><b>(Approx No of Teaching Days) 19-21</b></p> <p><b>No of Periods: 5 - 7</b></p>	<p><b>Domains</b></p> <p><b>Cognitive Development</b></p>	<p><b>Curricular Goals</b></p> <p><b>(CG)</b></p> <p><b>CG-7</b> Children make sense of the world around through observation and logical thinking</p>	<p><b>Competencies</b></p> <p><b>(C: )</b></p> <p><b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>Uses tools and implements effectively in work situations</p> <p><b>( LO2- Medium level)</b></p> <p>Shows fluency and comfort in using digital audio-visual material in learning situations</p> <p><b>LO 1- Basic level)</b></p> <p>Identifies 3D shapes by their</p>	<p><b>Syllabus-</b></p> <p><b>(As per Prescribed book subject – Computer</b></p> <p><b>Name of the book-</b></p> <p>Code Bot 2</p> <p><b>Name of Publisher</b></p> <p>PM Publisher Pvt Ltd.</p> <p><b>Use various tools of Tux Paint</b></p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Use and try different paint tools.</p> <p><b>(Medium Level)</b></p> <p>Use basic tools and make a house.</p> <p><b>(Advanced Level)</b></p> <p>Make a birthday card using different tools</p>	<p><b>CwSN Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN - Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Use various paint tools and make images.</p> <p><b>VI Students</b></p> <p>Use various Tux paint tools and make images.</p> <p><b>(Under the assistance of the teacher)</b></p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>(Group Activity)</p> <p>Create a story by using different tools of Tux Paint</p> <p><b>Experiential Learning-</b></p> <p>Use various paint tools to draw images .Take a print out and display on the classroom board</p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p>Observation</p> <p>Practical</p> <p>Checklist</p>
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				<p>names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)</p> <p><b>( LO 1- Basic level)</b></p> <p>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><b>Use slide show to run a story or text</b></p>		<p><b>LD students</b></p> <p>Complete a puzzle based on Tux Paint</p> <p><b>Autism</b></p> <p>Use various paint tools and make images.</p> <p>Any other:</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs.</p>	<p><b>Theme-Based Learning-</b></p> <p>Narrate the story created in Tux Paint</p> <p>(Class Competition)</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Computer Lab</p>	
	<p><b>Aesthetic and Cultural Development</b></p>	<p><b>CG-8</b></p> <p>Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</p> <p><b>CG-12</b></p> <p>Children develop</p>	<p><b>C-8.8:</b></p> <p>Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space</p>						

		abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful way	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes				NCERT(July 2014)		
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## Lesson 4- Word 2016

Class: 2	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  Activity Based Learning-	Suggested Assessment  ( Use of Assessment Tools & Observation )
Month- August	Cognitive Development	<b>CG-7</b> Children make sense of the world around through observation and logical thinking	<b>C-7.3:</b>  Uses appropriate tools and technology in daily life situations and for learning	<b>( LO 1- Basic level)</b>  Uses tools and implements effectively in work situations	Code Bot 2  <b>Name of Publisher</b>  PM Publisher Pvt Ltd.	<b>(Basic Level)</b>  Know the components of MS-Word window  <b>(Medium Level)</b>  Practice the steps to save a document in a folder	<b>CwSN - Assistive Learning:-</b>  <b>HI students-</b>  Find the components of Word 2016 in the Crossword puzzle  <b>VI Students</b>  Touch the keyboard and use the keys to type in (bold and large font) the application	Practice typing and use of the short cut keys  <b>Experiential Learning</b>  Use the shapes in MS-Word and create an animal. Type 2 sentences on the animal.	( Use of Assessment Tools & Observation )  Observation  Practical  Checklist
(Approx No of Teaching Days)  20-21									
No of Periods:  5 - 7									

	<p><b>Aesthetic and Cultural Development</b></p>	<p><b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p><b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<p><b>( LO 1- Basic level)</b> 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>Practice typing by using the typing program. Practice the different components of Word Window</p> <p><b>Autism</b></p> <p>Match the short cut keys with its function (Flash cards)</p> <p>Type few sentences on My Mother using the Word 2016 application</p> <p>Any other:</p> <p><b>Reference Applications:</b></p> <p>KidPid.com (Ms Paint for kids)</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b> : 1. Including</p>	<p>MS- Word type the names of the images shown (birds, animals, flowers, fruits, vehicles etc)</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Computer Lab</p>	
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							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- More on Paint

<p><b>Class: 2</b></p> <p><b>Month- September - October</b></p> <p><b>(Approx No of Teaching Days)</b></p> <p><b>20-24</b></p> <p><b>No of Periods:</b></p> <p><b>6-8</b></p>	<p><b>Domains</b></p> <p><b>Cognitive Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-7</b> Children make sense of the world around through observation and logical thinking</p> <p><b>CG-8</b> Children develop mathematic</p>	<p><b>Competencies (C: )</b></p> <p><b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning</p> <p><b>C-8.8:</b> Recognises, makes, and</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b> Uses tools and implements effectively in work situations</p> <p><b>( LO2- Medium level)</b> Shows fluency and comfort in using digital audiovisual material in learning situations</p> <p><b>( LO 2- Medium level)</b> Identifies 2D shapes by their</p>	<p><b>Syllabus- (As per Prescribed book subject – Computer)</b></p> <p><b>Name of the book-</b> Code Bot 2</p> <p><b>Name of Publisher</b> PM Publisher Pvt Ltd.</p> <p><b>Use of MS- paint program</b></p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b> Use and try different paint tools.</p> <p><b>(Medium Level)</b> Use basic tools and make a house.</p> <p><b>(Advanced Level)</b> Make a birthday card using different tools</p>	<p><b>CwSN Assistive Learning</b></p> <p><b>(In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN - Assistive Learning:-</b></p> <p><b>HI students-</b> Use various paint tools and make different images or emojis.</p> <p><b>VI Students</b> Insert shapes and fill colour</p> <p><b>LD students</b> Use various paint tools and make images.</p> <p><b>Autism</b> Use various paint tools and make</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b> (Group Activity) Make and help your peers to make a picture.</p> <p><b>Experiential Learning</b> Draw a colorful scenery with the help of various tools in Paint Program</p> <p><b>Theme-Based Learning-</b></p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation )</b></p> <p>Observation</p> <p>Practical</p> <p>Check list</p>
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		<p>al understanding and abilities to recognize the world through quantities, shapes, and measures</p> <p><b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space</p> <p><b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<p>names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners)</p> <p><b>( LO 1- Basic level)</b> 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>images like a house, a vehicle ,a flower etc.</p> <p>Any other:</p> <p><b>Reference Applications:</b> KidPid.com (Ms Paint for kids) Ocky Pocky Awaaz app</p> <p><b>Reference Books</b> : 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>From your art and craft book, make any one drawing using the MS Paint.</p> <p>MS Paint Drawing Competition</p> <p><b>Learning Spaces</b> Indoor Computer Lab</p>	
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## Lesson 6- Arrangement of Patterns

<p><b>Class: 2</b></p> <p><b>Month- November</b></p> <p><b>(Approx No of Teaching Days) 19-22</b></p> <p><b>No of Periods: 6-8</b></p>	<p><b>Domains</b></p> <p><b>Cognitive Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-7</b> Children make sense of the world around through observation and logical thinking</p> <p><b>CG-8</b> Children develop mathematical</p>	<p><b>Competencies (C: )</b></p> <p><b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning</p> <p><b>C-8.2:</b> Identifies and extends simple patterns in their</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b> Uses tools and implements effectively in work situations</p> <p><b>( LO2- Medium level)</b> Shows fluency and comfort in using digital audiovisual material in learning situations</p> <p><b>( LO 1 1- Basic level)</b></p>	<p><b>Syllabus- (As per Prescribed book subject – Computer)</b></p> <p><b>Name of the book-</b> Code Bot 2</p> <p><b>Name of Publisher</b> PM Publisher Pvt Ltd.</p> <p><b>Code-decode using secret codes</b></p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b> Sorting of objects based on shapes and colours</p> <p><b>(Medium Level)</b> Coding-decoding of different parts of computer by using symbols or pictures</p>	<p><b>CwSN Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN - Assistive Learning:-</b></p> <p><b>HI students-</b> Colouring worksheet with codes</p> <p><b>VI Students</b> Large pictures puzzles</p> <p><b>LD students</b> Play online games on shapes and patterns</p> <p><b>Autism</b></p>	<p><b>Suggest ed Innovati ve Pedagog ies</b></p> <p><b>Activity Based Learning</b> - (Group Activity) Play the sorting games online/offline</p> <p><b>Experiential Learning</b> Decomposition of day to day activities like</p>	<p><b>Suggest ed Assess ment</b></p> <p><b>( Use of Asses sme nt Tool s &amp; Obser vati on)</b></p> <p>Observati on Practical Checklist</p>
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	<p>I understandin g and abilities to recognize the world through quantities, shapes, and measures</p> <p><b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</p>	<p>surroundings, shapes, and numbers</p> <p><b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes</p>	<p>Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns. (e.g., using colours in pattern while drawing and painting. Using symbols or dots of same quantity into different patterns –</p> <p><b>( LO 1- Basic level)</b> Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes,</p>		<p><b>(Advanced Level)</b> Play the online Sudoku game on numbers or shapes</p>	<p>Solve Live worksheets on patterns</p> <p>Any other:</p> <p><b>Reference Applications:</b> GCompris (IT Tool) Ocky Pocky Awaaz app</p> <p><b>Reference Books</b> : 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>washing of hands</p> <p><b>Theme-Based Learning</b> - Make your own page border using different patterns on the computer</p> <p><b>Learning Spaces</b> Indoor Computer Lab</p>	
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	<b>Development</b>			crayons, powder, scissors					
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## Lesson 7- Fun with Scratch Jr

<p><b>Class: 2</b></p> <p><b>Month- December - January</b></p> <p><b>(Approx No of Teaching Days) 25-27</b></p> <p><b>No of Periods: 8-10</b></p>	<p><b>Domains</b></p> <p><b>Cognitive Development</b></p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-7</b> Children make sense of the world around through observation and logical thinking</p>	<p><b>Competencies (C: )</b></p> <p><b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>(LO 1- Basic level)</b> Uses tools and implements effectively in work situations</p> <p><b>( LO2- Medium level)</b> Shows fluency and comfort in using digital audio-visual material in learning situations</p>	<p><b>Syllabus- (As per Prescribed book subject – Computer)</b></p> <p><b>Name of the book- Code Bot 2</b></p> <p><b>Name of Publisher</b> PM Publisher Pvt Ltd.</p> <p><b>Create Programs using Scratch Jr</b></p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b> Operate the Scratch Jr window and change the background and add another Sprite</p> <p><b>(Medium Level)</b></p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Create a short comic script</p> <p><b>VI Students</b> Listen to audio and follow the instruction for creating different Sprites</p> <p><b>LD students</b></p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning -</b> Create different sprites using Scratch Jr</p> <p><b>Experiential Learning -</b> Watch and make</p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p>Observation</p> <p>Practical</p> <p>Checklist</p>
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						<p>Create a program using Scratch Jr programming language</p>	<p>Create a very short animated scene</p> <p><b>Autism</b></p> <p>Create a short-animated story</p> <p>Any other:</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books :</b> 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>animated movies created in Scratch</p> <p><b>Theme-Based Learning</b></p> <p>-</p> <p>Make animated story on a Tree and narrate it</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Outdoor</p> <p>Computer Lab</p>	
	<p><b>Language and Literacy Development</b></p>	<p><b>CG-9</b> Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>C- 9.3:</b> Engages in discussion about a topic and raise and respond to questions</p>	<p><b>(LO3- Advanced level)</b> Engages in discussion about a topic and raise and respond to questions</p>					

## Lesson 8- Understanding AI

Class: 2	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 Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools & Observation)
Month- February	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)	Code Bot 2	(Basic Level)	CwSN -Assistive Learning:-	Activity Based Learning-	( Use of Assessment Tools & Observation)
(Approx No of Teaching Days) 19 - 21				Uses tools and implements effectively in work situations	Name of Publisher PM Publisher Pvt Ltd.	Make a list smart gadget	HI students- Play the Rock, Paper, and Scissors game on the computer		
No of Periods: 5 - 7				( LO2- Medium level)	Applications of AI	(Medium Level)	VI Students Listen to the audio /songs using the Alexa /Google Assistant/Siri	Experiential Learning	Observation Practical Checklist
				Shows fluency and comfort in using digital audiovisual material in learning situations		Find information about monuments/animals using Augmented Reality	LD students	Theme-Based Learning-	



<p><b>Language and Literacy Development</b></p>	<p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p><b>C- 9.3:</b></p> <p>Converses fluently and can hold a meaningful conversation</p>	<p><b>(LO3- Advanced level)</b></p> <p>Maintains the thread of the conversation across multiple exchanges</p>			<p>Visit the AI Lab and observe the devices</p> <p><b>Autism</b></p> <p>Play the Quick Draw! Game online</p> <p><a href="https://tinyurl.com/AIEx#Draw">https://tinyurl.com/AIEx#Draw</a></p> <p>Any other:</p> <p><b>Reference Applications:</b></p> <p>Jellow app</p> <p>Ocky Pocky</p> <p>Awaaz app</p> <p><b>Reference Books</b></p> <p>: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)</p>	<p>Sing songs Karaoke</p> <p>(competition)</p> <p><b>Learning Spaces</b></p> <p>Indoor</p> <p>Computer Lab</p>	
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							2. Including Children with Special needs. NCERT(July 2014)		
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**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 2**,  
MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT Games & Sports** (Any Physical Domain  
Activity))**

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	CwSN Assistive Learning	Suggested Innovative Pedagogies (Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning)	Sugge sted Asses sment ( Use of Asses sment Tools- Obser vation – Obser vation Notes, Check list, Rubri cs, Portfo lio, Works heets, Comp etenc y buildi ng Ques Paper )
No of Periods				( LO 1- Basic level)  ( LO2- Medium level)  ( LO-3 Advanced level)		(Tasks/Activities assigned for CW & HW)  (Basic Level)  (Medium Level)  (Advanced Level)	(In consultation with Special Educators)  & Use of IE Room	No of Periods  Learning Spaces – (Indoor/Outdoor) or (Activity Rooms/ Playground, Hobby rooms,Lib)	

April 1-15		Children develop emotional intelligence	C-4.5: Understands and responds positively to social norms in the classroom and school	( 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		• Simple instructions and classroom rules.	Observation
April 16-30	Physical Development	Awareness about sensory organs : eyes, nose, ears, skin, tongue	C-2.1: Differentiates between shapes, colours, and their shades	( LO 1- Basic level) Differentiates and names the primary sense organs of the body  ( LO2- Medium level) Differentiates shades within primary and secondary sense organs  ( LO-3 Advanced level)	What are our sensory organs?	( Basic level) Differentiates and names the primary sense organs of the body  (Medium level) Differentiates shades within primary and secondary sense organs  (Advanced level) Groups sense		Experiential Learning Touching, listening, seeing feeling and identifying various body parts	Observation

				Groups sense organs and explains its uses		organs and explains its uses			
May 1-15	Physical Development	Exercise, play and movement for fun	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- Basic level) Jumps from two feet to two feet  ( LO2- Medium level) Jumps from one foot to the other  ( LO-3 Advanced level) Jumps from one foot to land on two feet and from two feet to one	What are the fundamental movements?	( LO 1- Basic level) Jumps from two feet to two feet  ( LO2- Medium level) Jumps from one foot to the other  ( LO-3 Advanced level) Jumps from one foot to land on two feet and from two feet to one		Fun Game: Hopping on the count of 1, 2 , 3,4	Observation
July 1-15	Physical Development	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	How can I maintain cleanliness?	( 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		Video demonstrating the 10 steps of washing hands	Observation

				the toilet or eating  ( LO-3 Advanced level) Always washes and dries hands before and after using the toilet or eating		dries hands before and after using the toilet or eating			
July 16-31	Physical Development	Rhythmic Activities	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- Basic level) Jumps and tries to coordinate the upper and the lower body.  ( LO2- Medium level) Jumps and coordinate either the upper or the lower body.  ( LO-3 Advanced level) Jumps rhythmically with proper coordination of the upper and the lower body.	How do I clap? How can I clap to count?	( Basic level) Jumps and tries to coordinate the upper and the lower body.  (Medium level) Jumps and coordinate either the upper or the lower body.  (Advanced level) Jumps rhythmically with proper coordination of the upper and the lower body.		Jumping Jack V Step	Observation
Aug 1-15	Physical Development	Measure the Body Mass Index Measure the speed and	C-3.2: Shows balance, coordination and flexibility in	LO – The students gets to know about the distribution of	<ul style="list-style-type: none"> <li>• Body Mass Index</li> <li>• Plate Tapping Test</li> </ul>	Scoring ad Grading is done through FIT INDIA APP approved by the Govt of India and		Performing the Plate Tapping Test individually	FIT INDIA ASSESSOR APP

		coordination of limb movement	various physical activities	muscle and fat in the body  The learner gets to know about the speed and coordination of limb movement		the report too is provided by them			
Aug 16-31	Physical Development	Assessing Static Balance	C-3.2: Shows balance, coordination and flexibility in various physical activities	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 ASSESSOR APP
Sep1-15	Physical Development	Identification of food items that are healthy  Wastage of food Eating as per need Importance of not wasting food	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food	(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 • Gives reasons for why some food is healthy  ( LO-3 Advanced level) Recognises	Which food we eat everyday?	(Basic Level) Names a few healthy food items and a few unhealthy food items  (Medium level) Identifies healthy and unhealthy food items in a shop • Gives reasons for why some food is healthy  (Advanced level) Recognises foods from different food groups and		Bring your favorite food to school.	Observation

				foods from different food groups and explains the benefits/ill-effects of different food groups • Names some qualities of good nutritious food		explains the benefits/ill-effects of different food groups • Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth)			
Sep 16-30	Physical Development	Movements	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- Basic level) Jumps from two feet to land on two feet.  ( LO2- Medium level) Jumps from two feet to land on one feet.  ( LO-3 Advanced level) two feet to land on one feet and then jumps from the landing foot with proper coordination.	- How high can I reach? – How far can I go?	( Basic level) Jumps from two feet to land on two feet.  ( Medium level) Jumps from two feet to land on one feet.  ( Advanced level) two feet to land on one feet and then jumps from the landing foot with proper coordination.		<b>Jumping and Hopping Activity</b>	



Oct 1-15	Physical Development	Food at home/Tiffin	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food	<p>( LO 1- Basic Level) Identifies things that can be eaten and cannot be eaten</p> <p>( LO2- Medium level) 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>	Why food do we eat everyday?	<p>( Basic Level) Identifies things that can be eaten and cannot be eaten</p> <p>(Medium level) Eats and identifies a variety of food from different food groups – grains, vegetables, fruits, and proteins</p> <p>(Advanced level) Enjoys the variety in food from different food groups</p>		Bring different food grains and talk about their importance	Observation
Oct 16-31	Physical Development	Reporting to the teacher in the event of injury and/ or sickness in school (class-room/ playground)	Shows awareness of safety in movements (walking, running, cycling) and	<p>( LO 1- Basic Level) Identifies safety as important, and sometimes</p>	Whom/Where should I go for help in emergency at home/ school during sickness or	<p>(Basic Level) Identifies safety as important, and sometimes reports to the teacher.</p> <p>(Medium level) Follows safety</p>		Identifying play areas in the school for safe play. Assessing the hazards and keeping the body safe	Observation

		Reporting to the elders in the event of injury and/ or sickness	acts appropriately	reports to the teacher.  ( LO2- Medium level) Follows safety rules independently and also reports to the teacher.  ( LO-3 Advanced level) Follows basic safety rules while moving around in school. Is able to help others incase of injury or sickness.	injuries in school bus?	rules independently and also reports to the teacher.  (Advanced level) Follows basic safety rules while moving around in school. Is able to help others incase of injury or sickness.			
Nov 1-15	Physical Development	Move like different animals	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- Basic level) Can move like 2-3 animals.  ( LO2- Medium level) Can move like 3-4 animals.  ( LO-3 Advanced level)	Can we move like animal?	( Basic level) Can move like 2-3 animals.  (Medium level) Can move like 3-4 animals.  (Advanced level) Moves like all six animals.		Movements as per instructions	

				Moves like all six animals.					
Nov 16-30	Physical Development	Exercise, play and movement for fun	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- Basic level) Run forward, Run sideways, Run forward  ( LO2- Medium level) Hop forward, Hop sideways, Hop forward  ( LO-3 Advanced level) Jump forward, Jump sideways, Jump forward	What are the fundamental movements?	( Basic level) Run forward, Run sideways, Run forward  (Medium level) Hop forward, Hop sideways, Hop forward  (Advanced level) Jump forward, Jump sideways, Jump forward		Challenge Race	Observation
Dec 1-15	Physical Development	Children develop mathematical understanding	C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	( LO 1- Takes/puts away very small collections by grouping and ungrouping  ( LO2- Medium level) Combines two groups up to 5 objects and recounts.		( Basic Level) Takes/puts away very small collections by grouping and ungrouping  (Medium level) Combines two groups up to 5 objects and recounts.		Fun Game: Fire in the Mountain	Observation

				( LO-3 Advanced level) Combines two groups up to 9 objects and recounts.		(Advanced level) Combines two groups up to 9 objects and recounts.			
Dec 16-31	Physical Development	<ul style="list-style-type: none"> <li>• Correct postures</li> </ul>	C-3.2: Shows balance, coordination and flexibility in various physical activities	( LO 1- 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?	(Basic level) Stands on one foot with support and aid  (Medium level) Balances on one foot for a short time  (Advanced level) Balances on one foot for longer period		Demonstration; and imitation of standing, sitting, walking, sleeping	Observation
Jan 15-31	Physical Development	<ul style="list-style-type: none"> <li>• Exercise, play and movements for fun</li> </ul>	C-4.4: Shows cooperative behaviour with other children	( LO 1- Basic Level) Begins to play with other children	What do we like to play to have fun?	(Basic Level) Begins to play with other children		Fun Game : Relay Race	Observation

				<p>( LO2- Medium level) Enjoys playing with other children</p> <p>( LO-3 Advanced level) Initiates playing with other children and makes plans</p>		<p>(Medium level) Enjoys playing with other children</p> <p>(Advanced level) Initiates playing with other children and makes plans</p>			
Feb 1-15	Physical Development	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	<p>LO – The students gets to know about the distribution of muscle and fat in the body</p> <p>The learner gets to know about the speed and coordination of limb movement</p>	<ul style="list-style-type: none"> <li>• Body Mass Index</li> <li>• Plate Tapping Test</li> </ul>	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 ASSESO R APP
Feb 16-28	Physical Development	Assessing Static Balance	C-3.2: Shows balance, coordination and flexibility in various physical activities	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 ASSESO R APP

## **SUGGESTIVE PLAN**

### **CENTRALIZED SYLLABUS BIFURCATION FOR APSS (FOUNDATIONAL LEVEL CLASS: 2 ) SUBJECT: GAMES & SPORTS**

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>APRIL</b>	Personal hygiene, Concept of left & right <b>PEC-</b> Walking –foundation skill Walking – Orientation Walking- Responding to commands & signal 1&2
<b>MAY</b>	Formation of queue <b>PEC-</b> Walking- Responding to commands & signal 3&4
<b>JULY</b>	Simple Exercises –Development of locomotor skills <b>PEC-</b> Running & Running-Circle chase
<b>AUGUST</b>	March – Past Gross motor skills <b>PEC-</b> Jumping and Hopping 1&2
<b>SEPTEMBER</b>	March – Past Gross motor skills <b>PEC-</b> Jumping and Hopping 1&2
<b>OCTOBER</b>	March – Past <b>PEC-</b> Rolling and Trapping Games
<b>NOVEMBER</b>	Eye and Hand Coordination <b>PEC-</b> Throwing and Catching 1
<b>DECEMBER</b>	Mass PT <b>PEC-</b> Throwing and Catching 2

<b>JANUARY</b>	Fine Motor Skills <b>PEC- Striking and Kicking</b>
<b>FEBRUARY</b>	Fine Motor Skills <b>PEC- Striking and Kicking related games</b>
<b>MARCH</b>	<b>ANNUAL EXAMINATION</b>

**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS2**,  
MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT – Music** .**

Month (Approx No of Teaching Days)  No of Periods	Doma ins	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)	Sugges ted Assess ment (Use of– Observ ation Notes,



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

<b>April</b>	<b>2.4.5</b> Domain: <b>Aesthetic and Cultural Development</b>	<b>CG-12.2</b> Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	<b>C-12.2:</b> 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.	<b>2nd std.</b>  April-  Revision of Prayer, Rhymes and Preparation of Musical show	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.  Singing Develops interest and sensibility for listening to and singing songs and sounds of Musical instruments in the local environment. Sings patriotic songs and National Anthem.	(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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May	2.4.5 Domestic 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.	May-Sings in chorus / individually any song/rhymes	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).	Practice Play and Basic Notes Learning.
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June	2.4.5 Doma in: Aesth etic and Cultur al Devel opme nt	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 Shapes- Natural Shapes.	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).	Practice Play and Basic Notes Learnin g.
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July	2.4.5 Domestic 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.	July- Prayer, slokas, rhymes based on climate or festivals etc	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).	Practice Play and Basic Notes Learning.
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## Periodic Test - 2

<p><b>August</b></p>	<p><b>2.4.5</b>  <b>Domain:</b>  <b>Aesthetic and Cultural Development.</b></p>	<p><b>CG-12.2</b>  <b>Children develop abilities and explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</b></p>	<p><b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement.</p>	<p><b>(LO 1- Basic level)-</b>Shares their own ideas, tools, and methods of working in the Sings in chorus / individually any song/rhymes,</p> <p><b>(LO2- Medium level)-</b>Identifies and interprets a variety of expressions, Marching song and makes a rhythmic beat with an empty can / pot.</p> <p><b>(LO-3 Advanced level)-</b>Explores multiple approaches, Play Instruments with Loops. Listens to certain types of local / folk, Hindi, English Play with Sing music in class.</p>	<p><b>August-</b>Sings in small groups, National Anthem in company with the class teacher..</p>	<p><b>Basic Level)-</b>How to Play Piano And Sing</p> <p><b>(Medium Level)-</b>How to Play basic form with Voice</p> <p><b>(Advanced Level)-</b>How to Finger Notes with advance basic song play and Sing with Instruments Play.</p>	<p><b>(In consultation with Special Educators).</b>  <b>Music Room</b></p>	<p><b>(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).</b></p>	<p><b>Practice Play and Basic Notes Learning.</b></p>
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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.	September- Marching song and makes a rhythmic beat with an empty can / pot. Listens 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).	Practice Play and Basic Notes Learning.
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October	2.4.5 Domain: Aesthetic and Cultural Development.	CG-12.2 Children develop abilities • 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.	October- Identify two/three local instruments. Text book songs can be tuned and in action	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).	Practice Play and Basic Notes Learning.
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November	2.4.5 Doma in: Aesth etic and Cultur al Devel opme nt.	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.	November- 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).	Practice Play and Basic Notes Learnin g.
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## Annual

ember	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.	<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>	December- : Follows the gesture / step movement in small groups. Responds to a given rhythm by body movement. Annual Day	<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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January	2.4.5 Domestic 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.	January- Inspirational Song like HongeKamaya betc and Mimics voices and actions of animals and birds	(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.  Singing Develops interest and sensibility for listening to and singing songs and sounds of Musical instruments in the local environment. Sings patriotic songs and National Anthem.	(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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February,	2.4.5 Doma in: Aesth etic and Cultur al Devel opme nt.	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.	February- Revision and Evaluation, observes, listens and response to his / her own and other class mates	(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).	Practice Play and Basic Notes Learnin g.
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## **SUGGESTIVE PLAN**

### **CENTRALIZED SYLLABUS BIFURCATION FOR APSs (FOUNDATIONAL LEVEL) CLASS: 2 SUBJECT: MUSIC**

<b>MONTH</b>	<b>ACTIVITIES</b>
<b>APRIL</b>	Singing of School prayers (English & Hindi)
<b>MAY</b>	Recitation of rhymes with rhythm, expression and intonation.
<b>JULY</b>	Practice of singing in chorus/ individually (any rhyme or song)
<b>AUGUST</b>	Linking pitch to the movement of patriotic songs.
<b>SEPTEMBER</b>	Action songs (English & Hindi) Mimic voice and action of animals and birds.
<b>OCTOBER</b>	Introduction of string instruments (guitar & violin )
<b>NOVEMBER</b>	Identification of read instruments (keyboard & harmonium)
<b>DECEMBER</b>	Knowledge of Sargam( sa re ga ma & Do re mi) and singing of Christmas carols
<b>JANUARY</b>	Practice and singing of Inspirational songs & patriotic songs.
<b>FEBRUARY</b>	Introduction of folk music of local state.
<b>MARCH</b>	<b>ANNUAL EXAMINATION</b>

**CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE **CLASS 2**,  
MAPPED WITH NCF- FOUNDATIONAL STAGE - **SUBJECT Performing & Visual Art** .**

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	CwSN  Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment
<b><u>Periodic Test -I</u></b>									
April	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	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts	LO 1- Basic level) Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences  (LO2- Medium level)	2nd std.  April- Fun with Lines -Strokes, Scratch Art - Tree	(Basic Level) introduce students to the names of different kinds of lines.  (Medium Level) introduce students to the vocabulary words: horizontal,	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.

		<p><b>art in meaningful and joyful ways.</b></p>		<p><b>Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences (LO-3 Advanced level)</b></p> <p><b>Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art</b></p> <p><b>LO 1- Basic level)</b></p> <p><b>Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views</b></p>		<p><b>vertical, and diagonal.</b></p> <p><b>(Advanced Level)</b></p> <p><b>give students the opportunity to paint with many colours within the boundaries of the lines they create</b></p>			
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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-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	(LO2- Medium level) Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)  (LO-3 Advanced level) Compares different artworks/ arrangements/ cultural expressions and articulates a variety of response	May- Fun with Dots and Patterns	(Basic Level) Here are a few simple, hands- on patterning activities.  (Medium Level) The last few activities will help set the foundation for learning patterns.  (Advanced Level) young children's ability to spot mathematical patterns can predict later mathematical achievement	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets etc.
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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 ideas and emotions through the arts	<p>(LO 1- Basic level) Observes their surroundings, local culture and examples of art to make connections with their own explorations</p> <p>(LO2- Medium level) Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples</p> <p>(LO-3 Advanced level) • Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations</p>	June- Fun with Shapes- Natural Shapes.	<p>(Basic Level) Search for shapes hidden in a salt box. Play a sandpaper and felt shapes matching game like Craftulate.</p> <p>(Medium Level) Make shape pictures using imagination. Get some exercise while chasing down shapes drawn with sidewalk chalk.</p> <p>(Advanced Level) Learning shapes helps your child learn to differentiate between objects. In order to memorize how shapes are different from one another, they'll learn to pay attention to the little details that distinguish shapes.</p>	(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-12.1: 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 simple patterns using blocks, stencils, found objects and natural materials</p> <p>(LO2- Medium level) Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours</p> <p>(LO-3 Advanced level) Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)</p>	July- Fun with Forms- Mosaic Art, Castle	<p>(Basic Level) In this lesson students practice saying some simple shapes as well as face vocabulary.</p> <p>(Medium Level) In this lesson, your students will become familiar with shapes by identifying them in real life.</p> <p>(Advanced Level) Students will be able to identify various basic shapes and colours. Students will be able to identify one defining characteristic of each shape.</p>	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Worksheets.
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## Periodic Test - II

<p><b>August</b></p>	<p><b>2.4.5 Domain: Aesthetic and Cultural Development.</b></p>	<p><b>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</b></p>	<p><b>C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts</b></p>	<p><b>(LO 1- Basic level)</b>          • Observes their surroundings, local culture and examples of art to make connections with their own exploration</p> <p><b>(LO2- Medium level)</b>          Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples</p> <p><b>(LO-3 Advanced level)</b>          Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations</p>	<p><b>August-Learn to Draw-Bird, Giraffe, Garbage Truck.</b></p>	<p><b>(Basic Level)</b>          What should a beginner learn first in drawing?          The first thing that most drawing tutorials teach you to draw is shapes, starting with a sphere</p> <p><b>(Medium Level)</b>          Drawing lessons for beginner to advanced artists. Learn how to draw through tutorials on a variety of subjects and mediums.</p> <p><b>(Advanced Level)</b>          Learn to draw anything you want with these detailed step by step drawing lessons. These pencil drawing lessons are excellent for total beginners!</p>	<p><b>(In consultation with Special Educators).</b></p>	<p><b>(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).</b></p>	<p><b>Portfolio, Worksheets.</b></p>
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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	<p>LO 1-Basic level) Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks</p> <p>(LO2- Medium level) Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community</p> <p>(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)</p>	September-Fun with Craft-Beauty in waste, Fruit Basket.	<p>(Basic Level) Arts and craft activities help instil a sense of achievement and pride in children, boosting their self-confidence.</p> <p>(Medium Level) Enhancing children's hand eye co-ordination and building levels of manual dexterity</p> <p>(Advanced Level) regardless of the medium you use, can bolster mood, improve self-confidence, and reduce stress overall.</p>	(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.	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) Acknowledges the presence of others during activities related to the arts  (LO2- Medium level) Shares responses and ideas in the peer group during arts processes  (LO-3 Advanced level) Shares and appreciates multiple responses in relation to artistic thought and expression.	October- Fun with craft, colour- Paper Fan, Spider web	(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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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-12.3: Innovates and works imaginatively to express ideas and emotions through the arts	<p>(LO 1- Basic level) Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences</p> <p>(LO2- Medium level) Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences</p> <p>(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.</p>	November- fun with colour- Festivals, Blow Painting.	<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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## Annual

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-12.3: Innovates and works imaginatively to express ideas and emotions through the arts.	<p>(LO 1- Basic level) • Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations</p> <p>(LO2- Medium level) • Explores multiple approaches, or variations while expressing particular ideas and emotions</p> <p>(LO-3 Advanced level) Persists with challenges by exploring multiple solutions and finding own resources.</p>	December- Fun with Colours- Thumb art, Handprint art	<p>(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.</p> <p>(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?”</p> <p>(Advanced Level)- Draw upside down or backward: For example, have them draw a tree starting from the top and working their way down.</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-12.2: 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) Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situation  (LO2- Medium level) Moderates volume and pitch based on musical composition, space, context and situation  (LO-3 Advanced level) Attempts to match pitch using voice or instrument	January-Story, Value Time-Dussehra, Tortoise and Hare	(Basic Level) Read the focus story After reading the story, bring out a large poster that already has the words  (Medium Level) Students will be divided students into 5 groups. Each group will be given an event from the story to illustrate.  (Advanced Level) Students can draw the sequence of events in the story.	(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 ideas and emotions through the arts.	(LO 1- Basic level) Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations  (LO2- Medium level) Explores multiple approaches, or variations while expressing particular ideas and emotions  (LO-3 Advanced level) Persists with challenges by exploring multiple solutions and finding own resources.	February- Value Time- Helping Others	(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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**SUGGESTIVE PLAN****CENTRALIZED SYLLABUS BIFURCATION FOR APSs (FOUNDATIONAL LEVEL) CLASS 2<sup>nd</sup> SUBJECT (Art & Craft)**

MONTH	ACTIVITIES
<b>APRIL</b>	FUN WITH LINES {STROKES, SCRATCH ART, AND TREE}.
<b>MAY</b>	FUN WITH DOTS AND PATTERNS {BORDER DESIGN}. FUN WITH LINES- WARLI ART {FOLK ART OF MAHARASHTRA}.
<b>JULY</b>	FUN WITH SHAPES AND FORM {NATURAL SHAPES}. COLOR AND PASTE NATURAL SHAPES {DIFFERENT KIND OF LEAVES}.
<b>AUGUST</b>	MOSAIC ART {CUT & PASTE TECHNIQUE}. COLORING OF BASIC SHAPES. USE OF GEOMETRIC SHAPES IN ART {WITH THE HELP OF MATCHSTICKS, STRAW AND POPSICLE}.
<b>SEPTEMBER</b>	LEARN TO DRAW 1. CASTLE {BEST OUT OF WASTE}. 2. BIRD {WITH MOLDED CLAY}. 3. GIRAFFE {CUT AND PASTE}.
<b>OCTOBER</b>	LEARN TO DRAW: GARBAGE TRUCK {BEST OUT OF WASTE}. FUN WITH CRAFT {FRUIT BASKET WITH NEWSPAPER}, PAPER FAN. STORY TIME WITH THE HELP OF PUPPETS {DUSSEHRA}.
<b>NOVEMBER</b>	FUN WITH COLORS 1. SPIDER WEB {THREAD AND WATER COLOR}. 2. FESTIVALS {CRAYONS COLOR ON PAPER}. 3. BLOW PAINTING {WITH THE HELP OF STRAW AND WATERCOLOR}.

<b>DECEMBER</b>	FUN WITH COLORS (THUMB ART). FUN WITH COLORS (HANDPRINT ART).
<b>JANUARY</b>	BEAUTY IN WASTE (TOYS WITH TRASH).
<b>FEBRUARY</b>	VALUE TIME - TORTOISE AND HARE {ARRANGE THE PICTURES}.
<b>MARCH</b>	ANNUAL EXAMINATION

**CENTRALIZED SYLLABUS BIFURCATION FOR APSs (FOUNDATIONAL LEVEL CLASS- 2, SUBJECT: DANCE )**

<b><u>Term I</u></b>	<b><u>Term II</u></b>
<b>Month- Content coverage</b>	<b>Month- content coverage</b>
<b>April: Understanding basic body movements (motions, kinesthetic movement, balance &amp; spatial dynamics )</b>	<b>Oct: Understanding the rhythm (claps, change in speed of claps &amp; counts, change in music dynamics)</b>
<b>May: Understanding basic body movements (motions, kinesthetic movement, balance &amp; spatial dynamics)</b>	<b>Nov : Revision of basic tools and techniques Choreography 1 &amp; 2</b>
<b>June: Understanding basic tools and techniques of dance (bouncing, jumping, shuffling, twists, spins &amp; floor work)</b>	<b>Dec: Revision of basic tools and techniques Choreography 1 &amp; 2</b>
<b>July: Understanding basic tools and techniques of dance (bouncing, jumping, shuffling, twists, spins &amp; floor work)</b>	<b>Jan : Revision of basic tools and techniques Choreography 3 &amp; 4 (folk dance)</b>
<b>Aug : Understanding basic tools and techniques of dance (bouncing, jumping, shuffling, twists, spins &amp; floor work) 1.</b>	<b>Feb : Improvisation (assessment)</b>
<b>Sep: Understanding the rhythm (claps, change in speed of claps &amp; counts, change in music dynamics)</b>	<b>March: Examination</b>

**PROPOSED SYLLABUS BIFURCATION FOR APS ( PREPARATORY STAGE -CLASS 2,  
MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT DANCE)**

**Lesson 1- Understanding basic body movements (motions, kinesthetic movement, balance & spatial dynamics)**

<b>Class: 2</b>	<b>Domains</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Learning Outcomes</b>	<b>Competency Based (Graded) Learning</b>	<b>CwSN</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment</b>
<b>Month-</b> April - May  <b>(Approx No of Teaching Days)</b>  <b>05 - 06</b>	<b>Aesthetic and Cultural Development</b>  Anandama ya kosha	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<b>Graded Learning outcomes:-</b> <b>( LO 1- Basic level)</b>  Shows agility and balance (e.g., climbing on trees, jungle gym)	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Students will learn about different motions of their bodies used in dance.  <b>(Medium Level)</b>  Students will learn about different motions of their bodies used in dance and create movement.  <b>(Advanced Level)</b>	<b>Assistive Learning</b>  <b>(In consultation with Special Educators) &amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  Students will learn about different motions of their bodies used in dance.  Students will integrate different types of motions and create movement.  (teaching time & techniques will be student-centric)	<b>Activity-Based Learning-</b>  Live demonstration of the teacher step by step.  Observe and perform the session	<b>( Use of Assessment Tools &amp; Observation )</b>   <b>Rubrics</b>   <b>Observation</b>

	<p><b>Physical Development</b></p> <p>Annamaya kosha and Pranamaya kosha</p>	<p><b>CG-3</b> Children develop a fit and flexible body</p>	<p><b>C-3.2</b></p> <p>Shows balance, coordination, and flexibility in various physical activities</p> <p><b>C-3.3</b></p> <p>Shows precision and control in working with their hands and fingers</p>	<p><b>( LO 1- Basic level)</b></p> <p>Works with precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching)</p> <p><b>( LO 1- Basic level)</b></p> <p>Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns</p>	<p>Students will learn about different steps based on movement, which will enhance their coordination and spatial dynamics.</p>			
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## Lesson 2- Understanding basic tools and techniques of dance (bouncing, jumping, shuffling, twists, spins & floor works)

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
<b>Month-</b> June- July- August  <b>(Approx No of Teaching Days)</b>  <b>06 -08</b>	<b>Aesthetic and Cultural Development</b>  Anandamaya kosha	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b>  Shows agility and balance (e.g., climbing on trees, jungle gym)	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Students will learn about different steps based on techniques used in dance, like bouncing, jumping and twist.	<b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  Students will learn about different steps based on techniques used in dance, like bouncing, jumping and twist.	<b>Activity-Based Learning-</b>  Live demonstration of the teacher step by step.  Observe and perform the session  <b>Theme Based Learning-</b>  Tools and techniques can be practiced with music	<b>( Use of Assessment Tools &amp; Observation)</b>           Rubrics
	<b>Physical Development</b>  Annamaya kosha and	<b>CG-3</b> Children develop a fit and flexible body	<b>C-3.2</b>  Shows balance, coordination, and flexibility in various physical activities	<b>( LO 1- Basic level)</b>  Works with precision and detail for activities that require fine motor	<b>(Medium Level)</b>  Students will learn about different steps based on techniques used	Students will learn about		

	Pranamaya kosha		<p><b>C-3.3</b></p> <p>Shows precision and control in working with their hands and fingers</p>	<p>control for longer duration (e.g., threading needles, needle work, painting, sketching)</p> <p><b>( LO 1- Basic level)</b></p> <p>Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns</p>	<p>in dance, like spins &amp; shuffling.</p> <p><b>(Advanced Level)</b></p> <p>Students will learn about different steps based on techniques used in dance like floor work.</p>	<p>different steps based on techniques used in dance, like spins &amp; shuffling.</p> <p>(teaching time &amp; techniques will be student - centric)</p>		
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### Lesson 3- Understanding the rhythm (claps, change in speed of claps & counts, change in music dynamics)

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
<b>Month-</b> September - October  <b>(Approx No of Teaching Days)</b>  <b>06 -08</b>	<b>Aesthetic and Cultural Development</b>  Anandama ya kosha	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b>  Shows agility and balance (e.g., climbing on trees, jungle gym)	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Students will learn about different rhythms of dance with the help of claps and counts.	<b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  Students will learn about different rhythms of dance with the help of claps and counts.	<b>Activity-Based Learning-</b>  Live demonstration of the teacher step by step.  Students will react as per teacher's clap and do the movements as per the speed of claps.	<b>( Use of Assessment Tools &amp; Observation)</b>  Rubrics
	<b>Physical Development</b>  Annamaya kosha and Pranamaya kosha	<b>CG-3</b> Children develop a fit and flexible body	<b>C-3.2</b>  Shows balance, coordination, and flexibility in various physical activities	<b>( LO 1- Basic level)</b>  Works with precision and detail for activities that require fine motor control for longer duration (e.g.,	<b>(Medium Level)</b>  Students will learn about different patterns of rhythm by changing speed of claps and counts.	Students will learn about different patterns of rhythm by changing speed of claps and counts.	<b>Theme Based Learning-</b>  Tools and techniques can be practiced with music	
		<b>C-3.3</b>	<b>C-3.3</b>	Works with precision and detail for activities that require fine motor control for longer duration (e.g.,	<b>(Advanced Level)</b>  Students will learn about rhythm by hearing and understanding	Students will learn about rhythm by hearing and understanding patterns of music & beats.		

			Shows precision and control in working with their hands and fingers	threading needles, needle work, painting, sketching) <b>( LO 1- Basic level)</b>  Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns	patterns of music & beats.	(teaching time & techniques will be student centric)		
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## Lesson 4- Revision (tools & techniques) & Choreography 1 & 2

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- - November r - December r  (Approx No of Teaching Days)  05 -06	<b>Aesthetic and Cultural Development</b>  Anandamaya kosha  <b>Physical Development</b>  Annamaya kosha and Pranamaya kosha	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways  <b>CG-3</b> Children develop a fit and flexible body	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.  <b>C-3.2</b>  Shows balance, coordination, and flexibility in various physical activities  <b>C-3.3</b>  Shows precision and control in	<b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b>  Shows agility and balance (e.g., climbing on trees, jungle gym)  <b>( LO 1- Basic level)</b>  Works with precision and detail for activities that require fine motor control for longer duration (e.g.,	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Students will learn a choreography based on the tools and techniques they learned.  <b>(Medium Level)</b>  Students will learn free style dance-choreography based on the tools and techniques they learnt in song.  Learn facial & bodily expressions used in dance.	<b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  Students will learn a choreography based on the tools and techniques they learned.  Students will learn free style dance-choreography based on the tools and	<b>Activity-Based Learning-</b>  Live demonstration of the teacher step by step.  Observe and perform the session	<b>( Use of Assessment Tools &amp; Observation)</b>  Rubrics  Checklist

			<p>working with their hands and fingers</p>	<p>threading needles, needle work, painting, sketching)</p> <p><b>( LO 1- Basic level)</b></p> <p>Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns</p>		<p>techniques they learned in song.</p> <p>(teaching time &amp; techniques will be student centric)</p>		
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## Lesson 5- Revision (tools & techniques) & Choreography 3 & 4 (folk dance)

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- - January    (Approx No of Teaching Days)  03 -04	<b>Aesthetic and Cultural Development</b>  Anandamaya kosha          <b>Physical Development</b>  Annamaya kosha and	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways          <b>CG-3</b> Children develop a fit	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.          <b>C-3.2</b>  Shows balance, coordination, and flexibility in	<b>Graded Learning outcomes:-</b>  <b>( LO 1- Basic level)</b>  Shows agility and balance (e.g., climbing on trees, jungle gym)          <b>( LO 1- Basic level)</b>  Works with precision and detail	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Students will learn a folk dance routine - choreography based on the basics of regional folk dance.  <b>(Medium Level)</b>  Students will learn a folk dance routine - choreography based on the basics of regional folk dance in the song.  Learn facial & bodily expressions used in dance.	<b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN - Assistive Learning:-</b>  Students will learn a folk dance routine - choreography based on the basics of regional folk dance.  Students will learn a folk dance routine - choreography	<b>Activity-Based Learning-</b>  Live demonstration of the teacher step by step.  Observe and perform the session  <b>Theme-Based Learning</b>  Use of props  Live demonstration with music  Performance with regional attire	<b>( Use of Assessment Tools &amp; Observation)</b>          Rubrics  Checklist  Competitions

	Pranamaya kosha	and flexible body	various physical activities  <b>C-3.3</b>  Shows precision and control in working with their hands and fingers	for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching)  <b>( LO 1- Basic level)</b>  Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns		based on the basics of regional folk dance in the song.    (teaching time & techniques will be student centric)		
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## Lesson 6- Improvisation (assessment)

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency-Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools & Observation )
Month- - February  (Approx No of Teaching Days)  03 -04	<b>Aesthetic and Cultural Development</b>  Anandamaya kosha          <b>Physical Development</b>  Annamaya kosha and	<b>CG-12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways          <b>CG-3</b> Children develop a fit and flexible body	<b>C-12.2</b>  Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.          <b>C-3.2</b>  Shows balance, coordination, and flexibility in	<b>Graded Learning outcomes:-</b>  ( LO 1- Basic level)  Shows agility and balance (e.g., climbing on trees, jungle gym)          ( LO 1- Basic level)  Works with precision and detail for activities that	<b>(Basic Level)</b>  Students will create movements on their own based on their previous learning.  <b>(Medium Level)</b>  Students will create a small routine choreography in any song of their choice.  <b>(Advanced Level)</b>  Students will create their own lessons by integrating tools based on their previous learning.	<b>Assistive Learning</b>  (In consultation with Special Educators)  & Use of IE Room  <b>CwSN -Assistive Learning:-</b>  Students will create movements on their own based on their previous learning.  Students will create a small routine choreography in any song of their choice.	<b>Theme–Based Learning</b>  Solo Performance	Rubrics  Checklist  Competitions

	Pranamaya kosha		<p>various physical activities</p> <p><b>C-3.3</b></p> <p>Shows precision and control in working with their hands and fingers</p>	<p>require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching)</p> <p><b>( LO 1- Basic level)</b></p> <p>Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns</p>		(teaching time & techniques will be student centric)		
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