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

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

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

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

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

CLASS: II SUBJECT: EVS

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

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

CLASS: II SUBJECT:HINDI

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

<u>MAY</u>

गुंजनपाठमाला:

पाठ-3:खिलौनों की सभा (एकांकी)

व्याकरणवाटिकाः

पाठ-3: संयुक्त व्यंजन

पाठ-4: मात्राएँ

NOVEMBER

गुंजनपाठमाला:

पाठ-10: तितलीरानी (कविता)

पाठ- 11: बुलबुल के बच्चे (कहानी)

व्याकरण वाटिकाः

पाठ-8: कैसा-कितना

FORMATIVE ASSESSMENT-2

लिखित (कार्यपत्रक)

<u>JULY</u>

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-चिहन

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

CLASS: II SUBJECT: COMPUTER

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

SEPTEMBER	<u>FEBRUARY</u>
Lesson 4- Word 2016	Lesson 8- Understanding Al
TERM I	TERM II
(Syllabus- Topic covered from April to September)	(Syllabus- Topic covered from October to February)

CLASS: II SUBJECT: General Knowledge

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

	28) Animal Homes
MAY	NOVEMBER
Unit- 3 & 4	Unit - 3 & 4
5) Inside Our Body	29) Computer Accessories
6) Up in the Sky	30) Land and Water
7) Healthy and Unhealthy Food	31) Places of Worship
8) I Love My India	32) Our Heroes
9) Splendid Monuments	

JULY	DECEMBER				
Unit - 5 & 6	Unit - 5 & 6				
10) Famous Landmarks	33) Journey to Desert Land				
11) Continents of the World	34) Countries and Currencies				
12) Cartoon Characters	35) Traditional Games				
13) Indoor Games	36) Gaming Consoles				

SEPTEMBER Unit- 9 & 10 Unit- 9 & 10 Unit- 9 & 10 43) Being Safe on Roads 21) The Brave Bird Best 44) Sarah & Obedience 22) How to Tie Your Shoelaces 45)The Life Saving Knot 23) DIY Newspaper Bags 46) Intelligent Gaming	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			
TERM I	Unit- 9 & 10 20) Money Smart 21) The Brave Bird Best 22) How to Tie Your Shoelaces	Unit- 9 & 10 43) Being Safe on Roads 44) Sarah & Obedience 45)The Life Saving Knot			

(Syllabus- Topic covered from April to September)	(Syllabus- Topic covered from October to February)				

CLASS: II SUBJECT: MUSIC

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

AUGUST	<u>JANUARY</u>
Linking pitch to the movement of patriotic songs.	Practice and singing of Inspirational songs & patriotic songs.
<u>SEPTEMBER</u>	<u>FEBRUARY</u>
SEPTEMBER Action songs (English & Hindi)	FEBRUARY Introduction of folk music of the local state.
	Introduction of folk music of the local
Action songs (English & Hindi) Mimic voice and action of animals	Introduction of folk music of the local

CLASS: II SUBJECT: GAMES

TERM I	TERM II
Month - Content Coverage	Month – Content Coverage

<u>APRIL</u>	<u>OCTOBER</u>
Personal hygiene, Concept of left & right PEC- Walking -foundation skill Walking - Orientation Walking- Responding to commands & signal 1&2	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

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

_CLASS: II SUBJECT: ART

<u>TERM I</u>	TERM II
Month - Content Coverage	Month - Content Coverage

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).

<u>SEPTEMBER</u>

LEARN TO DRAW

FEBRUARY

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

- 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)

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 (Appr ox No of Teach ing Days) Class :	Domai ns	Curricula r 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/Activ ities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggeste d Assessme nt
20-25	*भाषा	*CG9	C 9.1	LO विशेष कविताओं	विषय –हिंदी	Basic Level	VI/HI∗कवि	*क्रियाकलाप	Notes-
दिन	तथा	विदयार्थी	विद्यार्थी सरल	और गीत सुनने में रूचि		-	ता की	आधारित	कक्षा कार्य
No of Perio	साक्षर	दैनिक	गीतों और	दिखाता है और अपनी	गुंजन हिंदी	CW- प्रकृति	पंक्तियाँ बड़े-	*कहानी स्नाना	
ds	ता का	पारस्परिक	कविताओं को	इस पसंद के लिए कारण	पाठमाला- २	की सैर	बड़े	(story telling)	Portfolio,
८- १०	विकास	वार्ता के	सुनता है।	बताता है।		Medium	अक्षरों में	*सूर्य पर	कक्षा में
अप्रैल-		लिए दो	C 9.3	LO basic * छोटे-छोटे	मधुबन प्रकाशन	Level-	लिखकर	आधारित	किए गए
		भाषाओं में	विद्यार्थी	छंदों कविता वाचन	पाठ - १	CW -	चित्रों के साथ	लोककथा	क्रियाकलाप
मई		प्रभावी	धाराप्रवाह तथा	करता है ।		(CLAY	समझाना ।	(ओडिशा AIL)	
पाठ -		संवाद	सार्थक बातचीत	LO medium ∗किसी	सूरज (पद्य)	MOULDING	VI∗सूरज के		Rubrics
410 -			कर सकता है।	विषय पर बातचीत) मिट्टी	आकार पर	* सहयोगात्मक	
8								अधिगम	Checklist

सूरज	कौशल का		करता है प्रश्न पूछता है	*कविता का श्रवण	(क्ले) की	धागा	
(कवि	विकास करता है।		व उत्तर देता है।	और वाचन	सहायता से सूरज का	चिपकाकर उसमें रंग	*छात्र समावेशक शिक्षा कक्ष (IE
ता) मूल्य- समय का महत्त्व	करता है। सामाजि, भावनात्म क और नैतिक विकास *मनोमया कोष	CG10 विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास *CG 6 विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक दृष्टिकोण का विकास करता है।	C10.3 विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) को पहचानता है और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है। C 6.1 विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है।	LO *शब्द और शब्दांश को सटीकता से पढ़ता है। LO * प्रकृति की सैर के लिए बाहर जाता है और पौधों व जानवरों को देखने में रूचि दिखाता है।	स्रज का चित्रण करना और स्रज से जुड़े कुछ तथ्यों को कक्षा में बताना । Advanced Level - सुबह समय पर उठने के लाभ बताना ।	उसमें रंग भरना। *PAPER COLLAGE कागज़ पर सूरज का चित्र बनाकर उसमें रंगीन कागज़ के टुकड़े चिपकाना।	शिक्षा कक्ष (IE room) में जाएँगे
		*CG7	C 7.2				

संज्ञानात्म	विद्यार्थी	विद्यार्थी सरल	LO Basic Level		
क	अवलोकन और	परिकल्पना बनाकर	*कारण संबंध बनाता		
विकास	तर्कसम्मत सोच	प्रकृति में कारण और	है। (सूरज के न		
·	से अपने आस -	प्रभाव संबंधों को देखता	निकलने पर क्या-		
*विज्न्म	पास के	है और समझता है तथा	क्या हो सकता है?)		
या कोष	वातावरण से	उनकी परिकल्पना को	LO Medium Level		
	अवगत होता है ।	समझने के लिए	*सूर्योदय और		
		अवलोकनों का उपयोग	सूर्यास्त की दिशा		
		करता है।	बताता है (दिशाओं		
			का ज्ञान)।		

व्याकरण: पाठ -१ हमारी भाषा

Month (Appr ox No of Teach ing Days)	Domai ns	Curricula r 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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
18 दिन	* भाषा	*CG9	C 9.4 विद्यार्थी	LO *सशर्त निर्देशों का		Basic Level	VI*चित्रों की	*(Picture	Portfolio,
No of Perio	तथा	विद्यार्थी	जटिल कार्य के	पालन करता है	व्याकरण वाटिका	-	सहायता से	Coversation	क्रियाकलाप तथा
ds	साक्षर	दैनिक	लिए निर्देशों को		- २	CW- छात्रों की	किसी विषय) चित्र देखकर	मौखिक
C-80	ता का	पारस्परिक	समझते हैं और		मध्बन प्रकाशन	आपस में	पर बातचीत	भाषा का प्रकार	अभिव्यक्ति
	विकास	वार्ता के	दूसरों को उसी के		वानुवाव अनगराव	वार्तालाप	1	पहचानना	
अप्रैल-	144/1	लिए दो	लिए स्पष्ट		पाठ -१ हमारी	(conversatio	Autism		Dubrica
मई		भाषाओं में	मौखिक निर्देश		भाषा	n)	*संकेत चार्ट	*प्रश्नोत्तर विधि	Rubrics
व्याक		प्रभावी	देता है।		(मौखिक और		दिखाना और	हिंदी तथा	Checklist
रण		संवाद			लिखित भाषा)	Medium	उनके महत्व	अपनी भाषा में	
		कौशल का			,	Level- CW	के बारे में	अपना परिचय	
पाठ -		विकास				- संकेतों और	बातचीत	देना ।	
8		करता है।				चित्रों को	करना ।	*व्याख्यान	
हमारी			C 4.3 विद्यार्थी	LO * विद्यार्थी		देखकर उनके		विधि	
भाषा	*सामा	*CG 4	अन्य बच्चों और	परिचित और कम		बारे में			
	जिक,	विद्यार्थी	वयस्कों के साथ	परिचित पारिवारिक		जानकारी देना			
	भावना	अपनी	जनस्या या साच	वयस्कों के साथ					

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

पाठ - २ मीठू और कौरा (चित्र-कथा) गद्य

Month (Appro x No of Teachi ng Days)	Doma ins	Curricula r 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/Activi ties assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
कालाव	*	*CG9	C 9.3	Basic Level LO-	पाठ - २ मीठू	Basic Level	*पाठ की	*विषयवस्तु पर	Notes –
धि	भाषा	विद्यार्थी	विद्यार्थी	विद्यार्थी बातचीत में	और कौरा (चित्र-	-	दृश्य-श्रव्य	चर्चा	
(No.	तथा	दैनिक	धाराप्रवाह तथा	स्वयं को संलग्न करता	कथा) [गद्य]	CW -	सामग्री		Rubrics
of	साक्षर	पारस्परिक	सार्थक बातचीत	है , बोलने के लिए		खिलौनों की			
Period	ता का	वार्ता के	कर सकता है।	अपनी बारी का इंतज़ार	मूल्य - मित्रता	सहायता से	HI - विभिन्न	*प्रश्नोत्तर	Checklist
s) ७-८	विका	लिए दो		करता है और दूसरों को	तथा सहयोग	कहानी सुनाना	पक्षियों और	(मौखिक)	
पाठ -	स	भाषाओं में		भी बोलने की अनुमति		। (वाचन	फलों के फ्लैश	*खिलौना	
२ मीठू		प्रभावी		देता है।		कौशल)	कार्ड दिखाकर	आधारित	
और		संवाद		Medium Level LO -		(outdoor) Medium	समझाना व	शिक्षाशास्त्र	
कौरा		कौशल का		विद्यार्थी स्वयं को दिए		Level -	बातचीत I	(toy-based)	
(चित्र-		विकास		गए विषय पर चर्चा में			VI -		
कथा)		करता है।		संलग्न करता है तथा		पाठ की	मैग्नीफा इंग		
				उसपर आधारित प्रश्न		अवधारणा पर	ग्लास की	*कथात्मक	
मूल्य -				पूछता है ।		आधारित	सहायता से	विधि (story telling)	
मित्रता						कहानी	NOISCH VI	tennig)	

तथा	∗ सा	CG 4	c 4.6 विदयार्थी	LO – विद्यार्थी सामान्य	सनाएगी तथा	पाठ का वाचन	
सहयोग	माजि	विद्यार्थी	-	क्रियाकलापों में दूसरों के	ड छात्र अपनी	ı	
	क,	अपनी	प्रति दया और	प्रति दया और स्नेह के	सूझ-बूझ से		
	भाव	भावनाओं	सहायता प्रदर्शित	साथ कार्य करता है।	कहानी का		
	नात्म	को	करता है।		अंत बताएँगे।		
	क	परिस्थिति			(श्रवण व		
	_न , और	यों के			वाचन कौशल)		
		अनुसार			Advance		
	नैतिक	नियंत्रित			Level - ਧਾਠ		
	विका	व			का नाट्य		
	स	निर्देशित			रूपांतरण		
	*मनो	करने का			111A/ 110 }		
	मया	विकास			HW- रसीले फलों के चित्र		
	कोश	करता है।			बनाकर रंग		
					भरना और		
					उनके नाम		
					ा तिखना ।		
					IMGOII I		

व्याकरण : पाठ - २ वर्णमाला

Month (Appr ox No of Teach ing Days)	Domai ns	Curricula r 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 consultatio n with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
व्याक	* भाषा	CG10	c10.3	LO basic-	व्याकरण वाटिका	Basic Level -	*सैंड ट्रेसिंग	*क्रियाकलाप	Notes –
रण	तथा	विद्यार्थी	विद्यार्थी लिपि	*अक्षरों को उनकी	- २	CW – स्वर और	बोर्ड की	आधारित	
पाठ -	साक्षर	में पहली	के अक्षरों (अक्षर	ध्वनियों के साथ		ट्यंजन गीत (श्रवण	सहायता से		Rubrics
2	ता का	भाषा में	के रूपों) को	जोड़कर पहचानता	मधुबन प्रकाशन	और वाचन कौशल)	वर्ण लिखना		
र वर्णमा ला	विकास	प्रवाहपूर्ण पठन और लेखन का विकास	पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।	考	पाठ - २ वर्णमाला (स्वर और व्यंजन का श्रवण, वाचन एवं लेखन	Medium Level - CW- स्वर और व्यंजन के फ़्लैश कार्ड दिखाकर उनकी ध्वनि से शुरू होने वाले शब्द बताना । (वाचन कौशल) HW- स्वर-व्यंजन का वृक्ष बनाना । (क्रियाकलाप)	∗फलैश कार्ड का उपयोग	*खेल विधि	Checklist

पाठ - ३ खिलौनों की सभा (एकांकी) गद्य

Month (Approx No of Teachin g Days)	Domain s	Curricular Goals (CG)	Competencie s (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
कालाव	* भाषा	CG9	c 9.5	LO विद्यार्थी	विषय –हिंदी	Basic Level -	ні : पेपर	*क्रियाकलाप	Rubrics
धि (No.	तथा	विद्यार्थी	विद्यार्थी	कहानी की		CW – पाठ की	ओरिगेमी से	आधारित	
of	साक्षरता	दैनिक	सुनाई गई/	व्याख्या करता है	गुंजन हिंदी	कहानी अपने शब्दों में	खिलौने बनाना	*खेल विधि	checklist
Periods)	का	पारस्परिक	पढ़ी गई	और लेखक की	पाठमाला- २	सुनाना ।	जैसे - गुड़िया,	*कहानी सुनना	
पाठ - ३		वार्ता के	कहानियों को	प्रेरणाओं से प्रेरित		HW – कोई भी दो	चिड़िया आदि।	(story telling)	
खिलौनों	विकास	लिए दो	समझता है	होकर स्वयं पुनः	मधुबन प्रकाशन	खेलों से सम्बंधित	VI: अपने	*(Conversation	
की सभा		भाषाओं में	और पात्रों को	कहानी बताने		वस्तुओं के चित्र	पसंदीदा) .	
(एकांकी)		प्रभावी संवाद	पहचानता है।	में सक्षम है।	ਧਾਠ - ३	बनाकर उनके नाम	खिलौनों से	नाट्य रूपांतरण	
((4/14/1)		कौशल का			खिलौनों की	लिखना ।	सम्बंधित		
		विकास			सभा (एकांकी)		कहानी सुनाना		
		करता है।			(गद्य)	Medium Level -	I		
					श्रवण, वाचन,	CW- नाट्य रूपांतरण ADVANCE LEVEL			
		cg 3		BASIC LEVEL LO	पठन एवं	LO			
	*शारीरि	विद् यार्थियों	c 3.4	विद्यार्थी विभिन्न	लेखन	भाग - दौड़कर खेलने			
	क	में स्वस्थ	विद्यार्थी	भू-भागों पर		के महत्व पर चर्चा ।			
	विकास	शरीर और	चलने , दौड़ने	लम्बी दूरी तक					

	लचीलेपन	और वस्तुएँ	चलने में ताकत			
*अन्नम	का विकास ।	लेकर चलने में	और सहनशक्ति			
या कोष		ताकत और	दिखाता है।			
		सहनशक्ति	MEDIUM LEVEL			
		दिखाता है ।	LO			
			वस्तुओं के ऊपर			
			से आसानी से			
			कूदता है और			
			दौड़ता है।			
			ADVANCE LEVEL			
			LO विद्यार्थी			
			काम और खेल			
			की स्थितियों में			
			ताकत और धीरज			
			दिखाता है ।			

पाठ - ४ इब्नबत्ता (कविता) पद्य

Month (Appro x No of Teachi ng 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 Period s % - ७ कलांश पाठ - ४ इब्नबत्	*भाषा तथा साक्षरता का विकास	CG9 विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।	c 9.1 विद्यार्थी सरल गीतों और कविताओं को सुनता है।	(LO 1-Basic level) विद्यार्थी कुछ प्रकार की कविताएँ और गीत सुनने में रूचि 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 इब्नबत्ता (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

(कविता				स्नाने का प्रयास	(श्रवण और वचन	चित्रों की	
				करता है ।	कौशल का	सहायता से	
) पद्य	सामाजि,			LO		-	
मूल्य- प्राकृति	भावना	CG 6	C 6.1	विद्यार्थी सहजता	विकास)	समझाना	
न क	त्मक	विद्यार्थी	विद्यार्थी सभी	से प्रकृति के साथ	(Advanced Level)		
परिस्थि	और	प्रकृति और	जीवन रूपों में	शारीरिक जुड़ाव	*विद्यार्थी कविता		
ति का	नैतिक	पर्यावरण के	जुड़ने में ध्यान	दर्शाता है।	को एक कहानी		
प्रभाव	विकास	प्रति	देते हुए उत्साह		के रूप में		
		सकारात्मक	दिखाता है ।		सुनाएँगे और		
		दृष्टिकोण			विषयवस्तु पर		
		का विकास			आधारित अपने		
		करता है।			अनुभव साझा		
	संज्ञाना			(LO 1-	करेंगे।		
	त्मक		C 7.2	Basic level)	(कल्पनाशक्ति का		
	विकास	CG7	विद्यार्थी सरल	*कारण संबंध	विकास)		
		विद्यार्थी	परिकल्पना	बनाता है । (उदा.			
		अवलोकन	बनाकर प्रकृति में	यदि आकाश में			
		और	कारण और प्रभाव	सफ़ेद बादल हैं तो			
		तर्कसम्मत	संबंधों को देखता	बारिश नहीं होगी।			
		सोच से	है और समझता)			
		अपने आस	है तथा उनकी	(LO2- Medium level)			
		-पास के	परिकल्पना को	विभिन्न मौसमों			
		वातावरण	समझने के लिए	जैसे सर्दी, गर्मी			
		से अवगत	1	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
		होता है।	अवलोकनों का				
	I	1	l	I			

	उपयोग करता है	और बरसात में		
	1	अंतर बताता है ।		
		(100.41		
		(LO3- Advance level)		
		विद्यार्थी प्राकृतिक		
		घटनाओं से		
		सम्बंधित प्रश्न		
		पूछता है जैसे -		
		बारिश क्यों होती		
		है ?, अगर हमारे		
		पास सूर्य का		
		प्रकाश नहीं होता		
		तो क्या होता?		

पाठ - ५ गटरू गधा (कहानी) गद्य

Month (Appro x No of Teachi ng 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/Activitie s 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	CG9 विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है। CG8	С 9.3 विद्यार्थी धाराप्रवाह तथा सार्थक बातचीत कर सकता है। С 8.1 विद्यार्थी एक से अधिक	(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)	HI: चित्रों की सहायता से कहानी समझाना I VI: चीजों को स्पर्श करके समझना की वे ठोस , भारी, पानी में घुलने वाली आदि हैं I	*प्रायोगिक ज्ञान(Experie ntial Learning) *पूछताछ आधारित अधिगम (Inquiry Based Learning) *एकीकृत उपागम (Integrative approach)	Notes- कक्षा कार्य Portfolio, कक्षा में किए गए क्रियाकलाप *प्रदर्शन और अवलोकन Rubrics Checklist
		गणितीय समझ और	गुणों के अधर पर वस्तुओं को			(Advanced Level)		*चर्चा तथा प्रश्नोत्तरी	

संज्ञाना	दुनिया को	समूहों और	LO - विद्यार्थी	*विद्यार्थी		
त्मक	मात्र, आकार	उपसमूहों में	वस्तुओं के गुणों के	कविता को एक		
विकास	और माप के	क्रमबद्ध करता	आधार पर पहचानकर	कहानी के रूप में		
	माध्यम से	है।	उनका वर्गीकरण करेंगे	सुनाएँगे और		
	पहचानने की		1	विषयवस्तु पर		
	क्षमता	C 8.9		आधारित अपने		
	विकसित	विद्यार्थी		अनुभव साझा		
	करता है	वस्तुओं की		करेंगे।		
		वस्तुजा का लंबाई, वजन				
			LO - विद्यार्थी			
			-			
			वस्तुओं को उनके			
			वजन के अनुसार			
		_	(हल्के/ भारी वस्तुओं)			
			तुलना करके क्रमबद्ध			
		इकाई का उनके	करेंगे ।			
		तत्काल				
		वातावरण में				
		चयन करता है				
		'				

व्याकरण: - पाठ - ३ संयुक्त व्यंजन

Month (Appro x No of Teachi ng Days)	Oomains	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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
ण त पाठ - ३ स संयुक्त क	गथा गक्षरता ना ने ने ने ने ने	CG10 विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	C10.3 विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।	LO basic level * विद्यार्थी अक्षरों तथा संयुक्ताक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है । LO medium level – विद्यार्थी व्यंजन समूह सहित शब्दों को पढ़ता है।	व्याकरण वाटिका पाठ-३ संयुक्त व्यंजन श्रवण, वाचन, पठन और लेखन कौशल	(Basic Level) *फ्लैश कार्ड की सहायता से संयुक्ताक्षरों का उच्चारण करना । (medium level) *कक्षा के उन छात्रों के नाम लिखना जिनके नाम में संयुक्ताक्षर आते हैं । (Advance Level)	*सैंड ट्रेसिंग - संयुक्त व्यंजन लेखन *हश्य - 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 (constructivis m approach)	Rubrics Checklist Worksheet

			ऐसी वस्तुओं के	लकड़ी, फोम	
			चित्र बनाओ	आदि से बने	
			और उनका नाम	अक्षरों को	
			लिखो जिनमें	छूकर	
			संयुक्त व्यंजन	पहचानना ।	
			आते हों ।	ID: बिन्दुओं	
				को जोड़कर	
				वर्ण बनाना ।	

पाठ ६ - पायल का साहस (घटना) गद्य

Month (Appr ox No of Teach ing Days)	Domai ns	Curricula r 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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessmen t
अगस्त - १५ से २० दिन कालां श - ८ से १० पाठ ६ - पायल का साहस	*भाषा तथा साक्षर ता का विकास	CG10 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 चिहनों को पहचानता है। C 10.4 विद्यार्थी कहानियों को सटीकता और प्रभाव के साथ	(LO2- Medium level) विद्यार्थी मूल विराम चिहनों को पहचानता है (I, ?) I LO basic level - विद्यार्थी गद्य के छोटे अंशों को उचित स्वर और विराम के साथ धाराप्रवाह पढ़ता है।	विषय -हिंदी गुंजन हिंदी पाठमाला- २ मधुबन प्रकाशन पाठ ६ - पायल का साहस (घटना) गद्य श्रवण, वाचन, पठन तथा लेखन कौशल	(Basic Level) बिजली से चलने वाले उपकरणों के चित्र चिपकाना । (HW) (Medium Level) 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 HI students	*सहयोगात्मक उपागम (collaborative approach *ज्ञानरचनावाद उपागम (constructivism approach)	Rubrics Checklist Worksheet

(घट ना) गद्य स्कारा स्कारा स्कारा संकारा स संकारा स स स स स स स स स स स स स स स स स स	*संज्ञा नात्मक विकास विज्ञा मया कोष	*CG7 विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस -पास के वातावरण से अवगत होता है। CG1 विद्यार्थि यों में	उपयुक्त विरामों के साथ पढ़ता है। C 7.2 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।	(LO 1 - Basic level) *कारण संबंध बनाता है । (उदा. बिजली के उपकरणों का सही इस्तेमाल ना होने पर वे घातक हो सकते हैं) (LO 2-Medium level) विद्यार्थी सरल परिकल्पना बनाता है और उसका परिक्षण करता है । (LO 3-Advance level) 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 ?) (LO 1- Basic level) विद्यार्थी अधिकाँश सुरक्षा प्रतीकों को पहचानता है और स्वयं को खतरे से		(Advanced Level) साहसी तथा दिव्यांग व्यक्तियों के बारे में जानकारी इकट्ठी करना व कक्षा में सुनाना ।	बिजली के उपकरण दिखाकर जानकारी देना । VI Students बिजली की आवश्यकता के बारे बताना ।		
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*शारी	स्वस्थ	C 1.5	बचाता है (बिजली, आग ,	
रिक	तथा	विद्यार्थी सुरक्षा	मर्रमत ,खुदाई आदि)	
विकास	सुरक्षित	के प्रति		
	रहने की	जागरूकता		
अन्ना	आदतों का	दिखाता है और		
मया	विकास ।	उचित कार्य		
कोश		करता है (
		चलना,	(LO-2 Medium level)	
		दौड़ना,बिजली के		
		उपकरणों का	लोगों की पहचान करता है	
		उपयोग करना	जो आपात स्थिति में	
		आदि) ।	मदद कर सकते हैं , जैसे	
			- डॉक्टर, अग्निशामक	
			आदि ।	
			(LO 2- medium level)	
			विद्यार्थी बुनियादी सुरक्षा	
		C1.6	नियमों को समझता है	
		विद्यार्थी	और उसका उपयोग करता	
		असुरक्षित	है- जैसे बिजली के	
		स्थितियों को	उपकरणों का गीले हाथों से	
		समझता है और	इस्तेमाल न करना ।	
		मदद माँगता है		

पाठ -७ बादल (कविता) पद्य

Month (Appr ox No of Teach ing Days)	Domai ns	Curricula r 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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessme nt
कालां	9TTRIT	*CG 10	C 10.6	LO basic level	पाठ - ७ बादल	basic level :	HI:	*सहयोगात्मक	Rubrics
श ५ -	*भाषा	विद्यार्थी	विद्यार्थी छोटी	विद्यार्थी छोटी	(कविता)	'बारिश होने पर	चित्रों की	उपागम	
b	तथा	भाषा १ में	कविताएँ पढ़ता है	कविताएँ पढ़ता है	पद्य	कैसा लगता है	सहायता से	(collaborativ	Checklist
	साक्षर	पढ़ने और	और कल्पना व	औरकवि की कल्पना का		और प्रकृति में	कविता और	e approach	
पाठ -७	ता का	लिखने में	शब्दों के चयन	अनुमान लगाता है ।	श्रवण,	क्या-क्या	उसका भाव	*ज्ञानरचनावाद	Worksheet
बादल	विकास	प्रवाह	के लिए कविता		पठन (सामान तुक	परिवर्तन दिखते	समझाना ।	उपागम	
(कवि		विकसित	की सराहना		वाले शब्द) ,	हैं' विषय पर		(constructivis	
ता)		करते हैं।	करता है।		वाचन कौशल का	चर्चा।	VI: स्पर्श से	m approach)	
पद्य					विकास	medium	पानी के		
मन्य					विनगरा	level: बारिश	अलग-अलग		
मूल्य-		*CG 6	C 6.1	LO -छात्र प्रकृति की		का पानी कैसे	रूपों का ज्ञान		
प्रकृति प्रेम	सामा		विदयार्थी सभी	•		बचाया जा	कराना l		
ЯН	जिक	विद्यार्थी	जीवन रूपों से	सैर के लिए बाहर जाने		सकता है और	* पेपर		
	भावना	प्रकृति	जुड़ने में ध्यान	और पौधों, जानवरों को		उसका क्या	ओरिगामी से		
	त्मक	और	देते हुए उत्साह			उपयोग किया	नाव बनाना ।		

और नैतिव विका *मन मय कोष संज्ञा त्मक विका *विज् मया कोष	स सकारात्म क हिष्टकोण का विकास करता है । *CG7 विद्यार्थी अवलोकन	C 7.2 विद्यार्थी सरल परिकल्पना बनाकर प्रकृति में कारण और प्रभाव संबंधों को देखता है और समझता है तथा उनकी परिकल्पना को	देखने में आनंद लेता है। LO basic level कारण संबंध बनाता है। (अगर बारिश न हो तो क्या होगा ?) और आकस्मिक संबंधो पर भविष्यवाणियाँ बनाता है (उदा. अगर बादल काले हैं तो बारिश होगी)		जा सकता है विषय पर - चर्चा advance level : वर्षा चक्र को प्रदर्शन व अवलोकन विधि से समझना । (पानी के विभिन्न रूप दिखाना)			
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व्याकरण - पाठ - ४ मात्राएँ

	Domai ns	Curricula r 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)	Suggeste d Innovative Pedagogie s	Suggested Assessmen t
ण - द पाठ - द ४	 भाषा तथा साक्षरता का विकास 	CG10 विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास ।	С10.1 विद्यार्थी ध्वन्यात्मक जागरूकता विकसित करता है और स्वरों/शब्दांशों को शब्दों में मिश्रित करता है। С10.3 विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) को पहचानते हैं और शब्दों को पढ़ने और लिखने के	LO: विद्यार्थी ध्वनियों (स्वर तथा व्यंजन) को जोड़ता है और ज्यादा परिचित शब्द बनाता है । LO basic level: 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	(Basic Level) * फ्लैश कार्ड की सहायता से मात्राओं के साथ वर्णों का उच्चारण करना । (medium level) * अपने और अपने मित्र के नाम में आने वाली मात्राओं को लिखना ।	*सैंड ट्रेसिंग - मात्राओं के साथ टयंजन लेखन *दृश्य - श्रद्य सामग्री का उपयोग *geo बोर्ड का उपयोग *मैग्नेटिक पैड *मात्राओं की आकृतियों में रंग भरना VI - circle time - मात्राओं के लकड़ी, फोम	*सहयोगा तमक 3पागम (collabora tive approach *ज्ञानरचना वाद 3पागम (construct ivism approach)	Rubrics Checklist Worksheet

	लिए इस ज्ञान का	LO medium level	(AdvanceLevel	आदि से बने	
	उपयोग करता है।	शब्द और शब्दांश को)	कट-आउट को	
		सटीकता से पढ़ता है।	सही मात्रा लगाकर	छूकर पहचानना	
			चित्रों के नाम	1	
			लिखना और	ID: बिन्दुओं को	
			उच्चारण करना।	जोड़कर मात्र	
				वाले शब्द	
				बनाना ।	

पाठ ८ : - इंडिया गेट (हमारी धरोहर) गद्य

Month Domains (Teaching Days) No of Periods 소社 September	Curricula r 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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment
पाठ ८ *भाषा . तथा इंडिया साक्षर गेट ता का (हमारी विकास धरोहर) म्ल्य - पारिवा रिक प्रेम, पर्यटन पर्यटन	CG10 विद्यार्थी में पहली भाषा में प्रवाहपूर्ण पठन और लेखन का विकास	C10.3 विद्यार्थी लिपि के अक्षरों (अक्षर के रूपों) को पहचानते हैं और शब्दों को पढ़ने और लिखने के लिए इस ज्ञान का उपयोग करता है।	LO basic level * विद्यार्थी अक्षरों तथा संयुक्ताक्षरों को उनकी ध्वनियों के साथ जोड़कर पहचानता है । (LO medium level) - विद्यार्थी व्यंजन समूह सहित शब्दों को सटीकता से पढ़ता है।	विषय -हिंदी गुंजन हिंदी पाठमाला- २ मधुबन प्रकाशन पाठ ८ इंडिया गेट (गद्य) पाठ का श्रवण, पठन, वाचन और लेखन कौशल	(Basic Level) अपनी किसी यात्रा का वर्णन अपने शब्दों में करना (Medium Level) दिल्ली के अन्य ऐतिहासिक इमारतों के चित्र इकट्ठे कर चिपकाना और उनके नाम	HI students छात्र ऐतिहासिक इमारतों कि पजल बनाएँगे । VI Students ऐतिहासिक इमारतों के बड़े-बड़े चित्र दिखाकर नाम पूछना ।	अधिगम (Inquiry Based Learning) *चर्चा तथा प्रश्नोत्तरी	Portfolio, कक्षा में किए गए क्रियाकलाप *प्रदर्शन और अवलोकन Rubrics Checklist

यात्रा का अनुभ व	* संज्ञाना त्मक विकास विज्न मय कोष	CG 7 विद्यार्थी विभिन्न श्रेणियों की वस्तुओं और उनके बीच संबंधों को समझता है	सटीकता और प्रवाह के साथ उपयुक्त विरामचिहनों और आवाज़ के उतार- चढ़ाव के साथ पढ़ता है। C 7.1 विद्यार्थी वस्तुओं	वस्तुओं/चित्रों की तुलना करता है और समानताओं और		(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 (Appr ox No of Teach ing Days)	Domai ns	Curricula r 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
व्याक		CG10	C 10.8	LO basic level	विषय –हिंदी	(Basic Level)	HI students	पूछताछ	Notes- कक्षा कार्य
रण	* भाषा	विद्यार्थी	विद्यार्थी अपनी	छात्र बोले जाने पर छोटे	व्याकरण	वर्णों के फ़्लेश	छात्र दिए गए	आधारित	
पाठ -	तथा	पहली	समझ और	छोटे वाक्य लिखता है।	वाटिका 2	कार्ड्स जोड़कर	चित्रों को क्रम	अधिगम	Portfolio, कक्षा
y	साक्षा	भाषा में	अनुभवों को	LO medium level	मधुबन	अर्थपूर्ण शब्द	में लगाकर	(Inquiry	में किए गए
*शब्द	त्कार	प्रवाहपूर्ण	व्यक्त करने के	छात्र चित्रों क एक क्रम	प्रकाशन	बनाना ।	एक कहानी	Based	क्रियाकलाप
और	का	पठन और	लिए एक	बनाता है और सटीकता		(Mardiner Lavel)	बनाएँगे ।	Learning)	
वाक्य	विकास	लेखन का	पैराग्राफ लिखता	के साथ उनके साथ छोटे	श्रवण,	(Medium Level) शब्दों को सही			*प्रदर्शन और
पाठ ६		विकास	है ।	वाक्य लिखता है ।	पठन,	क्रम में रखकर	VI Students	*चर्चा तथा	अवलोकन
					वाचन और	वाक्य बनाता है।	चार से पाँच	प्रश्नोत्तरी	
*नाम					लेखन	*कक्षा तथा आस-	वाक्यों में		
शब्द					कौशल	पास में मौजूद	अपनी माँ के	*गतिविधि	Rubrics
						वस्तुओं तथा	बारे में बताना		
						जीवों के नाम	1		Checklist
						बताता है ।			

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

Month (Approx No of Teachin g Days) Octob er 15-20	Domain s	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/Activit ies assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educator s)	Suggested Innovative Pedagogie s	Suggested Assessment
अक्टूबर	भाषा	CG10	C 10.8	LO basic level	गुंजन हिंदी	Basic Level) CW-	Hearing Impairme	क्रियाकलाप	Notes- कक्षा
दिन	तथा	विद्यार्थी	विद्यार्थी अपनी	छात्र बोले जाने पर छोटे	पाठमाला- २	८₩- ∗संचार के	nt	आधारित	कार्य
कालांश	साक्षरता	पहली भाषा	समझ और	छोटे वाक्य लिखता है ।		*रायार या साधनों(फेसबुक	students assistan		
b - C	का	में प्रवाहपूर्ण	अनुभवों को व्यक्त	LO medium level	मधुबन प्रकाशन	, वाट्सएप	ce:	पूछताछ	Portfolio,
पाठ - ९	विकास	पठन और	करने के लिए एक	छात्र चित्रों क एक क्रम		आदि) के	*विभिन्न	आधारित	कक्षा में किए
मिनी	•	लेखन का	पैराग्राफ लिखता है	बनाता है और सटीकता	~	चिह्न दिखाकर	ऑडियो-		गए
का ई-		विकास	1	के साथ उनके साथ छोटे	पाठ - ९ मिनी	उनके नाम	वीडियो ,		क्रियाकलाप
मेल(श				वाक्य लिखता है ।	का ई-मेल	पूछना ।	उपकरणों		
ब्द चित्र					(हमारी धरोहर)	10011	के चित्र		Rubrics
्द । यत्र र	सामाजि	CG 4	C 4.3	(LO 2- Medium level)	*पाठ का श्रवण ,		दिखाकर		
)	क,भाव	विद्यार्थी	विदयार्थी अन्य	विद्यार्थी परिचित और	वाचन	(Medium	उनके		Checklist
गद्य	नात्मक	भावनात्मक	बच्चों तथा बड़ो के	`	और पठन	Level) CW	नाम		
मूल्य-	और	बुद्धि का	साथ आराम से	साथ सम्मान के साथ		*कंप्यूटर और	पूछना l		
आधुनिक	आर	विकसित	बातचीत करता है	बातचीत करता है।		ई-मेल दिखाकर			
तकनीक		करते हैं ।	1	,		उसके बारे में	Visual Impairme		

का विकास तथा वैज्ञानिक दृष्टिको ण का विकास	नैतिक विकास मनोमय कोष संज्ञाना त्मक विकास विज्नम य कोष	CG7 विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस -पास के वातावरण से अवगत होता है ।		LO विद्यार्थी सीखने की स्थितियों में डिजिटल ऑडियो - विसुअल सामग्री का उपयोग करने में प्रवाह और आराम दिखाता है ।		जानकारी देना । (श्रवण और वा चन कौशल का विकास) (Advanced Level) HW *इंटरनेट के लाभ और हानियों पर चर्चा करना और उसपे चार-पाँच पंक्तियाँ लिखना । (कल्पनाशक्ति का विकास)	nt students assistan ce: अपने किसी भी मित्र को संदेश देते हुए ऑडियो रिकॉर्ड कर के भेजना I		
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पाठ - १० तितली रानी (कविता) पद्य

Month (Approx No of Teachin g Days) Octob er 15-20	Domain s	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/Activit ies assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogie s	Suggested Assessment
अक्टूबर	भाषा	CG 9	C 9.1	(LO 1- Basic level)	गुंजन हिंदी	(Basic Level)	Hearing Impairme	क्रियाकलाप	Notes- कक्षा
दिन	तथा	विदयार्थी	विद्यार्थी सरल	basic level)	पाठमाला- २	*फूलवाले	nt	आधारित	कार्य
कालांश	साक्षरता	ू दैनिक	गीतों और	विद्यार्थी कुछ प्रकार के		बगीचे की सैर	students assistan		
6 - 6	का	् पारस्परिक	कविताओं को	गीत और कविताओं को	मधुबन प्रकाशन	करवा कर	ce:	प्रायोगिक	Portfolio,
विकास	विकास	वार्ता के लिए	सुनता है।	सुनने में रूचि दिखाता है		विभिन्न	रंगीन	ज्ञान(Experi	कक्षा में किए
		दो भाषाओं में		और उनकी पसंद का	पाठ - १०	तितलियों को	कागज़ों से	ential Learning)	गए
		-		कारण भी बताता है।	तितली रानी	दिखाना ।	फूल और	37	क्रियाकलाप
		प्रभावी संवाद	C 9.3	(LO2- Medium level)	(कविता) पद्य	(Medium	तितली	पूछताछ	
		कौशल का	विद्यार्थी "	विदयार्थी दो से तीन	·	Level) CW	बनाकर	आधारित	*प्रदर्शन और
		विकास करता	धाराप्रवाह और	छंदों के साथ गीत/	श्रवण,	*तितली का	चिपकाओ .	अधिगम	अवलोकन
		है ।	सार्थक बातचीत	कविता गाता / सुनाता है	पठन,	रंगीन चित्र	1	(Inquiry	
			कर सकता है।	1	वाचन और	बनाकर उसके		Based Learning)	
	सामाजि	CC 6	66.61	(104	लेखन कौशल	बारे में चार-	Visual	Loanning)	Rubrics
	क,भाव	CG 6	CG 6.1	(LO 1- Basic level)		पाँच वाक्य	Impairme nt		

नात्मक और नैतिक विकास मनोमय कोष	विद्यार्थी प्रकृति के प्रति सकारत्मक दृष्टिकोण विकसित करता है ।	विद्यार्थी सभी जीवन रूपों से जुड़ने में देखभाल और खुशी दिखाता है ।	विद्यार्थी जानवरों की देखभाल की जिम्मेदारी लेता है। (LO2- Medium level) विद्यार्थी प्रकृति की सैर के लिए बाहर जाने का आनंद लेता है और पौधों और जानवरों का अवलोकन करता है।		लिखना । (वैज्ञानिक दृष्टिकोण) (Advanced Level) *इल्ली से तितली कैसे बनती है वीडियो द्वारा समझाना और चर्चा करना ।	students assistan ce: तितली की कोई दूसरी कविता सुनाना I	*चर्चा तथा प्रश्नोत्तरी	Checklist
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Month (Appro x No of Teachi ng Days)	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
व्याकर *भाषा ण तथा पाठ- ७ साक्षरत नाम की का जगह विकास	पारस्परिक	CG 9.4 विद्यार्थी किसी जिटल कार्य के लिए मौखिक निर्देशों को समझता है और उसी के लिए दूसरों को स्पष्ट मौखिक निर्देश देता है।	LO 1- Basic level) 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	(Basic Level) सर्वनाम गीत गाना । (medium level) फ़्लैश कार्ड की सहायता से ऐसे शब्दों को दिखाना जो नाम की जगह पर प्रयोग हो सकते हैं । (Advance Level) दिए गए वाक्यों में नाम की जगह आने वाले शब्दों की पहचान करके लिखना।	*हश्य-श्रव्य सामग्री क प्रयोग करके प्रकरण समझाना । HI: दिए गए विभिन्न शब्दों के फ़्लैश कार्डों में से सर्वनाम शब्दों को छाँटना । VI: जिओ बोर्ड की सहायता से सर्वनाम शब्द लिखना/पहचान ना ।	क्रियाकलाप आधारित पूछताछ आधारित चर्चा तथा प्रश्नोत्तरी	Rubrics Checklist Worksheet

पाठ - ११ बुलबुल के बच्चे(कहानी) गद्य

Month (Approx No of Teachin g Days) Nove mber	Domain s	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject – Hindi) Name of the book Name of Publisher	Competenc y Based (Graded) Learning (Tasks/Acti vities 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(क हानी) कालांश- ८-९ मूल्य- प्रकृति प्रेम और संवेदनशी लता	भाषा तथा साक्षरता का विकास सामाजि	CG 9 विद्यार्थी दैनिक पारस्परिक वार्ता के लिए दो भाषाओं में प्रभावी संवाद कौशल का विकास करता है।	CG 9.5 विद्यार्थी पढ़ी / सुनी हुई कहानी के पात्रों को पहचानता है और लेखक जो कहना चाहता है वह अपने शब्दों में बताना चाहता है । C 9.6 विद्यार्थी स्पष्ट कथानक और पत्रों के साथ लघु-कथाएँ सुनाता है ।	LO 1- Basic level) 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 - ११ बुलबुल के बच्चे (कहानी) गद्य श्रवण, पठन, वाचन और लेखन कौशल	(Basic Level) आसपास दिखने वाली चिड़ियों के नाम बताना। (Medium level) पेपर फोल्डिंग से चिड़िया बनाकर उसके बारे में तीन-चार वाक्य लिखना।	Hearing Impairment students assistance: पजल की सहायता से चिड़ियों का आकार पूरा करना I Visual Impairment students assistance अलग-अलग चिड़ियों के आवाज़ सुनाकर पहचान	क्रियाकलाप आधारित पूछताछ आधारित अधिगम (Inquiry Based Learning) *चर्चा तथा प्रश्नोत्तरी	Notes- कक्षा कार्य Portfolio, कक्षा में किए गए क्रियाकलाप *प्रदर्शन और अवलोकन Rubrics
	क,भाव	CG 6	C 6.1	LO 1-			करवाना ।		

नात्मक और नैतिक विकास मनोमय कोष	विद्यार्थी प्रकृति के प्रति सकारात्मक दृष्टिकोण विकसित करता है।	विद्यार्थी सभी जीवन रूपों से जुड़ने में देखभाल और खुशी दिखाता है।	Basic level) विद्यार्थी पिक्षयों को पहचानने में जिज्ञासा दिखाता है । LO2- Medium level) विद्यार्थी पिक्षयों की देखभाल की ज़िम्मेदारी लेता है ।	(Advance Level) कुछ चिड़ियों के लुप्त होने का कारण पता करना ।	
संज्ञाना त्मक विकास *विज्न मया कोष	CG7 विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस -पास के	c 7.2 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	(LO 1- Basic level) *कारण संबंध बनाता है । (उदा. जैसे पंख आने पर पक्षी उड़ना सीखते हैं ।) (LO2- Medium level) पक्षियों के आदतों के बारे में बताता है । (LO3- Advance level)		
	वातावरण से अवगत होता है ।	करता है।	अपनी पसंद और रुची के अनुसार मित्र बनाता है।		

व्याकरण :- पाठ ८ कैसा -कितना

Month (Approx No of Teachin g Days) Novemb	Domai ns	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	*भाषा	CG10	C10.3	LO 1- Basic level)	व्याकरण	(Basic Level)	HI students	क्रियाकलाप	Rubrics
कलांश: -	तथा	विद्यार्थी	विद्यार्थी लिपि	basic level)	वाटिका	दिखाई गई चीज़ के	*विभिन्न	आधारित	
६ से ८	साक्षर	पहली भाषा	के अक्षरों	विद्यार्थी चित्र को		बारे में दो शब्दों में	ऑडियो-वीडियो		Checklist
पाठ ८	ता का	में	(अक्षर के रूपों)	देखकर उसके रंग और	पाठ ८	बताना ।	उपकरणों के		
कैसा -	•	प्रवाहपूर्ण	के सभी अक्षरों	रूप के बारे में बताता है	कैसा -		चित्र दिखाकर	पूछताछ	Worksheet
कितना	विकास	पठन और	को पहचानते हैं	1	कितना		उनके नाम	आधारित	
		लेखन का	और शब्दों को	(LO2- Medium level)	श्रवण,	(Medium Level)		चर्चा तथा	
				विद्यार्थी नाम शब्दों की	वाचन,	अपनी पसंद की दो	पूछना ।	प्रश्नोत्तरी	
		विकास	पढ़ने और	विशेषता बताता है ।	पठन और	चीजों के नाम और	VI Students	ACOUNT	
			लिखने के लिए		लेखन	उनकी एक-एक विशेष	चार से पाँच		
			इस ज्ञान का	LO 3 Advanced level	कौशल	बात लिखवाना I	वाक्यों में अपनी		
			उपयोग करता	अपने बारे में चार से		(Advanced Level)	माँ के बारे में		
			है।	पाँच वाक्यों में		दिए गए वाक्य में	बताना l		
				विशेषताएँ बताता है।		विशेषण			
				विसान्ताय जताता है ।		शब्द को पहचानना।			

व्याकरण:- पाठ - ९ करना है कुछ काम

Month (Appro x No of Teachi ng Days) Dece mber	Domain s	Curricular Goals (CG)	Competencie s (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	Suggeste d Assessme nt
व्याकर	*भाषा	CG10	C10.3	LO basic level *	व्याकरण	Basic Level)	दृश्य - श्रव्य	क्रियाकलाप	Rubrics
ण	तथा	विद्यार्थी	विद्यार्थी लिपि	विद्यार्थी अक्षरों तथा	वाटिका	*फ्लैश कार्ड की	सामग्री का	आधारित	
पाठ -	साक्षरता	पहली भाषा	के अक्षरों	संयुक्ताक्षरों को उनकी		सहायता से क्रिया शब्दों	उपयोग		Checklist
9	का	में प्रवाहपूर्ण	(अक्षर के रूपों	ध्वनियों के साथ जोड़कर	पाठ - ९	को पहचाना ।	HI: क्रिया	पूछताछ	
करना	विकास	पठन और) को पहचानते	पहचानता है ।	करना है	(medium level)	शब्दों के फ़्लैश	आधारित	Workshe
है कुछ	194/1	लेखन का	हैं और शब्दों	LO Medium level -	कुछ काम	*DUMB CHARADES	कार्ड दिखाना	सहयोगात्मक	et
काम		विकास	को पढ़ने और	विद्यार्थी व्यंजन समूह		छात्र क्रिया शब्दों को	और उनके बारे	उपागम	
			लिखने के	सहित शब्दों को पढ़ता है		दिखाएँगे और अन्य	में पूछना ।	(collaborati	
(8-6)			लिए इस ज्ञान	T	श्रवण,	छात्र उसकी पहचान		ve	
			का उपयोग	LO Advance level	वाचन,	करेंगे ।		approach	
			करता है।	विद्यार्थी आमतौर पर	पठन और	(Advance Level)		*ज्ञानरचना	
				इस्तेमाल किए जाने वाले	लेखन	छात्र उन कामों के चित्र		वाद उपागम	
				लेख, सर्वनाम और जोड़ने	कौशल	बनाएँगे जो प्रकृति में		(constructiv	
				वाले शब्दों को पहचानता है।		अपने आप होतें हैं ।		ism approach)	

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

Month (Approx No of Teachin g Days) Januar	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribe d book subject – Hindi) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activ ities assigned for CW & HW)	CwSN Assistive Learning (In consultatio n with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessme nt
कलांश	भाषा	CG 9	C 9.3	(LO 1- Basic level)	गुंजन	(Basic Level)	Hearing Impairment	क्रि*क्रियाकला	Notes- कक्षा
l. 0	तथा	विद्यार्थी	विद्यार्थी धाराप्रवाह	विद्यार्थी वार्तालाप करते	हिंदी	*घर में पुराने	students assistance:	प आधारित	कार्य
6 - S	साक्षरता	दैनिक	तथा सार्थक	हैं, अपनी बारी की	पाठमाला-	लिफ़ाफ़े और	*विभिन्न	*कहानी	
पाठ -	का	पारस्परिक	बातचीत कर	प्रतीक्षा करते हैं, और	२	एक तरफ़	वस्तुओं के	सुनाना (story telling)	Portfolio, कक्षा में
१२	विकास	वार्ता के लिए	सकता है।	दूसरों को बोलने देते हैं।	मध्बन	तिखे कागज़ों	चित्र	teiling)	कदा। म किए गए
बड़े		दो भाषाओं में			प्रकाशन	में क्लिप	दिखाकर	प्रायोगिक	क्रियाकलाप
काम		प्रभावी संवाद				लगाकर नोट	बाजार से	ज्ञान(Experie	ווארוריאו
का		कौशल का			पाठ - १२	पैड बनाना ।	सामान लाने	ntial Learning)	*प्रदर्शन
		विकास करता			बड़े काम	पुराने अखबार से लिफ़ाफ़े /	के लिए	*पूछताछ	और
थैला(है ।			क थैला	बनाना और	किसका	आधारित	अवलोकन
कार्टून -				(LO2- Medium level)	(कार्टून -	उन पर अँगुठे	प्रयोग करेंगे	अधिगम	
कथा)		CG 6	C 6.1	विद्यार्थी किसी विषय	कथा)	की छाप से	पूछना ।	(Inquiry	
गद्य	सामाजिक	विद्यार्थी	विद्यार्थी सभी	के बारे में चर्चा करते है	गद्य	डिज़ाइन	Vieuel	Based Learning)	Rubrics
मूल्य- पर्यावरण	,भावना	प्रकृति और	जीवन रूपों में	और प्रश्न उठाते और		बनाना ।	Visual Impairment	*चर्चा तथा	
1919(9)	त्मक	717(1 311)		प्रतिक्रिया भी देते हैं।			students assistance:	प्रश्नोत्तरी	Checklist

के लिए	और	पर्यावरण के	ज्ड़ने में ध्यान देते	विद्यार्थी सहजता से	*पाठ का	(Medium	बड़े अक्षरों	
सजगता	नैतिक	प्रति	हुए उत्साह	प्रकृति के साथ जुड़ाव	श्रवण,	Level) *पॉलिथीन	में पाठ के	
	विकास	सकारात्मक	दिखाता है ।	दर्शाता है।	वाचन	की थैलियाँ	संवाद	
	·	दृष्टिकोण का			और पठन	पर्यावरण के	लिखकर	
	मनोमय	विकास करता			★ पर्यावर	ਕਿ ए	चित्रों की	
	कोष	है ।			ण के	हानिकारक हैं	सहायता से	
	•				लिए	इस बारे में	समझाना ।	
	संज्ञानात्म			(LO 1- Basic level)	सजगता	् बातचीत		
	क	CG7	C 7.2	*कारण संबंध बनाता है	I	करना ।		
	विकास	विद्यार्थी	विद्यार्थी सरल	। (उदा. यदि हम		(श्रवण और		
		अवलोकन और	परिकल्पना बनाकर	प्लास्टिक का प्रयोग		वा चन		
	*विज्नम	तर्कसम्मत	प्रकृति में कारण	करेंगे तो पर्यावरण को		कौशल का		
	या	सोच से अपने	और प्रभाव संबंधों	हानि होगी ।)		विकास)		
	कोष	आस -पास के	को देखता है और			(Advenced		
	काष	वातावरण से	समझता है तथा	(LO2- Medium level)		(Advanced Level)		
		अवगत होता	उनकी परिकल्पना	विद्यार्थी निरिक्षण करता		*विद्यार्थी		
		है ।	को समझने के	है और सामान्यीकरण		पुराने कपड़े,		
			लिए अवलोकनों	बनता है।(उदा.		पुरानी		
			का उपयोग करता	पर्यावरण को बचाने के		कॉपियाँ और		
			है ।	लिए हमें वस्तुओं को		फल -		
				पुनर्चक्रण करना चाहिए ।		सब्जियों के		
				(LO3- Advance level)		छिलके इनका		
				विद्यार्थी प्राकृतिक		अच्छा		
				घटनाओं से सम्बंधित		उपयोग कैसे		
				प्रश्न पूछता है जैसे -				

प्लास्टिक के इस्तेमाल से पर्यावरण पर क्या असर होगा ?	करेंगे इस विषय पर अपने अनुभव साझा करेंगे। (कल्पनाशक्ति का विकास)	
	(Advance Level) कुछ चिड़ियों के लुप्त होने का कारण पता करना ।	

पाठ - १३ चिड़िया का गीत (कविता) पद्य

Month (Appro x No of Teachi ng Days) Janua ry	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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogie s	Suggested Assessment
18 -	*भाषा	CG9	C 9.1	(LO 1- Basic level)	गुंजन हिंदी	(Basic Level)	Hearing Impairment	क्रियाकलाप	Notes- कक्षा
20	तथा	विद्यार्थी	विद्यार्थी सरल	,	पाठमाला- २	*'मेहनत करना	students	आधारित	कार्य
दिन	साक्षरता	दैनिक	गीतों और	विद्यार्थी कुछ प्रकार		क्यों आवश्यक	assistance:	*कहानी	
	का	पारस्परिक	कविताओं को	की कविताएँ और गीत	मधुबन	होता है' विषय	*	सुनाना	Portfolio, कक्षा
ξ - C	विकास	वार्ता के	सुनता है।	सुनने में रूचि दिखाता	प्रकाशन	पर चर्चा I	Visual	(story	में किए गए
कलांश	14 1/1	लिए दो		है और अपनी पसंद के	पाठ - १३	(Medium	Impairment	telling)	क्रियाकलाप
पाठ -		भाषाओं में		लिए कारण बताता है ।	चिड़िया का	Level)	students assistance:	पंचतंत्र	
83		प्रभावी		(LO2- Medium level)	गीत (कविता)	* विभिन्न	बड़े अक्षरों में	कहानियों	Rubrics
चिड़िया		संवाद		विद्यार्थी दो से तीन	पद्य	पक्षियों की चोंच	कविता	का उपयोग	
का गीत		कौशल का		छंदों वाली कविता	∗कविता का	अलग-अलग		*सहयोगात्म	Checklist
(कविता		विकास		/गीत स्नाने का प्रयास	श्रवण (आनंद	तरह की क्यों	चित्रों की	क उपागम	
) पद्य		करता है।		करता है ।	के लिए कविता	होती हैं । उनके	सहायता से	41 JAING	
मूल्य-					सुनना), वाचन	चित्र बनाना ।	समझाना ।	*पृछताछ	
जीव					और पठन	(वैज्ञानिक	*आवाजें	्र आधारित	
जगत		CG 6	C 6.1	LO basic level		दृष्टिकोण)	स्नवाकर	अधिगम	
की			0 0.1	विद्यार्थी सहजता से			पक्षियों की	(Inquiry	

	सामाजि, भावना त्मक और नैतिक विकास मनोमय कोष संज्ञाना त्मक विकास	विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक हष्टिकोण का विकास करता है। CG7 विद्यार्थी अवलोकन और तर्कसम्मत सोच से अपने आस -पास के वातावरण से अवगत होता है।	विद्यार्थी सभी जीवन रूपों में जुड़ने में ध्यान देते हुए उत्साह दिखाता है। C7.2 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	प्रकृति के साथ शारीरिक जुड़ाव दर्शाता है। LO 2 विद्यार्थी आस -पास के पशु-पक्षियों की देखभाल की ज़िम्मेदारी लेते हैं। (LO 1- Basic level) कारण संबंध बनाता है। (उदा. यदि जीव प्रत्येक मौसम में आने वाली परेशानियों को नहीं सह सकेंगे तो क्या परिणाम होगा।)		(Advanced Level) कुछ चिड़ियाँ दूसरी जगह पर बसने के लिए(migration) क्यों जाती हैं (कल्पनाशक्ति का विकास)	पहचान करना I HI: चिड़िया का चित्र बनाकर विभिन्न रंगों दालों से अन्दर की जगह भरना I *LD: रंगीन पेपर की सहायता से (tear&past e)चिड़िया का घोंसला बनाना I	Based Learning)	
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व्याकरण - पाठ १० विराम चिहन

Month (Appro x No of Teachi ng Days) Janua ry	Domain s	Curricular Goals (CG)	Competencie s (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 Pedagogie s	Suggeste d Assessm ent
व्याकर ण	*भाषा 	CG10 विदयार्थी में	C10.2 विद्यार्थी	LO medium level :विद्यार्थी सरल	व्याकरण वाटिका	basic level : फ़्लैश कार्ड्स की	Visual Impairment students	क्रियाकलाप आधारित	Rubrics
पाठ १० विराम	तथा साक्षरता	पहली भाषा	किसी पुस्तक की मूल	विराम चिहनों (पूर्ण विराम , अल्प विराम	पाठ १० विराम चिह्न तथा	सहायता से विभिन्न विराम चिहनों को	assistance: विराम चिहनों के	*ज्ञानरचना	Checklist
चिहन	का विकास	में प्रवाहपूर्ण पठन और	संरचना / प्रारूप को	, प्रश्न चिह्न) को पहचानता है ।	पाठ - ११ तरह-तरह के	पहचानना और उनका नाम बताना ।	लकड़ी तथा फोम के कट-आउट्स	वाद उपागम	Workshe et
कालांश ८ से		लेखन का विकास ।	समझता है , प्रिंट में शब्दों	LO 2 विद्यार्थी	शब्द	Medium level: सामान गद्यांश को	को स्पर्श करके पहचानना ।	*प्रश्नोतरी	et
80			के विचार और	उचित रूप से सरल विराम चिहनों (पूर्ण	श्रवण (शिक्षिका दवारा उचित	विराम चिहन के साथ और विराम चिहन के	*सैंड ट्रेसिंग *geo बोर्ड का		
पाठ - ११			जिस दिशा में वे छपे हैं ,	विराम , अल्प विराम ,प्रश्न चिह्न) का	विराम के साथ गदय पढ़ना-	बिना पढ़कर अंतर समझना और विराम	उपयोग Hearing		
तरह- तरह			और मूल विराम चिहनों	उपयोग करता है ।	छात्र सुनेंगे) ,	चिहन का महत्त्व समझना । शिक्षक	Impairment students assistance:		
के			को पहचानता है ।		वाचन और पठन (उचित विराम के	निर्देशित (टीचर गाइडेड)	फ्लेश कार्ड की सहायता से		
शब्द					साथ गद्य	. ,	विराम चिहन		

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

Month (Appro x No of Teachi ng Days) Febru ary	Go		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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogie s	Suggested Assessment
पाठ - *भ		_	CG 9.5	LO 1- Basic level)	गुंजन हिंदी पाठमाना- २	(Basic Level) अलग-अलग	Hearing Impairment	क्रियाकलाप भाषाचित	Notes- कक्षा कार्य
१४ तथ शेरूदा साध (कहानी) का कालांश- ७-८ (मूल्य- आत्मिन भेरता और परिस्थि ति के अनुकूल काम करना	तरता दैति पाः नास वात लि भा प्रभ संद कौ	् निक रस्परिक र्ता के गेए दो ाषाओं में भावी वाद शिल का कास रता है ।	विद्यार्थी पढ़ी / सुनी हुई कहानी के पात्रों को पहचानता है और लेखक जो कहना चाहता है वह अपने शब्दों में बताना चाहता है । C 9.6 विद्यार्थी स्पष्ट कथानक और पत्रों के साथ	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	पाठमाला- २ मधुबन प्रकाशन पाठ 14 शेरूदा (कहानी) श्रवण, पठन, वाचन और लेखन कौशल	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	students assistance: *विभिन्न पशुओं के चित्र दिखाकर उनके बारे में जानकारी लेना(जैसे शेर कहाँ रहता है? क्या खाता है आदि) । Visual Impairment students	आधारित पूछताछ आधारित कहानी सुनाना(पंच तंत्र,जातक की कहानियाँ) अधिगम (Inquiry Based Learning)	कार्य Portfolio, कक्षा में किए गए क्रियाकलाप Rubrics Checklist

भौतिक विकास अन्नमय कोष	CG 1 विद्यार्थी स्वस्थ और सुरक्षित रखने की आदतों का विकास करता है।	लघु-कथाएँ सुनाता है । СG 1.1 पौष्टिक भोजन का महत्त्व समझता है ।	LO 1- Basic level) विद्यार्थी पोषण संबंधित आवश्कताओं की पूर्ती के लिए उचित आहार का सेवन करता है। (LO2- Medium level) विद्यार्थी भोजन में मौजूद पोषक तत्वों का महत्व समझता है।(फल और सब्जियों में मौजूद पोषक तत्त्व का महत्व) LO 3 Advanced level विद्यार्थी स्वतंत्र रूप से व्यंजनों के आधार पर पौष्टिक स्नैक्स तैयार करता है।		नाट्य रूपांतरण । (Advance Level) शाकाहारी और मांसाहारी पशुओं के बारे में जानकारी एकत्रित करना ।	जानवरों के मुखौटे पहन कर उनकी नकल करना ।		
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करते हैं।	सामाजि क,भाव त्मक और नैतिक विकास मनोमर कोष	ति 4 विद्यार्थी भावनात्म क बुद्धिमता का विकास करते हुए अपनी भावनाओं को समझने और प्रतिबंधित करने की क्षमता का विकास	सहायता दिखाता	LO: विद्यार्थी समूह में दयालुता और स्नेह के साथ कार्य करता है।					
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पाठ १५ - **बारी - बारी आते मौसम** (बातचीत) गद्य

Month (Approx No of Teaching Days) Februa ry	Domain s	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/Activiti es assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessme nt
कालांश	भाषा	CG9	C 9.5	LO - विद्यार्थी	गुंजन हिंदी	(Basic Level)	दृश्य - श्रव्य	*कहानी	Notes- कक्षा
- १२ से	तथा	विद्यार्थी	सुनाई गई /	कहानी लिखने के लिए	पाठमाला- २	विभिन्न मौसम	सामग्री का	सुनाना	कार्य
१५	साक्षरता	दैनिक	पढ़ी गई	लेखक की प्रेरणाओंकि		में उपयोग की	उपयोग		
	का	पारस्परिक	कहानियों को	व्याख्या करता है और	मधुबन	जाने वाली	मौसमों के		Portfolio,
पाठ १५ -	विकास	वार्ता के	समझता है और	स्वयं को लेखक	प्रकाशन	वस्तुओं को	फ़्लैश कार्ड्स		कक्षा में
बारी -	·	लिए दो	पत्रों, कहानी कि	मानकर कहानी पुनः	पाठ १५ -	छाँट कर लिखें ।	*HI students	*सहयोगात्म	किए गए
बारी आते		भाषाओं में	पहचान करता	सुनाता है ।	बारी - बारी	(Group	विभिन्न	क उपागम	क्रियाकलाप
मौसम		प्रभावी संवाद	है और लेखक		आते मौसम	activity)	मौसमों का 3-		
(बातचीत		कौशल का	क्या कहना		(बातचीत)	(Medium Level)	D collage		*प्रदर्शन
)		विकास	चाहता है		गद्य	अपने पसंदीदा	बनाना (जैसे :		और
गद्य		करता है।	बताता है।		मौसम की	मौसम के	thermoclo बॉल्स, रंगीन	*चिंतनशील	अवलोकन
(८ -९					जानकारी देना	अनुरूप कपड़े	कागज़, रुई	दृष्टिकोण	
pds) मूल्य -		0010	C 10.5 :	(LO 1- Basic level)	, , , , , , , , , , , , , , , , , , ,	पहनकर उस के	आदि) ।		
प्रत्येक	संज्ञाना	CG10	विद्यार्थी लघ्	विद्यार्थी दृश्य सामग्री	श्रवण, वाचन,	बारे में ५ -६	3114)	*परियोजना	Rubrics
मौसम कि	त्मक	विद्यार्थी में	कथाएँ पढ़ता है	की तुलना में अधिक	पठन तथा	वाक्य बोर्ले ।	VI Students	*पारयाजना कार्य	
जानकारी		पहली भाषा	और इसका अर्थ	पाठय सामग्री की	लेखन कौशल				Checklist
जानकारा			जार इसमग जाप					आधारित	

व आनंद लेना	विकास *विज्न मया कोष सामाजि क,भाव नात्मक और नैतिक विकास	में प्रवाहपूर्ण पठन और लेखन का विकास CG 6 विद्यार्थी प्रकृति और पर्यावरण के प्रति सकारात्मक हष्टिकोण का विकास करता है।	जुड़ने में ध्यान	पुस्तकों को स्वतंत्र रूप से पढ़ता है। (LO 2- Medium level) विद्यार्थी लेखक के कथानक क्रम और हष्टिकोण को पढ़ता है और पहचान करता है। LO: * विद्यार्थी प्रकृति की सैर के लिए बाहर जाने और पौधों और जानवरों के देखने में आनंद लेता है।	समानार्थी शब्द	(Advanced Level) मौसम चक्र बनाना और उसे समझाना ।	विभिन्न प्रकार के कपड़ों को छुकर बताना कि वे स्ती , ऊनी आदि हैं।	
		CG7	C 7.2 विद्यार्थी सरल परिकल्पना बनाकर प्रकृति	(LO 1- Basic level) विद्यार्थी आक्सिम्क संबंधों के आधार पर				

विद्यार्थी	में कारण और	भविष्यवाणियाँ करता है			
अवलोकन और	प्रभाव संबंधों को देखता है	। (उदाहरण : यदि आकाश में सफ़ेद बादल			
तर्कसम्मत सोच से अपने आस -पास के वातावरण से	तथा उनकी परिकल्पना को समझने के लिए अवलोकनों	हैं तो बारिश नहीं होगी। (LO-2 Medium level) विद्यार्थी गर्मी और सर्दी के लिए कपड़े और			
अवगत होता है ।	का उपयोग करता है ।	भोजन की व्याख्या करता है ।			

व्याकरण - पाठ १२ हिंदी की गिनती (१ से २०)

Month (Appro x No of Teachi ng Days) Febru ary	Domain s	Curricular Goals (CG)	Competencie s (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	Suggest ed Assess ment
व्याकर ण पाठ १२ हिंदी की गिनती (१ से २०) कालांश ३ से ४	* संज्ञाना तमक विकास *विज्नम या कोष	CG 8 विद्यार्थी गणितीय समझ और मात्रा, आकार और माप के माध्यम से दुनिया को पहचानने की क्षमता विकसित करते हैं।	C8.2 विद्यार्थी अपने परिवेश, आकार और संख्याओं में सरल पैटर्न की पहचान और विस्तार करता है ।	LO basic level : विद्यार्थी पैटर्न के नियम क वर्णन करता है और इसे अमूर्त (abstract) पैटर्न जैसे संख्या , प्रतीक और समान सोच पैटर्न पर लागू करता है	पाठ १२ हिंदी की गिनती (१ से २०) श्रवण (शिक्षिका द्वारा बोली गई गिनतियों को दोहराना) , वाचन और पठन (फ़्लैश कार्ड की सहायता से गिनतियों को पढ़कर सुनाना , लेखन कौशल (१ से २० तक गिनती लिखना)	basic level: फ़लैश काईस की सहायता से संख्याओं को पहचानना और बताना । Medium level: दिनांक तथा अपनी और अपने मित्र की जन्मतिथि हिंदी की संख्याओं में लिखना । (टीचर गाइडेड) Advance Level: दी गई वस्तुओं को गिनकर उनकी संख्या लिखना।	Visual Impairment students assistance: संख्याओं के लकड़ी तथा फोम के कट-आउट्स को स्पर्श करके पहचानना I *सैंड ट्रेसिंग *geo बोर्ड का उपयोग Hearing Impairment students assistance: फलेश कार्ड की सहायता से संख्या पहचानना	क्रियाकलाप आधारित *ज्ञानरचना वाद उपागम *प्रश्नोतरी	Rubrics Checklis t Worksh eet

			और नाम बताना	
			1	
			*दृश्य श्रव्य	
			सामग्री का	
			उपयोग	

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

PROSE

Lesson 1- A Party for Mom

Class: 2	Domains	Curricular Goals	Competencies (C:)	Learning Outcomes Graded Learning	Syllabus-	Competency Based (Graded)	CwSN	Suggested Innovative Pedagogie	Suggeste d Assessm
Month-		(CG)		outcomes:-	Prescribed book	Learning	Assistive Learning	s	ent
April - May					subject – English)	(Tasks/Activit ies assigned for CW & HW)	(In consultation		(Use of Assessm ent Tools
(Approx		CG-9	C- 9.3	(LO 1- Basic level)	Name of the book		with Special Educators)	Activity Based	& Observati on)
No of			Converses	Maintains the thread	Name of	(Basic Level)	& Use of IE	Learning-	,
Teaching Days)		Children develop	fluently and can hold a	of the conversation across multiple	Publisher	Listen and apply the	Room	Birthday cap	
22- 25	Language	effective communicat ion skills for day-to-day interactions in two	meaningful conversation	exchanges	Roots and wings Main Coursebook -	instructions to organise an activity in the classroom. (Listening Skill)	CwSN - Assistive Learning:-	Experienti al Learning-	Rubrics Checklist
No of Periods: 5 - 7	& Literacy Developm ent	languages	C-9.7	(LO 1- Basic level)		(Medium Level)	HI students- Flash cards,	Circle time- Singing birthday song	

CG-10 Childre develor fluency reading writing Langua (L1)2	writes a paragraph to express their understanding	Predicts the meaning of unknown words in texts using picture and context cues (LO2- Medium level) Uses children's dictionaries to identify meanings of unknown words encountered in texts (LO-3 Advanced level) Creates a sequence of pictures and writes short sentences along with them with accuracy.	Srijan Publisher P. Ltd. Love for Mother & family	Videography- Converse with your mother in English. (Speaking Skill) (Advanced Level) Read and comprehend the lesson. Answer the questions asked. (Reading Skill) Write a few sentences on how you will make your mother feel special. (Writing Skill)	Card - Colouring Puzzle of birthday party VI Students Real objects related to birthdays. Large font while making worksheets, flash cards,etc. Play dough to make birthday related objects. LD students Worksheets Flash cards Online quiz Autism	Sharing ideas of your birthday party. Theme-Based Learning- Plant a tree on your birthday.	
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CG-4 C.4.1- (LO 1- Basic level)	Coloring cards Learnin	_
Socio- emotion al & Ethical Develop ment Manoma ya kosha Children develop emotional intelligence, i.e., the understand and respond positively to social norms Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms Children develop emotional intelligence, iself as an individual belonging to a family and community Starts recognising 'self' as an 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 (LO2- Medium level) Values the work of adult members of the family	Sticking & Indoor Identifying worksheets Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July	_

1- He is called Dad

Class:	Domain	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggeste	Suggested
2	s	Goals	(C:)	Outcomes	(As per	Based (Graded)	Assistive Learning	d Innovative	Assessmen t
		(CG)		Graded	Prescribed book	Learning	_	Pedagogie	
Month				Learning	subject -		(In	s	(Use of
-				outcomes:-	English)	(Tasks/Activitie s assigned for	consultation with Special		t Tools &
April -					Name of the	CW & HW)	Educators)		Observatio
May					book		& Use of IE		n)
					Name of Publisher	(Basic Level)	Room	Theme- Based	Individual
(Appr		CG-9	C 0.4			Recite and		Learning-	Recitation
ox No		Ole Halmana	C-9.1	(LO 1-		appreciate the	CwSN -		- residence:
of Teach		Children	Listens to and	(20 1-	Roots and wings	poem.	Assistive	Make a portrait	
ing		develop effective	appreciates simple	Basic level)		(Listening	Learning:-	card for	Rubrics
Days)		communication	songs, rhymes,	Shows	Main Coursebook	Skill)		dad	110.01100
		skills for day-	and poems	interest in	-2				
22- 25		to-day		listening to			HI students-		
		interactions in		certain kinds	0 5		Use simple	Learning	
		two languages		of songs and	Srijan Publisher P. Ltd.		sign	Spaces-	
				poems and	P. Liu.		language to	la de e a	
No of	_			explains the			explain the	Indoor	
Period	Languag e &			reason for			poem		
s:	Literacy			their					
2-3	Develop			preference	Love and				
<u> -</u> -J	ment	CG-4		(LO2-	respect for Dad				
		CG-4		Medium level)					
				inculain icvei)					

Socio- emotion al & Ethical Develop ment Manom aya kosha	Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	C.4.1 Starts recognising 'self' as an individual belonging to a family and community	Sings/recites songs/poems with two to three stanzas (LO2-Medium level) Shares personal details about family members occupation, their place of work, details about			Card making- my best Dad Father's information- Worksheet VI Students Use a large front Father information- Worksheet Audio- Visual of the poem Record the poem on a tape, the student will listen and repeat. LD students Record the poem on a tape, the		
---	--	---	--	--	--	---	--	--

student will listen and tape recording of the poem. Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring worksheets	 	 	 	
tape recording of the poem. Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				student will
recording of the poem. Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				listen and
recording of the poem. Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				tape
the poem. Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				
Card making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				
making- My best Dad Autism Audio- Visual of the poem to associate with the content Colouring				
best Dad Autism Audio- Visual of the poem to associate with the content Colouring				
Audio- Visual of the poem to associate with the content Colouring				
Audio- Visual of the poem to associate with the content Colouring				best Dad
Audio- Visual of the poem to associate with the content Colouring				
of the poem to associate with the content Colouring				Autism
of the poem to associate with the content Colouring				Audio- Visual
to associate with the content Colouring				
with the content Colouring				
Colouring				
Colouring				
Colouring worksheets				Content
Colouring worksheets				
Colouring worksheets				
worksheets worksheets				Colouring
				worksheets
Any other :				Any other
				,
Reference				
Applications:				Applications:
lollew opp				lollow onn
Jellow app				јеном арр
Ocky Pocky				Ocky Pocky
				, ,

			Awaaz app	
			Reference	
			Books: 1.	
			Including	
			Children with	
			Autism in	
			Primary	
			classes a	
			teacher's	
			handbook	
			NCERT (Mar	
			2019)	
			2. Including	
			Children with	
			Special needs.	
			NCERT(July	
			2014)	

L1. Alphabetical Order & L2. Nouns

Class: 2	Domai	Curricular	Competencies	Learning	Syllabus-	Competenc	CwSN	Suggested	Suggested
	ns	Goals	(C:)	Outcomes	(As per	y Based (Graded)	Assistive	Innovative Pedagogie	Assessment
N4 41		(CG)		Graded Learning	Prescribed	Learning	Learning	s	(Use of
Month-				outcomes:-	book subject -		/lm		Assessment
April - May					English)		(In consultation	Activity-	Tools-
					Liigiisiij	(Tasks/Acti	with Special	Based	Observation
					Name of the	vities	Educators)	Learning-)
(Approx		CG-9	C-9.7		book	assigned	,	Arrange the	
No of		Children	G-9.1	(LO 1-	Nome of	for CW &	& Use of IE	flash cards	
Teaching		Children	Knows and uses	Basic level)	Name of Publisher	HW)	Room	of	
Days)		develop	enough words to	,	rubiisiiei		CwSN -	vegetables,	Observation
	Langua	effective	carry out day-to-day	Uses children's			Assistive	fruits &	Observation
22- 25	ge &	communicat	interactions	dictionaries to		(Basic	Learning:-	flowers in	
	Literac	ion skills for	effectively and can	identify	Grammar	Level)	J	alphabetica	01
	y Develo	day-to-day	guess meaning of	meanings of	Trove		HI students-	I order.	Checklist
	pment	interactions	new words by using	unknown words		Gamification	Chow and tall	Theme-	
		in two	existing vocabulary	encountered in		(Listening	Show and tell	Based	
		languages		texts	Rohan Book	& Speaking	with real	Learning-	
No of		2			Co. Pvt.Ltd.	skills)	objects-	0 '(' (' -	
Periods:		_				•	names	Gamificatio	
							VI Students	n	
3- 5					Alphabetical	(Medium			
					Order	Level)	Feel and tell		
					Arranging and		the real	Experienti	
					making new	Online	objects –	al	
					words	Worksheets	names	Learning-	
					110140				

					Types of nouns: Common and proper noun Countable and uncountable noun	on nouns & its kind (Reading Skill) (Advanced Level) Functional Grammar-Use & identify nouns in the given sentence. (Writing Skill)	Arrange the things in alphabetical order. LD students Make naming words - flash cards with names. Audio - Visual - naming word songs. Make alphabetical dictionary. Autism: Sorting naming words in different boxes. Audio - Visual - naming word songs.	Observe and distinguish types of nouns in the surrounding . Learning Spaces-Indoor Outdoor Playground	
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			Reference Applications:	
			Yellow app	
			Ocky Pocky	
			Awaaz app	
			Reference Books: 1.	
			Including	
			Children with Autism in	
			Primary	
			classes a	
			teacher's handbook	
			NCERT (Mar	
			2019)	
			2. Including	
			Children with	
			Special needs. NCERT(July	
			2014)	

L7. Making Sentences

Class: 2 Month- April-May (Approx No of Teaching	Langua ge & Literac y Develo pment	Curricular Goals (CG) CG-9 Children develop effective	Competencies (C:) C-9.3: Converses fluently and can hold a	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) Maintains the	Syllabus- (As per Prescribed book subject – English) Name of the book Name of	Competency Based (Graded) Learning (Tasks/Activit ies assigned for CW & HW) (Basic Level)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Suggeste d Innovativ e Pedagogi es Activity- Based Learning- Look at	Sugge sted Asses sment (Use of Asses sment Tools- Obser
Days) 14-15 No of Periods: 3-4		communication skills for day-to- day interactions in two languages 2 CG-10	meaningful conversation	thread of the conversation across multiple exchanges	Grammar Trove	skill) Listen to the sentences read aloud from the blackboard and repeat them	Write and complete simple sentence using correct punctuations. VI Students	the picture and make sentence using Who? Dong what?	Observ ation
		Children develop fluency in reading and writing in Language 1 (L1)2	Understands basic structure/format of a book, idea of words in print and direction in which they are	Basic level) Uses simple punctuation marks (full stop, question mark) appropriately	Co. Pvt.Ltd.	(Medium Level) (Speaking skill)	Large font flash cards- join words and complete a sentence. LD students	To what? Where? When?	Rubrics Checkli st

t	CG-11 Children begin to read and write in Language 2 (L2)	printed, and recognises basic punctuation marks C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences	(LO2- Medium level) Recognizes as sight words commonly used articles, pronouns, and connecting words	Making Sentences Punctuations	Pick out any 3 to 4 words from the basket, join them and make a meaningful sentence (Advanced Level) Worksheets on make sentences. Join parts of a sentence to complete it Reading & writing skills	Austim: Online worksheet to learn the concepts. Any other: Reference Applications: Yellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	Experient ial Learning- Converse with your peer and reframe the sentence using conjunctio ns Learning Spaces- Indoor Outdoor	
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PROSE

Lesson 2- My Sweet Home

Class: 2	Domain	Curricular	Competencies	Learning Outcomes	Syllabus-	Competenc	CwSN	Suggested	Suggeste
	S	Goals	(0.)	Creded Learning	(40	y Based		Innovative	d
		(CG)	(C:)	Graded Learning outcomes:-	(As per Prescribed	(Graded)		Pedagogie	Assessm
Month-		(00)		outcomes	book	Learning	Assistive	S	ent
					subject -	(Tasks/Acti	Learning		(Use of
April - May						vities	(In		Assessm
iviay					English)	assigned	consultation		ent Tools
		CG-9	C- 9.5	(LO 1-	Name of the book	for CW & HW)	with Special Educators)	Activity Based	& Observati
(Approx		Children		Basic level)	the book		Laddators,	Learning-	on)
No of		develop	Comprehends	Interprets the	Name of		& Use of IE		
Teaching Days)		effective	narrated/read-out	motivations of the	Publisher	(Basic	Room	Family	
		communication	stories and identifies	author to write the		Level)		member- Finger	Rubrics
22- 25	Languag e &	skills for day-	characters, storyline	story and retell the		Listen to a		puppet	
	e & Literacy	to-day	and what the author	story as if they were	Roots and	short		(speak	
	Develop	interactions in	wants to say	the author	wings	passage	CwSN -	about your	Checklist
	ment	two languages			Main	and answer	Assistive	family)	
					Coursebook	the	Learning:-		
					-2	questions orally.			
No of						Orany.		Experienti	
Periods:					Srijan	(Listening Skill)	HI students-	al Learning-	
5-7					Publisher P.		Making an ice	Chara	
					Ltd.		cream stick	Share a memorable holiday trip	

	CG-10 Children develop fluency in reading and writing in Language 1 (L1)2	C-10.4 Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation	(LO2- Medium level) Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation (LO 1-	Importance of a loving and safe home	(Medium Level) Speak about their family members. (Speaking Skill)	house and colour it. VI Students Using charts, flash cards draw pictures of a house and colour it. LD students Origami – House making	with your family. Learning Spaces - Indoor	
Socio- emotio nal & Ethica Develo pment	emotional intelligence, i.e., the ability	C.4.2- Recognises different emotions and makes deliberate effort to regulate them appropriately.	Basic level) Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying)		(Advanced Level) Read stories about family. (Reading Skill)	and speak about it. Autism Life skill activity and self help. Any Other:		

Manom	positively to	(LO2- Medium			
aya	social norms	level)		Reference	
kosha		Responds with		Applications:	
		appropriate emotions		Applications.	
		(e.g., laughs at jokes		Yellow app	
		in circle time sits		_	
		quietly when upset)		Ocky Pocky	
		, , , , , , , , , , , , , , , , , , , ,		Awaaz app	
				/waaz app	
				Reference	
				Books: 1.	
				Including	
				Children with	
				Autism in	
				Primary	
				classes a	
				teacher's	
				handbook	
				NCERT (Mar	
				2019)	
				2. Including	
				Children with	
				Special needs.	
				NCERT(July	
				2014)	

Grammar

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

Class: 2	Domai	Curricular Goals	Competencies	Learning	Syllabus-	Competenc	CwsN	Suggeste d	Suggeste
	ns	Goals	(C:)	Outcomes	(As per	y Based (Graded)	Assistive Learning	u Innovativ	d Assessm
Month- June- July		(CG)		Graded Learning outcomes:-	Prescribed book subject –	Learning	(In consultation with Special Educators)	e Pedagogi es	ent (Use of
· · · · · · · · · · · · · · · · · · ·					English)	(Tasks/Acti	& Use of IE Room		Assessm ent
(Approx No of		CG-9 Children	C-9.7	(LO 1-	Name of the book	vities assigned for CW &	CwSN -Assistive	Theme- Based	Tools- Observati on)
Teaching Days)		develop	Knows and uses enough words to	Basic level) Uses children's	Name of Publisher	HW)	Learning:-	Learning -	,
19 - 21	Langua ge & Literac	communicati on skills for	carry out day-to- day interactions effectively and	dictionaries to identify		(Basic Level)	HI students-	Gamificati on	Observati
	y Develo pment	day-to-day interactions	can guess meaning of new	meanings of unknown words	Grammar Trove	Gamification	Sort the flash cards		on
No of Periods:	P	in two languages	words by using existing vocabulary	encountered in texts	Rohan Book	(Medium	Worksheet on matching the nouns and pictures	Experien tial Learning	Checklist
3- 5		2			Co. Pvt.Ltd.	Worksheets on nouns &	Video on nouns with captions.	Observe and draw nouns in	Rubrics
					Types of nouns:	its kind	VI Students	the surroundi ng and	

	T	ļ	- 1					
				Singular and	(Advanced	Audio- visual on	mention	1
				Plural	Level)	noun songs	its type.	
					Functional	Worksheet on		
				Masculine	Grammar-	matching the nouns		
				and Feminine	Use & identify	and pictures		
					types nouns		Learning	i
					in the given		Spaces-	
					sentence.	LD students	Indoor	
						Audio- visual on	Outdoor	
						noun songs	-	
							Playgroun d	
						Observe and draw	u	
						nouns in the surrounding.		
						surrounding.		,
						Autism		
						Audio books		
						Audio- visual on		
						noun songs.		
						Any other :		
						Reference		
						Applications:		1
						Jellow app		
						Ocky Pocky		
						Awaaz app		

			Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)	
			2. Including Children with Special needs. NCERT(July 2014)	

PROSE

Lesson 3- Be Kind to Animals

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggested	Suggest
		Goals	(0-)	Outcomes	(4	Based	A = = i=4i	Innovative	ed
		(00)	(C:)	Creded Learning	(As per	(Graded)	Assistive	Pedagogies	Assess
Month-		(CG)		Graded Learning	Prescribed	Learning	Learning (In		ment
				outcomes:-	book subject -	/Tooks/Activitie	consultation		/ Hop of
July					English)	(Tasks/Activitie s assigned for	with Special Educators)		(Use of Assess
					g,	_	Educators)		
		CG-9	C-9.5	(LO 1- Basic level)	Name of the	CW & HW)	& Use of IE	Activity Based	ment Tools &
(Annroy			C		book		Room	Learning-	Observa
(Approx No of		Children	Comprehends	Interprets the					tion)
Teaching		develop	narrated/read-	motivations of the	Name of	(Basic Level)	CwSN -	Creating	шоп
Days)		effective	out stories and	author to write the	Publisher		Assistive	different	
Daysi		communicat	identifies	story and retell the		Listen to animal	Learning:-	animal figures	
19 - 21		ion skills for	characters,	story as if they were		riddles and		using thumb	Rubrics
		day-to-day	storyline and	the author	Roots and	name the		impressions	
		interactions	what the author	the author	wings	animal.	н		
N		in two			_				Checklis
No of		languages	wants to say		Main		students-	F	t
Periods:		lariguages			Coursebook -2	Talking story	Showing	Experiential	•
5 - 7						books activity	_	Learning-	
5 /			C-9.6	(LO 1- Basic level)		·	and	Feed and take	
	Language			N	Srijan Publisher	(Listening	explaining	care of animals	
	& Literacy		Narrates short	Narrates their own	P. Ltd.	Skill)	information	in your locality	
	Developm		stories with	short stories with	1 . Ltd.		about pet	when injured.	
	ent		clear plots and	simple plots and			animals.	Wilom Injurou.	
			characters	characters		(Medium Level)			
			GIGIACIEIS			(modium Ecver)			

Socio- emotion al & Ethical Develop ment	CG-10 Children develop fluency in reading and writing in Language 1 (L1)2 CG-6 Children develop a positive regard for the natural environmen t around them	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1) C-6.1 Shows care for and joy in engaging with all life forms	(LO2- Medium level) Begins to read unfamiliar story books and comprehend with guidance from the Teacher (LO-3 Advanced level) Takes responsibility for tending to and caring for animals like kittens, puppies, chicken, etc.	Be kind to animals Take care of animals	Discussion on how to take care of pet animals. (Speaking Skill) (Advanced Level) Read and comprehend the lesson. Answer the questions asked. (Reading Skill) Picture composition (Writing Skill)	Colouring worksheets on pet animals. Wordsearch activity. Use Assistive technology VI Students Using a flash card and 3d picture (show and explain) Large font worksheet LD students	Learning Spaces Indoor Outdoor	
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		 -			
				Use a	
				assistive	
				technology	
				Ch avvir a a	
				Showing a	
				video	
				Google quiz	
				and	
				worksheet	
				Workshoot	
				Autism	
				Autioni	
				Puzzle on	
				l l	
				animals	
				Draw and	
				speak about	
				your	
				favourite	
				animal.	
				Any other :	
				Reference	
				Applications	
				:	
				Jellow app	
				Ocky Pocky	
-	•		•	•	

			Awaaz app	
			Reference	
			Books :	
			1. Including	
			Children with	
			Autism in	
			Primary	
			classes a	
			teacher's	
			handbook	
			NCERT (Mar	
			2019)	
			2. Including Children with Special needs. NCERT(July	
			2014)	

<u>Poem</u>

2- A Motherless Soft Lambkin

Class: 2	Domai	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggested	Suggeste
	ns	Goals	(C:)	Outcomes	(As per	Based (Graded) Learning		Innovative Pedagogies	d Assessme
Month-		(CG)	(-)	Graded Learning outcomes:-	Prescribed book subject –	(Tasks/Activitie	Assistive Learning	redayoyies	nt (Use of
August					English) Name of the	CW & HW)	(In consultation with Special Educators)	Activity-Based	Assessme nt Tools & Observati
(Approx No of		CG-9	C-9.1	(LO 1- Basic level)	book	(Basic Level)	& Use of IE	Learning-	on)
Teachin g Days)		Children	Listens to and appreciates	Shows interest	Name of Publisher	Recite and appreciate the	Room CwSN -	Make a sheep with cotton/ waste material	Individual
19 - 21		develop effective communicat	simple songs, rhymes, and	in listening to certain kinds of songs and	Roots and wings	poem. (Listening Skill)	Assistive Learning:-	material	Recitation
No of	Langu age &	ion skills for day-to-day	poems	poems and explains the	Main Coursebook -				Rubrics
Periods :	Literac y Develo	interactions in two		reason for their preference	2		HI students-	Learning Spaces-	
5 - 7	pment	languages		(LO2- Medium	Srijan		Using a flash card, (make	Indoor	
				level) Sings/recites songs/poems	Publisher P. Ltd.		models to explain - hill, river, small	Outdoor	

with two to three	Importance	house, plant
	of mother	
stanzas	of mother	birds, etc.)
		Colour and
		draw a sheep
		and stick cotton
		on the sheep
		VI Students
		Feel toy sheep
		and speak
		about it.
		about it.
		Audio- Visual of
		the poem to
		associate with
		the content.
		uno deritarità
		LD students
		DIY- paper
		puppet-sheep &
		speak about its
		uses.
		uses.
		Autism
		Clay model of
		sheep
		Worksheet

		Any other:
		Reference Applications:
		Jellow app
		Ocky Pocky
		Awaaz app
		Reference Books: 1. Including Children with Autism in
		Primary classes a teacher's
		handbook NCERT (Mar 2019)
		2. Including Children with Special needs. NCERT(July
		2014)

PROSE

Lesson 4- The Story of a Tree

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competen	CwSN	Suggested	Suggested
		Goals	(C:)	Outcomes	(As per	cy Based (Graded)	Assistive Learning	Innovative Pedagogie	Assessment
Month-		(CG)		Graded Learning outcomes:-	Prescribed book	Learning	(In consultation	s	(Use of Assessment
August					subject -	(Tasks/Acti	with Special Educators)		Tools & Observation)
(Approx No of				(LO 1- Basic	English)	assigned for CW &	& Use of IE Room		
Teaching Days)	Language	CG-9 Children	C- 9.3: Converses	level) Maintains the	Name of the book	HW)	CwSN -Assistive Learning:-	Activity Based Learning-	Observation
19-21	& Literacy Developm	develop effective	fluently and can	thread of the conversation	Name of Publisher	(Basic	HI students-	Tree-	
	ent	communicatio	meaningful	across multiple		Level)	Flash card,	Story book	Rubrics
No of Periods:		n skills for day- to-day interactions in	conversation	exchanges	Roots and wings	Audio- Visual	Showing real trees and real fruits	Theme-	Checklist
5 - 7		two languages		(LO2- Medium level)	Main Courseboo	Listen - see – learn (names of	Explain how to	Based Learning-	
				Engages in	k -2	trees)	grow trees and value it	Role Play	
				discussion about a topic and raise		(Listening Skill)	Touch and feel the		
				and respond to	Srijan Publisher		seeds.	Experiential Learning-	
				questions	P. Ltd.	(Medium Level)	Observe the process of	Germinatio	
						LGVGI)	germination.	n	

CG-10 Children develop fluency in reading and writing in	Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own	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) (LO-3 Advanced level) Begins "Independent Reading" of books of more textual content than visual content	Trees are our best friends. Grow more trees.	of a tree. (Speaking Skill) (Advanced Level) Tree – story book (Reading Skill & Writing Skill)	School garden experiments How to grow, how many days to grow, and all the information etc. Colouring all types of trees VI Students Showing real tree and real fruits Explain how to grow to tree and value Make a card board paper 3d tree. Seeds cycle explain School garden experiment given to kids how to grow how many days to grow and how to take care all info etc.	rubbing activity Learning Spaces Indoor Outdoor	
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Language & Literacy Developm ent	Language 1 (L1)2 CG-6 Children develop a positive regard for the natural environment around them	C-6.1 Shows care for and joy in engaging with all life forms	(LO2- Medium level) Enjoys going out for nature walks and observing plants and animals		Colouring all types of tree Showing video LD students Showing real tree and real fruits Explain how to grow trees and value Make a cardboard paper 3d tree. Seeds cycle explain	
Socio- Emotion al and Ethical Develop ment Manoma ya kosha					Autism- Worksheet on types of trees Mind Map on trees Any other: Reference Applications: Jellow app Ocky Pocky	

			Awaaz app	
			Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)	
			2. Including Children with Special needs. NCERT(July 2014)	

L5. Pronouns

Class: 2	Domai ns	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded	Syllabus- (As per Prescribe	Competency Based (Graded)	CwSN	Suggeste d Innovativ	Suggested Assessme nt
Month-				Learning	d book	Learning	Assistive Learning	e Pedagogi	(Use of
August				outcomes:-	subject – English)	(Tasks/Activi	(In consultation with Special	es	Assessme nt Tools- Observati
				(LO 1-	Name of the book	ties assigned for CW & HW)	Educators) & Use of IE Room	Activity- Based	on)
(Approx No of		CG-9	C-9.7	,	Name of		CwSN -Assistive	Learning-	
Teaching Days)		Children develop	Knows and uses enough words to	Basic level) Uses	Publisher	(Basic Level)	Learning:- HI students-	Pronoun and verb dice.	Observatio n
19-21		effective communication	interactions	children's dictionaries to	Grammar Trove	Peer- Conversation	Large font flash cards to learn	Roll and	
No of	Langua	skills for day-to- day interactions in two	effectively and can guess meaning of new words by using	identify		using pronouns	pronouns.	make a sentence.	Rubrics
Periods:	ge & Literac	languages	existing vocabulary	meanings of	Rohan		VI Students		
3-4	y Develo	2		unknown	Book Co. Pvt.Ltd.		Touch the 3D		
	pment			words		(Medium	pronoun words.		
				encountered in		Level) Online	Audio of pronoun song.	Learning Spaces-	
				text	Pronouns	worksheets	LD students	Indoor	

CG-11 Children begin to read and write in Language 2 (L2)	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	(LO2- Medium level) Recognizes as sight words commonly used articles, pronouns, and connecting words		Stick puzzle on pronouns. Autism Create work station- arrange the words to use pronouns. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	
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L9. Articles (A, AN, THE)

Month- August (CG) (C:) (C:) Outcomes (As per Prescribed to subject – outcomes:- English)	y Based Innovative Assessment (Graded) Assistive Pedagogies t
Capprox No of Teaching Days) 19-21 No of Periods: Langua ge & Literac y Children develop effective communication skills for day-to- day interactions in two languages 2 C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary Languages Name of the book Name of Publisher Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc Rohan Book Pvt.Ltd. Articles	Learning Learning Theme-Based Learning- (Tasks/Activ on with conversation rules to be assigned for CW & HW) Ove (Basic Level) Listen and Learning Theme-Based Learning- Conversation rules to be followed while choosing an article Experiential Learning- Observation Observation Observation Place the nouns in the correct article Rubrics

	article to be added with the noun the (Speaking skills) (Advanced Level) the Worksheets on fill up the blanks with articles. Find the error in the article and correct it. (Interactive activity on article Reading & writing skills LO Stu	ok at e things buns) aced in e tray d tell e article be used oudents aw the uns and t the rrect icle with ustim:
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			Reference	
			Applicatio	
			ns:	
			115.	
			Jellow app	
			collow app	
			Ocky Pocky	
			Awaaz app	
			Reference	
			Books:	
			1. Including	
			Children	
			with Autism	
			in Primary	
			classes a	
			teacher's	
			handbook	
			NCERT	
			(Mar 2019)	
			` '	
			2. Including	
			Children	
			with	
			Special	
			needs.	
			NCERT(Jul	
			y 2014)	
			, _0 ,	

<u>Poem</u>

3- The White Window

Class: 2 D	Domai	Curricular	Competencie	Learning	Syllabus-	Competency	CwSN	Suggested	Suggested
n	าร	Goals	s	Outcomes	(As per	Based (Graded) Learning		Innovative Pedagogies	Assessmen t
Month- Septem ber		(CG)	(C:)	Graded Learning outcomes:-	Prescribed book subject – English) Name of the book	(Tasks/Activitie s assigned for CW & HW)	Assistive Learning (In consultation with Special Educators)	Activity-Based	(Use of Assessmen t Tools & Observatio n)
No of	_angu age & _iterac / Develo oment	CG-9 Children develop effective communic ation skills for day-to-day interaction s 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	Name of Publisher Roots and wings Main Coursebook -2 Srijan Publisher P. Ltd.	(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)	& Use of IE Room CwSN - Assistive Learning:- HI students- Explain the concept of day and night using model Showing a video on day and night.	Learning- Moon Phases using Biscuit Learning Spaces- Indoor	Individual Recitation Rubrics

	Medium All about the night	
level)	sky	things like, star,
Sings	/recites	black sky,
	/poems	white moon,
with t		lamp, window,
	stanzas	bed
unce	31411243	nillaw
		pillow
		Showing video
		VI Students
		Vi Students
		Explain day
		and night
		concept. Sun
		and moon.
		Using model
		Showing a
		video
		Day night sun
		and moon
		Star, black sky,
		white moon,
		lamp, window,
		bed ,pillow
		LD students

Explain day and night concept. Sun and moon. Showing a video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed, Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app Ocky Pocky	 	 	 	 	
and night concept. Sun and moon . Showing a video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other : Reference Applications: Jellow app		 		Explain day	
concept. Sun and moon . Showing a video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
and moon . Showing a video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed, Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
Showing a video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed, Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
video Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
Day night sun and moon flash card Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
and moon flash card Star, black sky, white moon, lamp, window, bed, Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				video	
and moon flash card Star, black sky, white moon, lamp, window, bed, Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				Downight own	
card Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
Star, black sky, white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				card	
white moon, lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				Star black sky	
lamp, window, bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
bed , Pillow Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
Autism: Making of word wall Video on the poem. Any other: Reference Applications: Jellow app					
Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				bod , i illow	
Making of word wall Video on the poem. Any other: Reference Applications: Jellow app				Autism:	
word wall Video on the poem. Any other: Reference Applications: Jellow app					
Video on the poem. Any other: Reference Applications: Jellow app					
poem. Any other: Reference Applications: Jellow app				word wall	
poem. Any other: Reference Applications: Jellow app				Midaa aa tha	
Any other : Reference Applications: Jellow app					
Reference Applications: Jellow app				poem.	
Reference Applications: Jellow app				Any other	
Applications: Jellow app				7, 5	
Jellow app					
				Applications:	
				Jallaw ann	
Ocky Pocky				Jellow app	
				Ocky Pocky	

		Awaaz app	
		Reference	
		Books: 1.	
		Including	
		Children with	
		Autism in	
		Primary classes	
		a teacher's	
		handbook	
		NCERT (Mar	
		2019)	
		/	
		2. Including	
		Children with	
		Special needs.	
		NCERT(July	
		2014)	
		2017)	

PROSE

Lesson 5- Good Habits and Good Manners

Olassi O	D :	0	0	1	Cullabura	0	CCNI	C	0
Class: 2	Domains	Curricular	Competencies	Learning	Syllabus	Competenc	CwSN	Suggested	Suggested
		Goals	(C:)	Outcomes	-	y Based	Assistive Learning	Innovative	Assessment
		(CG)	(0.)	Graded Learning	(As per	(Graded)	Assistive Learning	Pedagogies	(Use of
Month-		(CG)			Prescrib	Learning	(In consultation	Activity Bood	Assessment
1				outcomes:-		/Tables/Ast:	with Special	Activity Based	
Septemb					ed book	(Tasks/Acti	Educators)	Learning-	Tools &
er .					subject -	vities	Luucators	Stick pictures of	Observation
					English)	assigned	& Use of IE Room)
					English)	for CW &	G 555 51 12 1155	some good	
		CG-9	C- 9.7:	(LO 1- Basic	Name of	HW)	CwSN -Assistive	habits and read	
(Approx				level)	the book		Learning:-	it out loud.	Observation
No of		Children	Knows and	,	the book			State 2- 3 good	Observation
Teaching		develop	uses enough	Uses children's	Name of	(Basic	HI students-	habits that you	
Days)		effective	words to carry	dictionaries to	Publishe	`		follow.	
		communicat	out day-to-	identify meanings	r	Level)	Showing video,		Rubrics
20-21			day	of unknown	•	Express	colour the picture		
		ion skills for	1			your felling		Theme- Based	
		day-to-day	interactions	words		about your	Role play activity	Learning-	
No of		interactions	effectively	encountered in	Roots	classroom		Leaning	Checklist
		in two	and can	text	and	and its	VI Students	Create a small	
Periods:		languages	guess		wings			picture book	
5 - 7		languages	meaning of			cleanliness.	Using good habits	depicting	
3-7	Language		new words by		Main	(Speaking	and good manners	different	
	& Literacy		1		Coursebo	Skill)	large flash cards.		
	Developm		using existing		ok -2	SKIII)	large naon carae.	manners.	
	ent		vocabulary				Showing video	Students will	
							and ming made	find pictures	
					.	(Medium	Worksheet	that depict	
					Srijan	Level)		different	
					Publisher	'	LD students	manners. Stick	
		CG-10	C-10.8:	(LO2- Medium	P. Ltd.	Follow the			
		Children	C-10.0.	level)		oral	Using good habits	this picture in	
		develop	Writes a	,		instruction	and good manners	the picture book	
		fluency in		Creates a			flash cards	and write	
			paragraph to	sequence of			naon oaras	something	
		reading and	express their	•				about each	

Positive Learnin g Habits	writing in Language 1 (L1)2 CG-13 Children develop habits of learning that allow them to engage actively in formal learning environment s like a school classroom.	understanding and experiences (L1) C-13.4 Classroom norms: Adopts and follows norms with agency and understanding	pictures and writes short sentences along with them with (LO-3 Advanced level) Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly	Good manners importan t for a successf ul life	given in the classroom. (Listening Skill) (Advanced Level) Read the classroom rules and write the rules which you follow every day. (Reading Skill & Writing Skill)	Showing video, colour the picture Role play activity Any other: Reference Applications: Jellow app Ocky Pocky Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	Experiential Learning- Describe how to use good manners in differing scenarios Learning Spaces Indoor Outdoor	
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L12. Verbs (Doing Words)

Class: 2	Domai	Curricular Goals	Competencies	Learning	Syllabus-	Competenc	CwSN	Suggested	Suggested
	ns	(CG)	(C:)	Outcomes	(As per	y Based	Assistive	Innovative	Assessme
		(00)	(6.)	Graded	Prescribed	(Graded)	Learning	Pedagogies	nt
Month-				Learning	book	Learning	Learning	Theme-	(Use of
				outcomes:-	subject -		(In consultation	Based	Assessme
Septembe				outcomes.	Subject –		with Special	Learning-	nt Tools-
r					English)	(Tasks/Acti	Educators)	Learning	Observati
						vities		Conversation	on)
					Name of	assigned	& Use of IE Room	and	5 ,
(Approx					the book	for CW &	CwSN -Assistive	questioning	
No of					Name of	HW)	Learning:-	on a topic.	
Teaching					Publisher		Learning.		
Days)		CG-9	C-9.7:		I dollare		HI students-		
			0-3.7.	(LO 1-		(Basic		Dumb	
20-21		Children	Knows and uses	Basic level)		Level)	Stick and paste	Charades	
		develop	enough words to	Dasic level)	Grammar	,	the verbs with the		
	Langua	effective	carry out day-to-day	Uses expanded	Trove	Link	action picture.	Make a verb	
No of	ge & Literac	communication	interactions	vocabulary with		sentences		story (Write	
Periods:	v	skills for day-to-	effectively and can	intentional use		together	VI Students	verbs on	
0.4	Develo	day interactions	guess meaning of	of action words,	Rohan Book	with helping	Simon Says game	pieces of	
3-4	pment	in two	new words by using	descriptive	Co. Pvt.Ltd.	verbs	Omion Cays game	paper . In a	
		languages	existing vocabulary	words, tenses,	Holping	(Medium	LD students	group make a short story	
				etc	Helping verbs	Level)		using the	
		2			ACIDS	,	Draw and colour	verbs)	
					Doing	Worksheets	different action	10100)	
					words		words	Experiential	
								Learning-	

Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways Anan dama ya kosha C-12.3 Uses children's dictionaries to identify meanings of unknown words encountered in text	(LO2- Medium level) Uses children's dictionaries to identify meanings of unknown words encountered in text (LO2- Medium level) 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	(Interactive activity on verbs)	Follow the instructions and do the actions. Austim: Online worksheet to learn the concepts. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	Simon Says game Learning Spaces- Indoor Outdoor	
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PROSE

Lesson 6- The Forest

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competenc	CwSN	Suggest	Suggested
Month- October (Approx No of Teaching Days)	Language & Literacy Developm	Goals (CG) CG-9 Children develop effective communication	(C:) C-9.3: Converses fluently and can hold a meaningful	Outcomes Graded Learning outcomes:- (LO 1- Basic level) Engages in discussion about a topic and raise and	(As per Prescribe d book subject – English) Name of the book	y Based (Graded) Learning (Tasks/Acti vities assigned for CW & HW)	Assistive Learning (In consultation with Special Educators) & Use of IE	ed Innovati ve Pedagog ies Activity Based	Assessment (Use of Assessment Tools & Observation) Observation
14-15	ent	skills for day- to-day interactions in	conversation	respond to questions	Publisher	(Basic Level)	Room	Learning -	Rubrics
No of Periods:		two languages	C-9.6:	(LO2- Medium level)	Roots and wings	Listen to a passage and answer	CwSN -	Mask making of wild	Checklist
5 - 7			Narrates short stories with clear plot and character	Narrates their own short stories with simple plots and characters	Main Coursebo ok -2 Srijan Publisher P. Ltd.	the questions orally (Listening Skill)	Assistive Learning:- HI students- Model of forest and animals within it.	animals. Narrate a story Experien tial	

1	Children develop fluency in reading and writing in Language 1 (L1)2	C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1	(LO-3 Advanced level) Reads and identifies characters, plots, sequences, and point of view of the author	Love animals for they are your friends	(Medium Level) Picture Talk (Speaking Skill) (Advanced Level) Read the lesson with peers and discuss the situation. (Reading Skill) (Writing Skill)	Differentiate between pet and wild animals (use a chart to display the main points) Use Visual aid VI Students 3D models. Display the story in large fonts. Worksheet — Care of the animals. LD students Mask making of wild animals. Autism Role play with animal mask.	Role play Learning Spaces Indoor Outdoor	
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	Reference	
	Applications	
	: Jellow app	
	Ocky Pocky	
	Awaaz app	
	Reference	
	Books: 1.	
	Including	
	Children with	
	Autism in	
	Primary	
	classes a	
	teacher's	
	handbook	
	NCERT (Mar	
	2019)	
	2. Including	
	Children with	
	Special	
	needs.	
	NCERT(July	
	2014)	

L11. Preposition

Class: 2	Domai	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggested	Suggested
	ns	Goals	(C:)	Outcomes	(As per	Based (Graded)		Innovative Pedagogie	Assessmen t
Month-		(CG)		Graded Learning outcomes:-	Prescribed book subject	Learning	Assistive Learning	s	(Use of Assessmen
October									t Tools-
	Langua ge &	CG-9	C-9.7:	(LO 1-	English)	(Tasks/Activitie s assigned for	(In consultation with Special	Theme- Based	Observatio
(Approx	Literac y	Children develop	Knows and uses enough	Basic level)	Name of the book	CW & HW)	Educators)	Learning-	n)
No of Teaching	Develo pment	effective communicatio	words to carry out day-to-day	Uses children's dictionaries to	Name of		& Use of IE Room	Interactive flip book on	
Days)		n skills for	interactions	identify meanings	Publisher	(Basic Level)	CwSN -	prepostion	Observation
14-15		day-to-day interactions in	effectively and can guess	of unknown words	Grammar	Listen to the sentences and	Assistive Learning:-	Experienti al	
		two languages	meaning of new words by	encountered in texts	Trove	identify the preposition in	HI students-	Learning-	Rubrics
No of		2	using existing vocabulary			the sentence (listening skill)	Flash cards – see and follow	Dice game preposition	
Periods: 5-7				combinations	Rohan Book Co. Pvt.Ltd.	(Medium Level)	the instructions.	Learning Spaces-	Checklist
					Preposition	Look at the preposition model and say	Write the spelling of the concept words.	Indoor	

	the preposition to be used (Speaking days) (Advanced Level) Worksheets on choosing the correct prepositon (Interactive activity on verbs) Reading & writing skills Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with
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		Autism in Primary classes a teacher's handbook NCERT (Mar 2019)	
		2. Including Children with Special needs. NCERT(July 2014)	

<u>Poem</u>

4- If you should meet a Crocodile

Class: 2	Domai	Curricular Goals	Competenci	Learning	Syllabus-	Compete	CwSN	Suggested	Suggested
	ns	(CG)	es	Outcomes	(As per	ncy	Assistive Learning	Innovative	Assessment
Month-		(00)	(C:)	Graded Learning outcomes:-	Prescribed book subject –	Based (Graded) Learning	(In consultation with Special Educators)	Pedagogies	(Use of Assessment Tools &
October					English)	(Tasks/Ac tivities	& Use of IE Room	Activity Paced	Observation)
(Approx					Name of	assigned for CW &	CwSN -Assistive	Activity-Based	
No of				(LO 1- Basic	the book	HW)	Learning:-	Learning-	Individual
Teachin		CG-9	C-9.1	level)	Name of	,	HI students-	Draw and	Recitation
g Days)		Children		Shows interest	Publisher	(D : -	Collage -Stick	name your favourite water	
14-15	Langu	develop	Listens to and	in listening to		(Basic Level)	pieces of paper or	animal	Rubrics
)	age &	effective communication	appreciates	certain kinds of	Roots and	Recite	pulses on the picture of the characters		
	Literac y	skills for day-to-	simple	songs and poems and	wings	and			
No of	Develo pment	day interactions	songs, rhymes, and	explains the	Main	appreciate	VI Students	Lagraina	
Periods	pinent	in two	poems	reason for their	Courseboo k -2	the poem.	Use large font to	Learning Spaces-	
:		languages		preference	K 2	(Listenin g Skill)	display the story.	Indoor	
5-7						g GKIII)	Use large flash	Indoor	
					Srijan		cards.		
			C- 9.2:	(LO2- Medium	Publisher P. Ltd.	(Medium	Use models of		
			Creates	level)		Level)	objects in the		
			simple			Speak on "My	lesson.		

Aesth etic	CG-12: Children develop	songs and poems on their own C-12.3: Innovates and works	Creates short poems/rhymes independently in their own words (LO 1- Basic level) Pays attention to	favourite wild animal" (Speakin g Skill)	Use taped poems. LD students Flash cards Make a model. Autism Online Quiz Games	
			level)			

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Lesson 7- Rohan and Tia Watch Television

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggested	Suggeste
		Goals	(0.)	Outcomes		Based		Innovative	d
		(00)	(C:)	0	(As per	(Graded)		Pedagogie	Assessm
Month-		(CG)		Graded Learning outcomes:-	Prescribed book	Learning	Assistive Learning	s	ent
Novembe				outcomes	subject –	(Tasks/Activ			(Use of
r					Subject –	ities	(In consultation		Assessm
					English)	assigned for	with Special		ent Tools
				(LO 1- Basic level)		CW & HW)	Educators)		&
/Approx		CG-9	C-9.3:	Engago with non	Name of the	, on a,	& Use of IE Room	Activity-	Observati
(Approx No of	Language	Children	Converses	Engages with non-	book		& USE OF IE ROUTH	Based	on)
Teaching	Language & Literacy	develop	fluently and can	fictional content	Name of	(D '-	CwSN -Assistive	Learning-	,
Days)	Developm	effective	hold a	read aloud or	Publisher	(Basic	Learning:-	Board	
<i>- u y o y</i>	ent			discussed in class,		Level)		games in	Observati
14-15		communicat	meaningful	is able to link		Listens to the	HI students-	the	on
		ion skills for	conversation	knowledge from		instructions	Dlay the board	classroom	
		day-to-day		their own	Roots and	during	Play the board		
No of		interactions		experiences, and	wings	outdoor	games.		
Periods:		in two		talks about it	Main	games	Show a video on		Rubrics
		languages			Coursebook -	(1.1-4	how to play games.		
3-4					2	(Listening	now to play games.	Experienti	
			C-9.5:	(LO 1- Basic level)		Skill)	Colour the picture	al	Checklist
			C-9.5:	(20 : 200:0:0:0:0;			of cartoon	Learning-	
			Comprehends	Interprets the	Srijan		characters		
			narrated/read-	motivations of the	Publisher P.	(Medium	mentioned in the	Outdoor	
			1	author to write the	Ltd.	Level)	lesson	games	
			out stories and	story and retell the					
			identifies	story and retentine					
			characters,						

Physical Develop ment Annama ya laaaha	CG-10 Children levelop luency in eading and vriting in language 1 L1)2 CG-3: Children levelop a fit and flexible leveloy	c-10.8: Writes a paragraph to express their understanding and experiences (L1) c-3.4: Shows strength and endurance in carrying, walking, and running	(LO2- Medium level) Creates a sequence of pictures and writes short sentences along with them with (LO-3 Advanced level) 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)	Watching TV for too long is hazardous to health	Cons of watching TV (Speaking Skill) (Advanced Level) Newspaper reading-highlight the verbs (Reading Skill & Writing Skill)	Show flash cards of different games. VI Students Use of Texture Matching games. LD students Dress up as your favourite character and speak few sentences Autism Colour the picture of cartoon characters mentioned in the lesson Show flash cards of different games. Participate in board games during sports period. Any other: Reference	Spaces Indoor Outdoor	
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			Jellow app	
			Ocky Pocky	
			Awaaz app	
			Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	

<u>Poem</u>

5- Tall Trees

Class: 2	Domai	Curricular Goals	Competencies	Learning	Syllabus	Competenc	CwSN	Suggested	Suggested
	ns	(CG)	(C:)	Outcomes	- /A = n==	y Based (Graded)	Assistive Learning	Innovative Pedagogies	Assessment
Month-				Graded Learning	(As per Prescrib	Learning	(In consultation		(Use of Assessment
Novem				outcomes:-	ed book	(Tasks/Acti	with Special Educators)		Tools &
ber					subject -	vities assigned		TI	Observation)
		CG-9	C-9.1	(LO 1- Basic	English)	for CW &	& Use of IE Room	Theme- Based	
(Approx	Langu	Children develop	Listens to and	level)	,	HW)	CwSN -Assistive Learning:-	Learning-	Individual
No of	age & Literac	effective	appreciates	Shows interest	Name of the book				Recitation
Teachin g Days)	y Develo	communication	simple songs,	in listening to	Name of	(Basic	HI students-	Enact as a tree	
14-15	pment	skills for day-to- day interactions	rhymes, and poems	certain kinds of songs and	Publishe	Level)	Physical activity-		Rubrics
. 14-13		in two languages		poems and	r	Recite and appreciate	Plant a tree.		
)				explains the		the poem.	Worksheet on		
				reason for their preference	Roots	(Listening	how to take care of the plant.	Experiential learning	
					and	Skill)	·		
No of			C- 9.2:		wings		VI Students-	Germination of seed	
Periods			Creates simple	(LO2- Medium level)	Main Courseb		Touch the		
-			songs and poems on their own	,	ook -2		different parts of a tree.		
3-4			on their own	Creates short poems/rhymes					
				independently			Speak about it.	Learning	
							LD students-	Spaces-	

	T	in their own	Srijan	T	Memory game on	Indoor	
		words	Publisher		tree.		
		Words	P. Ltd.		uee.		
					Board game on		
					trees.		
			Importan		A 4*		
			ce of		Autism-		
			trees		On the cutout of a		
					tree stick coloured		
					thermocol balls		
					(as per the parts		
					of the tree)		
					Worksheet based		
					on the poem		
					Audio-Video on		
					poem and trees		
					A (I		
					Any other :		
					Reference		
					Applications:		
					Jellow app		
					Ocky Pocky		
					Awaaz app		
					Reference Books		
					: 1. Including		
					Children with		
					Autism in Primary		

			classes a teacher's	
			handbook NCERT	
			(Mar 2019)	
			2. Including	
			Children with	
			Special needs.	
			NCERT(July 2014)	

L6. Conjunctions

Class: 2	Domai ns	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning	Syllabus- (As per Prescribed	Competency Based (Graded)	CwSN Assistive Learning	Suggeste d Innovativ	Sugge sted Asses
Month- December				outcomes:-	book subject –	Learning (Tasks/Activit ies assigned	(In consultation with Special Educators)	e Pedagogi es	sment (Use
13-14	Langua ge & Literac	CG-9	C-9.3:	(LO 1-	English)	for CW & HW)	& Use of IE Room	65	of Asses
(Approx	y Develo pment	Children develop	Converses fluently and can	Basic level)	Name of the book	(Basic Level)	CwSN -Assistive Learning:-	Activity- Based	sment Tools- Obser
No of Teaching	pinent	effective communication	hold a meaningful	Maintains the thread of the conversation	Name of Publisher	(listening skill)	HI students-	Learning-	vation)
Days) 14-15		skills for day-to- day interactions	conversation	across multiple exchanges		Listen to the sentences and	Write and complete simple	Joining band	
14-13		in two languages		CXCHAINGCS	Grammar Trove	fill in the blanks	sentence using correct conjunction	(Sentence s with	Observ
No of Periods:		2		(LO 1-	Rohan Book		VI Students	conjunction)	ation
4-5		CG-10 Children	C-10.2: Understands	Basic level)	Co. Pvt.Ltd.	(Medium Level)	Large font flash cards- join words		Rubrics
		develop fluency in reading and	basic structure/format	Uses simple punctuation marks		(Speaking skill)	and complete a sentence.	Experient ial	
		writing in Language 1	of a book, idea of words in print	(full stop, question mark) appropriately	Conjunctio	Pick out the	LD students	Learning-	Checkli
		(L1)2	and direction in which they are		ns	conjunction from the basket and	Joining word - band	Converse with your	st

CG-11 Children begin to read and write in Language 2 (L2)	printed, and recognises basic punctuation marks C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences	(LO2- Medium level) Recognizes as sight words commonly used articles, pronouns, and connecting words		place it in the right place (Advanced Level) Worksheets Reading & writing skills	Austim: Online worksheet to learn the concepts. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	peer and reframe the sentence using conjunctions Learning Spaces-Indoor Outdoor	
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PROSE

Lesson 8- Murali Becomes a Good Boy

Importance of helping and caring others Cards Cards Students Cards Model of traffic signals Experiential Learning-	Month- January (Approx No of Teaching Days)	Language & Literacy Developm ent	Curricular Goals (CG) CG-9 Children develop effective communication skills for day-to-day interactions in two languages	C-9.5: Comprehends narrated/read- out stories and identifies characters, storyline and what the author wants to say	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) Interprets the motivations of the author to write the story and retell the story as if they were the author	helping and	` .		•	Suggested Assessme nt (Use of Assessme nt Tools & Observati on) Observati on Rubrics Checklist
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CG-10 Children develop fluency in reading and writing in Language 1 (L1)2 Emotion al and Ethical Develop ment CG-5 Children develop a positive attitude towards productive work and service or 'Seva'	C-9.6: Narrates short stories with clear plot and characters C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)	(LO 1- Basic level) Creates their own stories, with complex plots and multiple characters (as a group) (LO2- Medium level) Reads and identifies characters, plots, sequences, and point of view of the author		(Advanced Level) Comprehend the story and write the answers. (Reading Skill & Writing Skill)	Observe the gardener how he takes care of the plants VI Students Model of textured zebra crossing and traffic signal LD students Role-play on how to help others. Worksheet on the concept of the lesson Autism Coloring cards Sticking & Identifying worksheets	Donate things like pencils, books, toys and give it to the needy children Learning Spaces Indoor Outdoor	
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Demonstrates willingness and participation in age-appropriate physical work towards helping others (LO-3 Advalevel) Assists tea to create T	chers	based on the concept Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT (Inly
		Special

<u>Grammar</u>

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

Class: 2	Domai	Curricular Goals	Competencies	Learning Outcomes	Syllabus-	Competenc	CwSN	Suggeste	Suggested
	ns	(CG)	(C:)	Graded Learning outcomes:-	(As per Prescribed	y Based (Graded)	Assistive Learning	d Innovative	Assessmen t
Month-					book	Learning	(In	Pedagogi es	(Use of
January					subject -		consultation		Assessmen t Tools-
	Langua ge &	CG-9	C-9.7:	(LO 1-	English)	(Tasks/Activ	with Special		Observatio
(4	Literac	Children	Knows and	Basic level)	Name of	ities assigned	Educators)	Theme- Based	n)
(Approx No of	y Develo	develop	uses enough	Uses expanded	the book	for CW &	& Use of IE	Learning-	
Teaching	pment	effective	words to carry	vocabulary with	Name of	HW)	Room	Make a	
Days)		communication skills for day-to-	out day-to-day interactions	intentional use of	Publisher		CwSN -	foldable on	Observation
20-22		day interactions	effectively and	action words, descriptive words,		(Basic	Assistive Learning:-	tenses	Observation
		in two	can guess	tenses, etc	Grammar	Level)	HI students-		
No of		languages	meaning of new words by		Trove	Watch and		Experienti	Rubrics
Periods:5-		2	using existing		Rohan Book	listen to a	Match the	al	
7			vocabulary		Co. Pvt.Ltd.	video on Tenses	action picture with the tense	Learning-	Checklist
						(listening		Use puppets to	Officerrist
						skill)	VI Students	narrate a	
							Share what	story by	
							you do before coming to	using the tenses	
					Tenses	(Medium Level)	school.		
								Learning Spaces-	

Aesthe tic and Cultur al Develo pment	CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	(LO2- Medium level) 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	Share your experience about how you spent your Sunday or what will you do during the weekend (Speaking skills) (Advanced Level) Worksheets (Interactive activity on tenses) Reading & writing skills	Complete the sentences with the correct tenses Austim: Online worksheet to learn the concepts. Show & tell the tenses to be used Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with	Outdoor	
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	a teacher's handbook NCERT (Mar 2019)	
	2. Including Children with Special needs. NCERT(July 2014)	

L13. Adverbs

Class: 2	Domai ns	Curricular Goals	Competencies (C:)	Learning Outcomes	Syllabus-	Competency Based (Graded)	CwSN	Suggested Innovative Pedagogie	Suggested Assessmen t
Month-		(CG)		Graded Learning outcomes:-	Prescribed book subject	Learning	Assistive Learning	S	(Use of Assessmen
January	Langua ge &	CG-9	C-9.7:	(LO 1-	English)	(Tasks/Activitie s assigned for	(In consultation with Special	Theme- Based	t Tools- Observatio
(Approx	Literac y	Children	Knows and	Basic level)	Name of the book	CW & HW)	Educators)	Learning-	n)
No of Teaching Days)	Develo pment	develop effective	uses enough words to carry	Uses children's dictionaries to	Name of	(5	& Use of IE Room	Conversati on and	
20-22		communicatio n skills for	out day-to-day interactions	identify meanings of unknown	Publisher	(Basic Level) Find the error	CwSN - Assistive	questioning on a topic.	Observation
		day-to-day interactions in two	effectively and can guess meaning of	words encountered in texts	Grammar Trove	while hearing to an audio on adverbs	Learning:- HI students-	Experienti al Learning-	Rubrics
No of		languages	new words by using existing			(listening skill)	Flash cards – see and follow	Dice game of adverb	
Periods: 5-7		2	vocabulary		Rohan Book Co. Pvt.Ltd.	(Medium Level)	the	or adverb	Checklist
J-1	Aesth etic				Adverbs	Complete the sentences with the adverbs orally.	write the spelling of the concept words.		
	and Cultur al					(Speaking skill)	VI Students	Learning Spaces-	

Devel	CG-12	C-12.2	(LO2- Medium	Advanced	LD students	Indoor
Anan dama ya kosha	Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	level) 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	Level) Worksheets (Interactive activity on verbs) Reading & writing skills	Simon Say- game Online worksheet to learn the action words. Austim: Simon Say- game Draw and name few action words Add an adverb to the verb. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including	Outdoor

		Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)
		2. Including Children with Special needs. NCERT(July 2014)

PROSE

Lesson 9- Bholaram's Magic Repair Toy Shop

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN	Suggested	Suggested
		Goals	(0.)	Outcomes	(40	Based	A:-4:	Innovative	Assessme
		(CC)	(C:)	Craded Learning	(As per Prescribed	(Graded)	Assistive	Pedagogies	nt
Month-		(CG)		Graded Learning outcomes:-		Learning	Learning		(Use of
				outcomes	book subject -English)	(Tasks/Activiti	(In consultation		Assessme
February					-Liigiisii)	es assigned	with Special		nt Tools &
					Name of the	for CW & HW)	Educators)		Observatio
			C- 9.7:	(LO 1- Basic	book	101 011 4 1111)	ŕ		n)
(Approx		CG-9	C- 9.7.	level)			& Use of IE		,
No of		Children	Knows and	llaaa ahilduamia	Name of		Room		
Teaching	Language & Literacy		uses enough	Uses children's	Publisher	(Basic Level)	CwSN -		
Days)	Developm	develop	words to carry	dictionaries to		Think-Pair-	Assistive		Observation
,	ent	effective	out day-to-day	identify		Share	Learning:-		
15-16		communicati	interactions	meanings of	Roots and	Oriaro	Louining.	Tave	
		on skills for	effectively and	unknown words	wings	(Listening	HI students-	Toy Pedagogy	Rubrics
		day-to-day	-	encountered in		Skill)		redayogy	
No of		interactions	can guess	texts	Main		Role- play	Make low	
Periods:		in two	meaning of new		Coursebook -2		based on the	cost toys	Checklist
		languages	words by using		Srijan	(Medium	lesson	with material	OTTO OTTO
5 - 7			existing		Publisher P.	Level)	llas tautasla	available	
			vocabulary		Ltd.	•	Use toy tools	around.	
						Show and tell	to identify and		
						(Speeking	know their		
						(Speaking Skill)	names		
						Skiii)	VI Students		
					Love for toys		vi Students	Learning	
							Touch and feel	Spaces	
							activity – show	Indoor	

Socio- Emotion al and Ethical Develop ment Manoma ya kosha Positive Learnin g Habits	CG-10 Children develop fluency in reading and writing in Language 1 (L1)2 CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need	(LO2- Medium level) Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation intonation and pauses (LO-3 Advanced level) Works in common tasks with kindness and affection to others in the group	(Advanced Level) Reading comprehension and write the answers (Reading Skill & Writing Skill)	your toy and tell about it. LD students Use the toy tools and speak about its function. Show a video on helping others. Autism: Write names of their favourite toys and draw it. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1.	Outdoor	
					Books: 1. Including		

CG -13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom	Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions	Advanced Level Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities		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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L8. Subject and Predicate

Class: 2	Domai ns	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning	Syllabus- (As per Prescribed	Competency Based (Graded)	CwSN Assistive Learning	Suggeste d Innovativ	Sugges ted Assess
Month-				outcomes:-	book subject –	Learning	(In consultation with Special	e Pedagogi	ment
February	Langua ge &	CG-9	C-9.3:	(LO 1-	English)	(Tasks/Activit	Educators) & Use of IE Room	es	(Use of Assess ment
(Approx No of	Literac y Develo	Children	Converses fluently and can	Basic level)	Name of the book	ies assigned for CW & HW)	CwSN -Assistive	Activity-	Tools- Observ
Teaching Days)	pment	develop effective communication	hold a meaningful	Maintains the thread of the	Name of Publisher	(Basic Level)	Learning:- HI students-	Based Learning-	ation)
10-12		skills for day-to- day interactions	conversation	conversation across multiple exchanges	Grammar	(listening skill)	Write and complete simple	Play a computer	
No of Periods:		in two languages			Trove	Listen to the sentences and	sentence using correct punctuations.	game on Subject and	Observa tion
3-4		2			Rohan Book	state the subject and predicate	VI Students	Predicate	5
		CG-10		(LO 1-	Co. Pvt.Ltd.		Large font flash cards- join words	Experient	Rubrics
		Children develop fluency	C-10.2:	Basic level) Uses simple		(Medium Level)	and complete a sentence.	ial Learning-	Checklis
		in reading and writing in	Understands basic structure/format	punctuation marks (full stop, question mark) appropriately	Making complete sentence	(Speaking skill)	LD students	Make flash cards and	t

Language 1 (L1)2	of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation	(LO2- Medium level)	Punctuatio ns	Add a Subject to the Predicate and vice versa (Advanced Level)	Joining word - band Austim: Online worksheet to learn the concepts. Any other:	match the subject with its predicate (peer activity)	
CG-11 Children begin to read and write in Language 2 (L2)	C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences	Recognizes as sight words commonly used articles, pronouns, and connecting words		In the newspaper/ma gazine articles underline the Subject and Predicate Reading & writing skills	Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	Learning Spaces- Indoor Outdoor	

Grammar

L10. Adjectives (Describing Words)

Class: 2	Domai ns	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning	Syllabus-	Competenc y Based (Graded)	CwSN Assistive	Suggeste d Innovative	Suggested Assessmen t
Month-				outcomes:-	Prescribed book subject –	Learning	Learning (In	Pedagogi es	(Use of Assessmen
(Approx No of Teaching Days)	Langua ge & Literac y Develo pment	CG-9 Children develop effective communication skills for day-to-	C-9.7: Knows and uses enough words to carry out day-to-day interactions	(LO 1- Basic level) Uses expanded vocabulary with intentional use of action words,	English) Name of the book Name of Publisher	(Tasks/Activ ities assigned for CW & HW)	consultation with Special Educators) & Use of IE Room CwSN - Assistive	Theme-Based Learning-Conversati on and questionin	t Tools- Observation
No of Periods: 3-4	Periods:	day interactions in two languages	effectively and can guess meaning of new words by using existing vocabulary	descriptive words, tenses, etc	Grammar Trove Rohan Book Co. Pvt.Ltd.	(Basic Level) Listen to a rhyme or song based on adjectives (listening skill)	HI students- Observe different items and write their describing words questionin g on a topic. Experienti al Learning- Observe	Rubrics Checklist	
				(LO2- Medium level)	Adjectives	(Medium Level)	VI Students Feel different items and tell their	the nouns in the surroundin g and describe them.	

Aesthe tic and Cultur al Develo pment Anan dama ya kosha	CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	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		Show and tell. (Speaking skills) (Advanced Level) Worksheets Riddle time on adjectives (Interactive activity on adjectives) Reading & writing skills	describing words LD students Draw and colour different items, tell their describing words Austim: Online worksheet to learn the concepts. Show & tell Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in	Learning Spaces- Indoor Outdoor	
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			Primary classes a teacher's handbook NCERT (Mar 2019)	
			2. Including Children with Special needs. NCERT(July 2014)	

CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY -	FOUNDATIONAL STAGE <mark>CLASS</mark> 2	2, MAPPED WITH NCF- FOUNDATIONAL
CENTRALISED SYLLABUS BIFURCATION, ARMY WELFARE EDUCATION S	OCIETY	

Month (Approx No of Teaching Days) No of Periods	Domains	Curricular Goals (CG)	Compete ncies (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/Outd oor) 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	Cognitive development	CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	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

			,	
	digit numbers			
	(with and	1)		
	without	Arranges up to 5		
	repetition of	objects based on		
	given digits)	size/length/weight		
C-8.2:		in increasing or		
Identi	ies	decreasing order		
and	LO1	And		
extend		recognizes Indian		
simple	to 5 objects	numerals up to 9		
pattern		and compares two		
their	size/length/w	numbers up to 9		
surrou		with the usage of		
ngs,	increasing or	vocabulary like		
shapes		more than, less than		
and	order	more than, less than		
numbe				
l liumov	Recognizes			
	Indian	2)		
	numerals up	Arranges the same		
	to 9 and	set of objects in		
	compares two	different sequences		
	numbers up to	based on different		
	9 with the	properties of		
	usage of	objects (size/		
	vocabulary	length/ weight/		
		colour)		
	like more than, less than	And		
	man, less man			
		recognizes the		
		symbol zero to		
	LO2	represent absence		
		of object/thing and		
	Arranges the	compares two		
	same set of	numbers up to 9		
	objects in	with the usage of		
	different	the vocabulary like		
	sequences	bigger than or		
	based on	smaller than		
	different			

properties of	
objects (size/	3)
length/	Arranges numbers
weight/	from a given set of
colour)	numbers in
Also	ascending and
Recognizes	descending order
the symbol	And
zero to	recognizes, reads,
represent	writes number
absence of	names and
object/thing	numerals up to 9
and compares	using place value
two numbers	concept and
up to 9 with	compares and
the usage of	forms the greatest
the usage of	and smallest one-
vocabulary	digit numbers (with
like bigger	
than or	repetition of given
smaller than	digits)
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	
prace rarae	

	T					T	1
			concept and				
			compares and				
			forms the				
			greatest and				
			smallest one-				
			digit numbers				
			(with and				
			without				
			repetition of				
			given digits)				
May	Cognitive	C-8.3	LO 1	Month - May	1)	1)	MS Forms,
12 Periods	development	Counts	Reads and	L1 Number and	Reads and writes	Individual	Worksheet,
	•	upto 99	writes	Numeration	numerals for	Activity:	Class Quiz
		both	numerals for		number up to 99	Snakes and	
		forward	number up to		and may go further	ladders Game)	
		and	99 and may		to learn the place –	ŕ	
		backward	go further to		hundred and three	2)	
		in groups	learn the		digit number (100 -	Individual	
		of 10s and	place –		999)	Activity: Use	
		20s	hundred and			the cut outs of	
			three digit		2)	coloured paper	
			number (100 -		uses place value in	showing tens	
			999)		writing and	and one and	
					comparing two-	form number.	
			LO 2		digit numbers and	Form four 2-	
			uses place		further.	digit numbers	
			value in			in your	
			writing and		3)	notebook by	
			comparing		forms the greatest	pasting the	
			two-digit		and smallest two-	cutouts and	
			numbers and		digit numbers (with	write their	
			further.		and without	number name.	
					repetition of given		
			LO3		digits and further.	3)	
			forms the			Individual	
			greatest and			Activity: Don't	
			smallest two-			miss the	
			digit numbers			missing	
			(with and			number Game -	

	.			
	without			(Grid with 2-
	repetition of			digit numbers
	given digits			will be made
	and further.			on ground,
				with only a few
				numbers
				marked inside
				the grid. The
				student will
				take out a chit
		1)		from a bowl,
				read the
0.04				numeral and
C-8.4				place himself
Arrang				correctly on the
number		decre	reasing order	grid.)
up to 9)			
in		2)		
ascend			anges the same	
and	LO1		of objects in	
descen			erent sequences	
g order			ed on different	
	based on	prope	perties of	
	size/length/w	objec		
	eight in	lengt	th/ weight/	
	increasing or	colou	our)	
	decreasing			
	order	3)		
			ognizes, reads,	
	LO2		es number	
	Arranges the		es and	
	same set of		erals up to 99	
	objects in		g place value	
	different		cept and	
	sequences		pares and	
	based on		ns the greatest	
	different		smallest two-	
	properties of		t numbers and	
	objects (size/		ner (with and	
	objects (size/	lurtn	ici (willi allu	

	length/	without repetition
	weight/	of given digits)
	colour)	
	LO 3	
	Recognizes,	1)
	reads, writes	Recognizes Indian
	number	numerals up to 9
	names and	and compares two
	numerals up	numbers up to 9
C-8.5	to 99 using	with the usage of
Recognize	place value	vocabulary like
s and uses	concept and	more than, less than
numerals	compares and	
to	forms the	2)
represent	greatest and	Recognizes the
quantities	smallest two-	symbol zero to
up to 99	digit numbers	represent absence
with the	and further	of object/thing and
understan	(with and	compares two
ding of	without	numbers
decimal	repetition of	up to 20 with the
place	given digits)	usage of the
value		vocabulary like
system		bigger than or
		smaller than
	LO1	3)
	Recognizes	Recognizes, reads,
	Indian	writes number
	numerals up	names and
	to 9 and	numerals up to 99
	compares two	and further using
	numbers up to	place value concept
	9 with the	and compares and
	usage of	forms the greatest
	vocabulary	and smallest two-
	like more	digit numbers (with
	than, less than	and without

		 1
	repetition of given	
LO 2	digits)	
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		
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)		

July	Cognitive	C-8.6	LO1	Month- July	1)	1)		MS Forms
16 periods	development	Performs	Combines		Combines two	Inc	dividual	and
		addition	two groups up	L2 – Addition	groups up to 9	Ac	ctivity: Fun	Worksheet
		and	to 9 objects		objects and	wi	ith colours -	
		subtractio	and recounts.		recounts. (e.g.,	(A	Add/subtract	
		n of 2-	(e.g., there are		there are 5	the		
		digit	5 chocolates		chocolates with me		d colour the	
		numbers	with me and 3		and 3 with my	bu	ıtterflies	
August	Cognitive	fluently	with my	Month- August	sister, put them		cording to	
16 periods	development	using	sister, put		together and count	the		
		flexible	them together	L3 -Subtraction	and tell me how		lotted to each	
		strategies	and count and		many I have in all)		iswer written	
		of	tell me how				spellings)	
		compositi	many I have		2)	2)		
		on and	in all)		Uses real-world		dividual	
		decompos			situations and		ctivity:	
		ition	LO2		concrete objects to		dd/subtract	
			Uses real-		model and solve		d find the	
			world		addition and		iswers on the	
S			situations and		subtraction also	1	rrot. Colour	
			concrete		develops		as per the	
			objects to		relationship	giv	ven key.	
			model and		between addition			
			solve addition		and subtraction of	3)		
			and		numbers and		dd/subtract	
			subtraction		recognizes the +/-	the		
			also develops		symbols for		ter arranging	
			relationship		addition/		em as per the	
			between		subtraction		ice value and	
			addition and		operations		rite the	
			subtraction of			an	iswer.	
			numbers and		3)			
			recognizes		Uses flexible			
			the +/-		strategies and			
			symbols for		derives			
			addition/		combinations of			
			subtraction		composing (add			
			operations		together) and			
					decomposing			

			1.00		1 2.4		
			LO3		numbers (take		
			Uses flexible		away for the set)		
			strategies and		Adds and subtracts		
			derives		two numbers using		
			combinations		place value concept		
			of composing		(sum not exceeding		
			(add together)		99 – Mentioned in		
			and		the NCF Doc) and		
			decomposing		applies them to		
			numbers (take		solve simple daily		
			away for the		life problems/		
			set)		situations, also		
			Adds and		Comprehends and		
			subtracts two		solves simple word		
			numbers		problems		
			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				
August	Cognitive	C-8.7	LO1	Month- August	1)	1)	Slate activity
16	development	Recognise	Makes small	6	Makes small	Individual	and class
Periods		S	groups of	L4 –Multiplication	groups of objects	Activity: Slate	observation
		multiplica	objects and	F	and counts the total	Activity (2	
		tion as	counts the		number of objects	groups of 4	
		repeated	total number		and groups	stars 2	
		addition	of objects and		<i>6</i>	times 4, draw	
		and	groups		Shares objects (up	and count.)	
		division	6 r -		to 20) equally to 4-		
		51.151011		Month September	5 recipients	2)	
L	1		1		- 1001p101100	-,	

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September	Cognitive	as equal	Shares				Individual	
16 Periods	development	sharing	objects (up to	L5 – Division	2)		Activity:	
			20) equally to		Solves small		Slate Activity:	
			4-5 recipients		number		Showing	
					multiplication		repeated	
			LO2		problems by		subtraction	
			Solves small		grouping and		with numbers	
			number		recognizes the			
			multiplication		symbol for			
			problems by		multiplication			
			grouping and		operation		3)	
			recognizes				Individual	
			the symbol		Uses trial and error		Activity	
			for		and sharing into		Rajma Activity	
			multiplication		groups for solving		Taking out	
			operation		division problems		equal number	
					and recognizes the		of rajma each	
			Uses trial and		symbol for division		time to finally	
			error and		operation		reach on the	
			sharing into				number zero (
			groups for		3)		when nothing	
			solving				is left in the	
			division		Uses repeated		bowl.)	
			problems and		adding to solve			
			recognizes		simple			
			the symbol		multiplication			
			for division		problems up to 99			
			operation		and further			
			LO3		Uses repeated			
			Uses repeated		subtraction to find			
			adding to		out how many			
			solve simple		groups for solving			
			multiplication		division problems			
			problems up					
			to 99 and					
			further					

				Uses repeated subtraction to find out how many groups for solving division problems				
September 16 Periods	Cognitive development	M di No Do	Ientione in the ICF Joc)	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	Cognitive	C-	2-8.8:	LO1	Month- October	1)	1) Individual	Interactive
16 Periods	development			Matches		Matches shapes of	activity- Fold	Worksheet
			makes,	shapes of with	L10– Geometry	with different size	the origami	and Class
		an		different size		and colours and	sheet carefully,	Quiz
			lassifies	and colours		compares and	so that both the	
		ba	asic	and compares		classifies objects by	ends meet.	

geometri		two factors (e.g.,	Now open it to
shapes	objects by	shape & colour,	see a faint line
and their	two factors	colour and size)	divides the
observab	(e.g., shape &	Describes the	paper into two
e	colour, colour	physical features of	equal halves.
propertie	s, and size)	various solids/	Show the
and	Describes the	shapes in their own	required
understar	physical	language. (e.g., a	fraction via
ds and	features of	ball rolls and has no	colouring.
explains	various	corners, a box	
the	solids/ shapes	slides and has	
relative	in their own	corners)	2)Individual
relation o	f language.		activity-
objects in	(e.g., a ball	2)	Divide the
space	rolls and has	Matches shapes of	pizza equally
	no corners, a	different size and	among four
	box slides and	orientation (e.g.,	friends.
	has corners)	matches differently	
		oriented triangles	
	LO2	and sizes) and	1)Group
	Matches	compares and	Activity-
	shapes of	classifies objects by	Follows
	different size	three factors (e.g.,	instructions
	and	shape, colour, size)	with multiple
	orientation		steps with
	(e.g., matches	Describes the	understanding
	differently	physical features of	positional
	oriented	various solids/	words different
	triangles and	shapes in her own	shapes,
	sizes) and	language (e.g., a	colours, and
	compares and	ball rolls and has no	positions to
	classifies	corners, a box	form a pattern
	objects by	slides and has	(e.g., arranges
	three factors	corners)	different things
	(e.g., shape,		into formation
	colour, size)		of mandala;
			making a
	Describes the	3)	collage/ by
	physical		understanding

	, , , , , , , , , , , , , , , , , , ,	
features of	Identifies 3D	positional
various	shapes by their	words – in
solids/ shapes	names (e.g.,	between,
in her own	cuboid, cylinder,	above, below)
language	cone and sphere)	
(e.g., a ball	and describes their	
rolls and has	observable	2)Individual
no corners, a	characteristics	activity- Draw
box slides and	(e.g., a cube has six	2D shapes free
has corners)	faces)	hand with
		some accuracy
LO3	Identifies 2D	and control
Identifies 3D	shapes by their	
shapes by	names (e.g., square,	3) Individual
their names	rectangle, triangle	Activity- Draw
(e.g., cuboid,	and circle) and	and match 3-D
cylinder, cone	describes their	shapes with
and sphere)	observable	examples from
and describes	characteristics	day-to-day life.
their	(e.g., the pages of a	
observable	book are	
characteristic	rectangular and	
s (e.g., a cube	have 4 sides, 4	
has six faces)	corners)	
, j	,	
Identifies 2D	Distinguishes	
shapes by	between straight	
their names	and curved lines	
(e.g., square,	and draws/	
rectangle,	represents straight	
triangle and	lines in various	
circle) and	orientations (e.g.,	
describes	vertical, horizontal,	
their	slant)	
observable	,	
characteristic		
s (e.g., the		
pages of a		
book are		
55511 WIE	<u> </u>	<u> </u>

November	Cognitive	C-8.13:	rectangular and have 4 sides, 4 corners) Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant LO1	Month- November and	1)	1)Individual	MS Forms,
November					1)		
and December	development	Formulate s and	Compares two objects in	December	Compares two	activity- Uses their number	Worksheet, Class Quiz
Becember		solves	terms of their	L7– Measuring length	objects in terms of	knowledge to	Class Quiz
16+8		simple	lengths as	L8- Measuring weight	their lengths as	solve simple	
(Nov)		mathemati	longer than/	L9- Measuring	longer than/ shorter	riddles and	
16+16		cal	shorter than,	Capacity	than, taller than/	puzzles	
(Dec)		problems	taller than/		shorter than		
Periods		related to	shorter than			2)Group	
		quantities,			Estimates and	activity-	
		, and	Estimates and		measures length/	Engages in	
		measurem	measures		distances and	games and	
		ents	length/ distances and		capacities of containers using	puzzles that require	
			capacities of		uniform non-	quantification	
			containers		standard units like a	quantification	
			using uniform		rod/pencil,	3) Estimates	
			non-standard		1 ,	and measures	
			units like a		Compares volumes	length/	
			rod/pencil,		of two vessels like	distances and	
					bottles, glasses,	capacities of	
					bucket etc	containers	

Camarana		:
Compares	2)	using uniform
volumes of	2)	non-standard
two vessels	Distinguishes	units like a
like bottles,	between near, far,	rod/pencil,
glasses,	thin, thick, longer/	cup, spoon.
bucket etc	taller, shorter, high,	
LO2	low.	4) Group
Distinguishes	Measures short	activity-
between near,	lengths in terms of	Measure
far, thin,	non-uniform units	textbook,
thick, longer/	(in the context of	notebook,
taller, shorter,	games e.g., 'Gilli	blackboard
high, low.	Danda' and 'marble	using handspan
Measures	games'). Estimates	and scale. And
short lengths	short distance and	compare the
in terms of	length, and verifies	readings.
non-uniform	using non-uniform	
units (in the	& non-standards	
context of	units (e.g., hand	
games e.g.,	span, forearm,	
'Gilli Danda'	footsteps, finger)	
and 'marble	Compares and	
games').	place in order from	
Estimates		
	light to heavy	
short distance	objects or vice-	
and length,	versa	
and verifies	Fedinates and	
using non-	Estimates and	
uniform &	measures volumes	
non-standards	of containers using	
units (e.g.,	uniform non-	
hand span,	standard units like a	
forearm,	cup/spoon/ mug	
footsteps,		
finger)		
Compares	3)	
and place in	Measures lengths &	
order from	distances along	
light to heavy	short & long paths	

objects or	using uniform
vice-versa	(non-standard)
	units, extends to
Estimates and	longer lengths.
measures	Appreciates the
volumes of	need for a simple
containers	balance and
using uniform	compares weights
non-standard	of given objects
units like a	using simple
cup/spoon/	balance
mug	Arranges in order
	containers as per
LO3	their volumes based
Measures	on perception &
lengths &	verifies by pouring
distances	out
along short &	
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	
VOIGINGS	

				based on perception & verifies by pouring out				
January and February 16 + 16 Periods	Cognitive development	P si m en ti m h.d. d. w an	C-8.10: Performs simple measurem ents of ime in minutes, nours, lay, weeks, and months	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	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	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

	shor	ort	-days, hours (e.g., 7	
	dura	ration, of	days a week and 24	5
			hours in a day.	Individual
		holidays.	nours in a day.	activity-
	V/51	nondays.		Narrates the
	LO3	2	,	
) 11	±
			Uses vocabulary	events in a day.
			related to money	
			using poems and	
			stories Identifies	
	C-8.11: loca	ally).	Indian currency	1
Pe	Performs Mea	asures	coins and Indian	Individual
si	imple dura	ration of	currency notes	activity-
	ransactio time			Identify the
			2)	given currency
		ys, hours	Adds up notes and	given currency
			coins to form	
			amounts up to Rs.	
			20	
	day.	<i>'</i> .		
				2)
			3)	Group activity-
	LO1	1	Adds up notes and	Make or trace
	Use	es	coins to form	your own
	voca	cabulary	amounts up to	currency (five
	relat		Rs.100	different
	mon			denominations
	poei) with the
	stori			available
		ntifies		material
				materiai
	Indi			
		rency		
	coin			3)
	Indi			Money Game-
	curr	rency		Go to the
	note	es		banker and ask
				for the change.
	LO2	2		
			I l	

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	

CENTRALIZED SYLLABUS BIFURCATION FOR APS (PRIMARY - FOUNDATIONAL STAGE CLASS 2, MAPPED WITH NCF- FOUNDATIONAL STAGE SUBJECT:

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Month	Doma	Curricular	Competenci	Learning	Syllabus-	Competency	CwSN	Suggested	Suggested
(Approx	ins	Goals	es	Outcomes	(As per	Based		Innovative	Assessment
No of		(CG)	(C:)	Graded	Prescribed book	(Graded)	Assistive	Pedagogies	(Use of
Teaching				Learning	subject –	Learning	Learning	(Activity Based	Assessment
Days)				outcomes:-	Environmental			Learning, Inquiry	Tools-
					Studies)	(Tasks/Activiti	(In	Based Learning,	Observation -
No of					Name of the book	ès assigned	consultation	Experiential	Observation
Periods				(LO 1-	Name of Publisher	for CW & HW)	with Special	Learning, Theme	Notes,
				Basic level)		,	Educators)	Based Learning)	Checklist,
				•		(Basic Level)			Rubrics,
				(LO2-		,	& Use of IE		Portfolio,
				Medium level)	<u>TEXTBOOK</u>	(Medium	Room	No of Periods	Worksheets,
						Level)			Competency
				(LO-3	LET'S EXPLORE			Learning Spaces	building
				Advanced	OUR	(Advanced		-	Question
				level)	ENVIRONMENT -	Level)		(Indoor/Outdoor)	Paper)
					ARYA			or (Activity	
					PUBLICATIONS			Rooms/	
								Playground,	
					ATLAS- GOYAL			Hobby	
					BROTHERS			rooms,Lib)	
					PRAKASHAN				

Periodic Test 1

April/May	tive devel mopme nt th	ne world round nrough bservati n and ogical ninking.	C-7.2 Observes and understand cause and effect relationship in nature by forming simple hypothesis and uses observation to explain their hypothesis.	(LO 1-Basic level) Makes choices and expresses prefrences. (LO2-Medium level) Plays/particip ates in activities, makes friends according to their own choice, preference and interest. (LO-3 (Advanced level) Select games/play equipment according to their choice.	Month: April/May L-1 Myself SUB CONCEPT Things that children can do by themselves. Changes they can see in themselves? Describe about their favorite things.	Basic Level) Speak about yourself. Medium Level) List things which you can do now but were not able to do earlier. Advanced Level) Make your school identity card.	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.eTape recorders -Screen magnifiers -Audiobooks -Magnifiers Hearing Impairment students assistance: - Use shorter sentences, and clearer speech so that the HI child can	Activity based learning. Paste your photograph and your family photograph in your scrap book.	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.

April/May	Cogni tive devel opme nt	CG 7 Children make sense of the world around through observati on and logical thinking.	C-7.2 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) collabrates with peers to come up with answers to questions related to natural phenomenon that can be investigated. (LO-3 (Advanced level)	External and Internal organs of our body. Functions of Important body parts. sense organs.	Basic Level) 1.Rhyme time two little hands identification of body parts. Medium Level) Speak about the sense organs and their importance. (blind fold game activity on sense organs) Advanced Level) Demonstrate correct posture how	expressions and look, and study the illustrations. 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 Hearing Impairment students assistance: - Use flashcards, graphic	Activity based learning. Inquiry based Learning. 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".	Observation –
				investigated. (LO-3 (Advanced	older.	Demonstrate correct posture how	students assistance: - Use flashcards, graphic		
				And open ended questions to natural phenomenon and seeks		we should sit, stand and walk.	organizers real objects, real experiences, dramatization, and activities.		

April/May	Socio emoti onal and ethica I devel opme nt.	CG-4 Children develop emotiona I intelligen ce that is the ability to understa nd their ownemoti on and respond positively to social norms.	C-4.1 Start recognising self as an individual belonging to a family and community.	answers through dailouges and/ or exploration. (LO 1- Basic level) Identifies self as a member of family, neighbourho od, school, coity with different people doing different work (LO2- Medium level) Shares personal identifying information such as home address, details	Month-April/May L-3 My Family SUB CONCEPT Importance of family. Types of family. Relationshi ps in a family.	Basic Level) 1.Rhymes related to the family(finger family) Medium Level) 2. Draw family trees upto three generations. Paste pictures of the family members and name them. Advanced Level) 3. Name their extended family	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 Hearing Impairment students assistance:	Activity based learning and Inquiry based Learning. Make a family we: How many members are there in your family? Is it a nuclear or big family. Finger puppets.(family members)	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.
				identifying information such as home address,		Level) 3. Name their extended	Hearing Impairment students		lower order thinking skills.
				details of family members, school, etc. (LO-3 (Advanced level)		family members and write the relation /what they call them.			Worksheets.

				Values the work of adult members of the family.					
June /JULY	Physi cal devel opme nt	CG -1 Children develop habits that keep them safe and healthy.	C-1.1 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 L-4 Food We Eat SUB CONCEPT Importance of food. Types of food groups. Sources of food. Healthy eating habits. ATLAS Page No- 35 & 36	Basic Level) 1. Paste and draw pictures of different food items and name them. Discussion on food items. Medium Level) 2. paste and draw pictures of food items that can eat raw and cooked. Advanced Level) 3. Speak or write about	CWSN - Assistive Learning:- Refer to the Special Educator Visual Impairment students assistance : -DAISY Player (Digital Accessible Information System) -Screen readers -OCR Hearing Impairment students assistance:	Activity based learning. Experiential learning. 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	Observation – Role play method. Play way method. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.

July	Cognitive Developme nt	CG 7 Children make sense of the world around through observation and logical thinking.	C-7.2 Observes and understand s cause and effect relationship s in nature by forming simple hypothesis and uses observation s to explain their hypothesis.	snacks with adult support. (LO 1-Basic level) Explain clothing and food for summer and winter. (LO2-Medium level) Differentiates among summer, wint erand monsoon seasons (LO-3 (Advanced level) Difference between Natural and man made fibre (LO 1-	Month July L-5 Clothes we wear. SUB CONCEPT Importance of clothes. Clothes for different seasons. Special clothes, costumes and uniforms. More uses of clothes. ATLAS Page no 40 & 41	good eating habits. Basic Level)	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 Hearing Impairment students assistance:	make a food item. Activity based learning. Experiential learning. Inquiry based. 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)	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.
July	tive devel opme nt	CG 7 Children make sense of the world around	C-7.1 Observes and understan ds different	Compares given objects, pictures and identifies	Month-July <u>L-6 We need</u> <u>shelter.</u> <u>SUB CONCEPT</u>	Draw or paste pictures of different types of houses and name them.	CWSN - Assistive Learning:- Refer to the Special Educator	Activity based learning. Experiential learning. Inquiry based.	Observation – Role play method. Play way method.

through observati on and logical thinking.	categories of objects and difference (LO2- Med level) Notices describes general details common objects, people, pictures, animals, birds in immediat environm and pictures/ modles.(t big doo the house (LO-3 (Advance level) Make connection between objects a their uses (bricks is used for	and of h cheir ent in ne in ne in d ns nd	Types of houses. Rooms in a house. People who build house.	Medium Level) List different types of materials used for making houses. Advanced Level) Children can use their creativity or imagination to build their dream house.	Visual Impairment students Use concrete material and hands-on experience whenever possible -Take regular feedback and give reinforcements Hearing Impairment students assistance: -Make sure your student has preferential seating with a direct view of your face and mouth.	Make a 3d module of house. Learners will touch and feel different materials used for making house. (cement, sand etc) List the name of animals and their home. (Lion-Den) Name and stick the pictures of animals that live uninvited in your house.	Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.

	Periodic Test -II												
AUGUST	Physical development	CG 1 Children develop habits that keep them safe and healthy	movements	Recognizes most safety symbols and avoids danger (electric, fire, repair, digging etc.) (LO2- Medium level) Follows road safety rules (walking on the side, crossing road, etc) independently (LO-3 (Advanced level) Looks both ways before crossing the road, holds hands of peers or adult, and walks safely(Month- AUGUST L-7 Safety and First Aid SUB CONCEPT Importance of safety rules. What is First Aid? Safety rules to be followed in: School At home On road In the swimming pool. On the playground.	(Basic Level) They will recognize various safety symbols and draw them. (Medium Level) Make a first aid box and how to use it. (Advanced Level) Drill on how to give First Aid to an injured person.	CWSN - Assistive Learning:- For ASD students Use the VAKT (visual, auditory, kinaesthetic, and tactile)method of teaching Refer to the Special Educator Visual Impairment students assistance: Use a visual schedule for the student i.e., for activities of the day at school, class rules -Use concrete material and hands-on experience whenever possible	Activity based learning. Experiential learning. Inquiry based. Make a module of traffic light. Visit to the traffic park. A small drill on how to board a school bus and rules to be followed inside vehicles.	Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Ques Paper)				

				Physical activity)			Hearing Impairment student assistance: Give sequential step directions for specific tasks/activities.		
AUGUST	Cogni tive devel opme nt	CG 7 Children make sense of the world around through observati on and logical thinking.	C-7.1 Observes and understan ds different categories of objects and relationshi p between them.	Identifies and names common objects, people, pictures animals, birds, events etc with assistance (LO2-Medium level) Make connections between objects and their uses.(eg: doctor is to hospital)	Month- AUGUST L-8 Neighbourhood Services. SUB CONCEPT Meaning of neighbours and neighbours ood. Importance of places in our neighbourh ood. Places of worship. How to keep our	Basic Level) Dumb- charade game to guess the work done by community helpers. (Medium Level) Find out from their grand parents or elders in the family about the various occupation they are involved in. (Advanced Level)	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 Hearing Impairment students assistance: Accommodatio	Activity based learning. Experiential learning. Inquiry based. Draw a map of your neighborhood. Survey activity: Find out names of your neighbors and their occupation. List out ways how you can help elderly people in your neighborhood.	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.

		00.10	0.100	(LO-3 Advanced level) Makes comparisons within and between categories.	neighbourh ood 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.
Septembe	Aesth etic and cultur al devel opme nt	CG 12 Children develop abilities and sensibilitie s in visual and performin g arts and express their emotions through art in meaningf ul and joyful ways.	C-12.3 Innovates and work imaginative ly to express ideas and emotion through arts.	(LO 1-Basic level) Observes their surroundings, local culture and examples of art to make connections with their own exploration. (LO2-Medium level) • Explores multiple approaches, or variations while expressing particular ideas and emotions (LO-3 Advanced level)	Month- September L-9 Festivals- Day to Celebrate SUB CONCEPT Importance of festivals. National festivals. Religious and harvest festivals. Why do we celebrate festivals reason behind it.	(Basic Level) Singing rhymes/songs related to festivals. Medium Level) Classify the festivals as Religious and Nationals. (Advanced Level) Collect information on the reasons behind the celebration of their favorite festivals.	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 Hearing Impairment students assistance: - Make sure your student has preferential seating with a direct view of	Activity based learning and Experiential learning. Inquiry based. Narrate the story behind your favorite festival. Role play of different festivals. Name different harvest festival and their folk songs.	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.

			Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences			your face and mouth.		
Septembe r Cogni tive devel opme nt	make sense of	C-7.3 Uses appropriate tools and technology in daily life situation and for learning.	(LO 1-Basic level) Show simple usage of digital technology in learning situations (LO2-Medium level) Engages with digital technology like smart phones, tablets with the assistance of teachers/elder s.	L-10 Travel and Communication SUB CONCEPT Importance of travelling. Different	1.Make an envelope and greeting card (Medium Level) 2. Make a toy telephone using disposable	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 Hearing Impairment students assistance: -	Inquiry and Experiential Learning. 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.	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper Role play method. Play way method. Activity method. Quiz. HOTS and lower order

				(LO-3 Advanced level) Builds simple tools and implements for using in day to day activities.	communic ation. ATLAS Page no 22, 23, 42, 43 & 44	vehicles used in emergency services and their numbers.	Make sure your student has preferential seating with a direct view of your face and mouth.		thinking skills. Worksheets.
6 6 1	Socio econo mic and ethica I devel opme nt.	CG 6 Children develop a positive regard for the natural environm ent around them	C- 6.1 Shows care for and joy in engaging with all life form.	(LO 1-Basic level) Shows curiosity and interest in indentifying specific for flora and fauna. (LO2-Medium level) Shows joy in engaging with plants and animals in the local environment. (LO-3 Advanced level) Enjoys going out for nature walks and observing	Month- October L-11 The World Of Plants. SUB CONCEPT Different parts of plants. Functions of each parts of plants. Types of plants. ATLAS Page no 29	(Basic Level) Draw and label parts of a plant (Medium Level) Write the products that we get from plants Identifies and classifies them into herbs, shrubs and trees.	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 Hearing Impairment students assistance: - Make sure your student has preferential	Activity based learning. Experiential learning. Inquiry based. Make planters using ice-cream sticks. A visit to a school herbal garden.	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.

November So	ocio CG 6	plants animals		Month-November	(Basic Level)	seating with a direct view of your face and mouth.	Activity based	Observation –
ec m ar et I de	cono nic nd thica evel pme Children develop a positive regard for the natural environm	Shows care for and joy in engaging with all life form. Basic Takes responsively for to and for sa and place.	nsibilit ending caring aplings lants. Medium ot harm and s essarily. ced no fort in all ement ature of the second and s	L-12 Plants are useful. SUB CONCEPT How are plants useful to us? List of things we get from plants. How we should take care of plants. ATLAS Page no 28	Tracing leaf patterns. Collect fallen leaves and prepare herbarium. (Medium Level) Slogans based on saving trees. (Advanced Level) Collect information from parents about edible oils obtained from seedsmustard oil, sunflower oil.	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 Hearing Impairment students assistance: - Make sure your student has preferential seating with a direct view of your face and mouth.	learning and inquiry based learning. Field trip to the nearest park. Collect different types of leaves and paste them in a scrap book.	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.

November	Socio econo mic and ethica I devel opme nt.	CG 6 Children develop a positive regard for the natural environm ent around them	C- 6.1 Shows care for and joy in engaging with all life form.	(LO 1-Basic level) Shows curiosity in observing plants and animals (LO2-Medium level) Takes responsibilit y for tending and caring for animals like kittens, puppies. (LO-3 Advanced level) Shows curiosity and interest in identifying specific for flora and fauna.	Month- November L-13 Animals around Us. SUB CONCEPT Types of animals. Shelter of animals. What do animals eat? How animals are useful to us. ATLAS Page no 49	(Basic Level) Identify and classify animals into pet, domestic and wild animals. (Medium Level) Write the products obtained from animals. (Advanced Level) Make finger puppets and animal masks and narrate a story using them.	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 Hearing Impairment students assistance: -Make sure your student has preferential seating with a direct view of your face and mouth.	Activity based learning and inquiry based learning. Mimicry on sounds of animals and birds. Make pictures of birds and animals with finger prints. Visit to the zoo.	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.
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					Annual				
December	Cogni tive Devel opme nt	CG 7 Children make sense of the world around through observation and logical thinking.	and effect relationship s in nature	(LO 1-Basic level) Differentiates among summer, winter and monsoon seasons. (LO2-Medium level) Differentiates between weather and season. Difference between Day and night (LO-3 Advanced level) Answers simple questions about events and phenomenon in the physical environment	Month- December L-14 Weather And Seasons. SUB CONCEPT Definition of Weather and seasons? Difference between weather and climate. Different seasons of India. How changing seasons affect our life. ATLAS Page no 32, 33 & 34	(Basic Level) Draw a rainbow and colour it. (Medium Level) Match the seasons with the types of clothes to be worn. (Advanced Level) Note down the changes that they observe in their surrounding in a particular season or weather.	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 . Hearing Impairment students assistance: -Make sure your student has preferential seating with a direct view of your face and mouth.	Inquiry based and experiential learning. Name different food items you eat in different seasons. Find out poems related to different seasons.	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.

December	Cogni tive devel opme nt	CG 7 Children make sense of the world around through observatio n and logical thinking.	C-7.2 Observes and understand s cause and effect relationship s in nature by forming simple hypothesis and uses observation s to explain their hypothesis.	with the support of the teacher and peers (LO 1-Basic level) Uses ideas based on observations(e.g. imitates adults blowing on hot food before eating. (LO2-Medium level) Explains the concept of shared natural resources (LO-3 Advanced level) Collaborates with peers to come up with	Month-November L-15 Air around Us. SUB CONCEPT • What are properties of Air? • How Air is useful to us? • How clean Air is important?	(Basic Level) Draw the things that move higher in air. (Medium Level) Uses of air.(helps in transportation, medium of sound etc) (Advanced Level) Make a 3D model of windmill.	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 Hearing Impairment students assistance: - Make sure your student has preferential seating with a	Activity based learning and experiential learning. Make a model of wind fan. Experiment of balloon and candles.	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.
				with peers to		windmill.	Make sure your student has preferential		skills.

				that can be investigated.				
January	Cogni tive devel opme nt	CG 7 Children make sense of the world around through observation and logical thinking.	C-7.2 Observes and understand s cause and effect relationship s in nature by forming simple hypothesis and uses observation s 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 interdependen ce 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 L-16 Water - The wonderful Liquid. SUB CONCEPT Uses of water. Sources of water. Storage of water. How to keep water clean? ATLAS Page no 14,15,31,37,38,39 & 45	(Basic Level) Observe and name different sources of water. (Medium Level) Locate states that receive less rainfall. (Advanced Level) Make posters/slogan s on 'save water'.	Experiential learning. Inquiry based. List the ways to reuse waste water. Making lemon juice in the class. Survey activity: How water is wasted in your house.	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.

January	Physical development.	CG-3 Children develop a fit and flexible body.	C-3.2 Shows balance coordinatio n, flexibility in various physical activities.	another.(If I put salt in water it will dissolve) (LO 1-Basic level) Hop 10 to 15 steps . (LO2-Medium level) Balances on one leg for a short time. (LO-3 Advanced level) Balances on variety of surfaces eg: bricks, ladders etc.	Month- January L-17 Games We Play. SUB CONCEPT Importance of Recreation. Importance of playing games. Different types of games we play. What are the ethics that one should follow while playing	(Basic Level) List indoor and outdoor games. (Medium Level) List the qualities to be a good sportsman. (Advanced Level) Discuss with your elders about the traditional games and how to play them.	Experiential learning. Inquiry based, activity based. I spy: (indoor game in class) Making playthings from household items Crazy train (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	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.
January	Cogni tive devel	CG 7 Children make	<u>C-7.2</u>	(LO 1- Basic level) Names objects in the	playing games. Month-January L-18 Earth and its Neighborhood.	(Basic Level)	to make the train go 'crazy') Experiential learning. Inquiry based.	Worksheets. Observation – Observation Notes, Checklist,

	nt th an th ob n lo th	ne world round nrough bservatio and ogical ninking.	Observes and understand s cause and effect relationship s in nature by forming simple hypothesis and uses observation s to explain their hypothesis.	sky(sun, moon, clouds) (LO2- Medium level) Indicates where sun and moon rise and set. (LO-3 Advanced level) Connects sunrise and sunset to day and night	• Heavenly bodies • Solar system and its planets. • Phases of Moon ATLAS Page no 4, 5, 6,7,8,9 & 26	Observe and draw the night sky. (Medium Level) Draw the phases of the Moon. (Advanced Level) 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	Rubrics, Portfolio, Worksheets, Competency building Ques Paper) Role play method. Play way method. Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.
February	tive devel opme nt th	children nake ense of ne world round nrough bservati n and ogical hinking.	C-7.1 Observes and understan ds different categories of objects and relationshi p between them.	(LO 1-Basic level) Identifies and describes finer details of the objects, science, places common activities in the common environment and immediate	Month-February L-19 National Symbols. SUB CONCEPT • Map of India • National Symbols • Concept of states and Union Territories	(Basic Level) Observe and identify the national symbols. (Medium Level) Draw and write the names of National symbols.	Activity based. Inquiry based. Paper Plate Peacock (Craft) National Flag with Ice-cream Sticks Paper Cup Tiger (Craft)	Observation – Observation Notes, Checklist, Rubrics, Portfolio, Worksheets, Competency building Question Paper) Role play method. Play way method.

environment and pictures/mod els. (LO2- Medium level) Make comparisons within and between categories. (LO-3 Advanced level) Compares given objects / pictures and identifies similarities	What is Capital of a state? ATLAS Page no 18,19,20 &21	(Advanced Level) Learn the National song of India.	Find out who wrote the national Anthem	Activity method. Quiz. HOTS and lower order thinking skills. Worksheets.
and difference.				

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

Lesson 1- Computer at Various Places

Class: 2	Domains	Curricular	Competenci	Learning Outcomes	Syllabus-	Competency	CwSN	Suggested	Sugg
		Goals	es			Based		Innovative	ested
				Graded Learning	(As per	(Graded)	Assistive	Pedagogies	Asses
Month-		(CG)	(C:)	outcomes:-	Prescribed book subject -	Learning	Learning		sment
April -					Computer)	(Tasks/Activiti es assigned	(In consultation with Special		(Use
May					Name of the	for CW & HW)	Educators)	Activity Based	Asses
		CG-7		(LO 1- Basic level)	book- Code		& Use of IE Room	Learning-	sment Tools
(Approx	Cognitive	Children	C-7.3:	Uses tools and	Bot 2	(Basic Level)	CwSN -Assistive	Play the game	& &
No of	_	make sense	Uses	implements effectively		(basic Level)	Learning:-	on GCompris	Obser
Teaching	Developm	of the world	appropriate	in work situations		Visit an		·	vation
Days)	ent	around	tools and		Name of Publisher	electronics shop	HI students-)
22- 25		through	technology in		Publisher	and observe the	Join the dots and	Experiential	
		observation	daily life		PM Publisher	different types of computers	colour the	Learning-	
		and logical	situations		Pvt Ltd.	available in the	different types of	lles e dealsten	Obser vation
		thinking	and for	(LO2- Medium level)		market.Click a	computers	Use a desktop or laptop at	valion
			learning	Shows fluency and		picture and	compaters	home and	Practi
			learning	comfort in using digital		share it	Use a computer to	share your	cal
No of				audio-visual material in	Familiarize		type your name.	experience in	Check
Periods:				learning situations	with different		VII Charlente	class.	list
5 - 7					types of		VI Students		
J - 1					computers		Touch and feel the		
					Use of		different	Theme-Based	
					computers at			Learning-	

Language and Literacy Develop ment	CG-9 Children develop effective communicati on skills for day-to-day interactions in two languages	C- 9.3: Engages in discussion about a topic and raise and respond to questions	(LO3- Advanced level) Engages in discussion about a topic and raise and respond to questions	different places for different purposes	Watch an animated cartoon movie. (Medium Level) Make a model of any computer type and explain it in class. Observe the uses of a computer at school and at home.	computers at school and home. Listen to audio and understand the uses of computer at school and home. LD students Stick pictures of different types of computers and name them Watch a video on the uses of computer. Autism Colour the different types of computers and write their uses. Visit a bank/ mall/ library, etc and observe the use of computers.	Make a chart on different types of computers and discuss in the class Learning Spaces Indoor Computer Lab
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	Any other: Reference Applications: Jellow app Ocky Pocky	
	Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	

Lesson 2- Computer Devices

Month- June- July 19-21	Domain s	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:-	Syllabus- (As per Prescribed book subject –Computer) Name of the book - Code Bot 2	Competency Based (Graded) Learning (Tasks/Activ ities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Suggested Innovative Pedagogies	Sugge sted Asses sment (Use of Asses sment Tools &
(Approx No of Teaching Days) No of Periods:	Cognitiv e Develop ment	CG-7 Children make sense of the world around through observatio n 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	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) Observation Practical Checklist

		ed storage	explain its		Make a clay
	dev	vices	importance.		model of any
				LD students	one device
				In the computer lab,	and explain.
				observe and use the	
				different devices	
				under the guidance	Identify the
				of the teacher.	devices and discuss with
				Autism	peers.
				Draw and name the devices on a chart.	Type (myself) using the keyboard
				DIY- Best out of Waste (old CD)	Theme- Based
				Any other:	Learning-
				Reference	Draw, state
				Applications:	any one function and
				Jellow app	differentiate
				Ocky Pocky	the input , output and
				Awaaz app	storage devices.
				Reference Books:	
				1. Including Children	
				with Autism in	
				Primary classes a	Learning
				teacher's handbook NCERT (Mar 2019)	Spaces

			2. Including Children with Special needs. NCERT(July 2014)	Indoor	
				Outdoor	
				Computer Lab	

Lesson 3- Fun with Tux Paint

Class: 2 Month- June- July	Domains	Curricular Goals (CG)	Competencies (C:) C-7.3:	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-	Suggest ed Assess ment (Use of Assess ment Tools &
(Approx No of Teaching Days) 19-21 No of Periods: 5 - 7	Cognitive Developm ent	cG-7 Children make sense of the world around through observation and logical thinking	Uses appropriate tools and technology in daily life situations and for learning	Uses tools and implements effectively in work situations (LO2- Medium level) Shows fluency and comfort in using digital audio-visual material in learning situations LO 1- Basic level) Identifies 3D shapes by their	Name of the book- Code Bot 2 Name of Publisher PM Publisher Pvt Ltd. Use various tools of Tux Paint	(Basic Level) Use and try different paint tools. (Medium Level) Use basic tools and make a house. (Advanced Level) Make a birthday card using different tools	CwSN - Assistive Learning:- HI students- Use various paint tools and make images. VI Students Use various Tux paint tools and make images. (Under the assistance of the teacher)	Activity) Create a story by using different tools of Tux Paint Experiential Learning- Use various paint tools to draw images .Take a print out and display on the classroom board	Observation) Observation Practical Checklist

Aesthetic and Cultural Develop ment	CG-8 Children develop mathematical understandin g and abilities to recognize the world through quantities, shapes, and measures CG-12 Children develop	C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces) (LO 1- Basic level) Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	Use slide show to run a story or text		LD students Complete a puzzle based on Tux Paint Autism Use various paint tools and make images. Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs.	Theme-Based Learning- Narrate the story created in Tux Paint (Class Competition) Learning Spaces Indoor Computer Lab	
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abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful way	Explores and plays with a variety of materials and tools to create		NCERT(July 2014)	
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Lesson 4- Word 2016

Class: 2 Month- August	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 Activity Based Learning- Practice	Suggested Assessment (Use of Assessment Tools & Observation)
Cognitive Develop ment (Approx No of Teaching Days) 20-21 No of Periods: 5 - 7	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations (LO2- Medium level) Shows fluency and comfort in using digital audiovisual material in learning situations	Code Bot 2 Name of Publisher PM Publisher Pvt Ltd. Understand the word processing program	(Basic Level) Know the components of MS-Word window (Medium Level) Practice the steps to save a document in a folder (Advanced Level) Insert a picture of a butterfly and type 2 -3 sentences	CwSN - Assistive Learning:- HI students- Find the components of Word 2016 in the Crossword puzzle VI Students Touch the keyboard and use the keys to type in (bold and large font) the application LD students	typing and use of the short cut keys Experiential Learning Use the shapes in MS-Word and create an animal. Type 2 sentences on the animal. Theme-Based Learning- In a worksheet created in	Observation Practical Checklist

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

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competency	CwSN Assistive	Suggested	Sugg
Month- September - October		Goals (CG)	(C:)	Outcomes Graded Learning outcomes:-	(As per Prescribe d book subject – Compute r)	Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	Learning (In consultation with Special Educators) & Use of IE Room	Innovative Pedagogies Activity Based Learning-	ested Asses sment (Use of
(Approx No	Cognitive Developm	CG-7 Children make sense of the world	C-7.3: Uses appropriate tools and	(LO 1- Basic level) Uses tools and implements	Name of the book- Code Bot	(Basic Level) Use and try	CwSN - Assistive Learning:-	(Group Activity) Make and help your	Asses sment Tools & Obser vation
of Teaching Days)		around through observation	technology in daily life situations and for	effectively in work situations (LO2- Medium	Name of Publisher	different paint tools.	Use various paint tools and make different images or emojis.	peers to make a picture.)
No of		and logical thinking	learning	Shows fluency and comfort in using	Publisher Pvt Ltd.	(Medium Level) Use basic tools and make a	VI Students Insert shapes and	Experiential Learning	Obser
Periods: 6-8				digital audiovisual material in learning situations	Use of MS- paint	house. (Advanced	fill colour LD students Use various paint	Draw a colorful scenery with the help of	vation Practi cal
		CG-8 Children develop mathematic	C-8.8: Recognises, makes, and	(LO 2- Medium level) Identifies 2D shapes by their	program	Level) Make a birthday card using different tools	tools and make images. Autism Use various paint	various tools in Paint Program Theme- Based Learning-	Check list

Aesthetic and Cultural Develop ment	al understanding and abilities to recognize the world through quantities, shapes, and measures CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	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) (LO 1- Basic level) Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)		images like a house, a vehicle, a flower etc. Any other: Reference Applications: KidPid.com (Ms Paint for kids) Ocky Pocky Awaaz app Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	From your art and craft book, make any one drawing using the MS Paint. MS Paint Drawing Competition Learning Spaces Indoor Computer Lab	
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Lesson 6- Arrangement of Patterns

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes	Syllabus- (As per	Competency Based	CwSN Assistive Learning	Suggest ed	Suggest ed
		(2.5)	(C:)	Graded Learning	Prescribed	(Graded)		Innovati	Assess
Manth		(CG)		outcomes:-	book	Learning	(In consultation	ve	ment
Month-					subject -	(Tasks/Activit	with Special Educators)	Pedagog	(Use
Novembe					Computer)	ies assigned	Ludcators	ies	of
r				(LO 1- Basic level)	Name of the	for CW & HW)	& Use of IE Room	Activity	Asse
				Uses tools and	book-	,		Based	ssme
	Cognitive	CG-7	C-7.3:				CwSN - Assistive	Learning	nt
	Developm	Children		implements	Code Bot 2	(Basic Level)	Learning:-	-	Tool
(Approx No of	ent	make sense	Uses appropriate	effectively in work	Name of	(Basic Level)	HI students-	(0,,,,,,,	s &
Teaching		of the world	tools and	situations	Publisher	Sorting of		(Group Activity)	Obse
Days)		around	technology in daily	(LO2- Medium		objects based	Colouring	Activity)	rvati
Dayor		through	life situations and	level)	PM Publisher	on shapes and	worksheet with	Play the	on)
19-22		observation	for learning	,	Pvt Ltd.	colours	codes	sorting	
		and logical		Shows fluency and			VI Students	games	
		thinking		comfort in using				online/offl	
No of				digital audiovisual		(Medium	Large pictures	ine	
Periods:				material in learning	Code-	Level)	puzzles	Experien	
i crious.				situations	decode	Coding-	I D aturdanta	tial	Observati
6-8					using secret	decoding of	LD students	Learning	on
					codes	different parts	Play online games	D	Practical
		CG-8	C-8.2:	(LO1		of computer by	on shapes and	Decompo	Tactical
			C-0.2.	(using symbols	patterns	sition of day to	Checklist
		Children	Identifies and	1- Basic level)		or pictures		day	
		develop	extends simple				Autism	activities	
		mathematica	patterns in their					like	

Aesthetic	understandin g and abilities to recognize the world through quantities, shapes, and measures 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	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 – (LO 1- Basic level) Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes,		(Advanced Level) Play the online Sudoku game on numbers or shapes	Solve Live worksheets on patterns Any other: Reference Applications: GCompris (IT Tool) Ocky Pocky Awaaz app Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	washing of hands Theme-Based Learning Make your own page border using different patterns on the computer Learning Spaces Indoor Compute r Lab	
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Develop	crayons, powder,
ment	scissors

Lesson 7- Fun with Scratch Jr

Class: 2	Domains	Curricular	Competencies	Learning	Syllabus-	Competen	CwSN	Suggest	Suggested
Month- Decembe r -		Goals (CG)	(C:)	Outcomes Graded Learning outcomes:-	(As per Prescribed book subject – Computer)	cy Based (Graded) Learning (Tasks/Act ivities	Assistive Learning (In consultation with Special Educators)	ed Innovati ve Pedagog ies	Assessment (Use of Assessment Tools & Observation)
January (Approx No of Teaching Days) 25-27 No of Periods: 8-10	Cognitive Developm ent	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations (LO2- Medium level) Shows fluency and comfort in using digital audiovisual material in learning situations	Name of the book- Code Bot 2 Name of Publisher PM Publisher Pvt Ltd. Create Programs using Scratch Jr	assigned for CW & HW) (Basic Level) Operate the Scratch Jr window and change the backgroun d and add another Sprite (Medium Level)	& Use of IE Room CwSN -Assistive Learning:- HI students- Create a short comic script VI Students Listen to audio and follow the instruction for creating different Sprites LD students	Activity Based Learning - Create different sprites using Scratch Jr Experien tial Learning - Watch and make	Observation Practical Checklist

Language and Literacy Develop ment	CG-9 Children develop effective communicati on skills for day-to-day interactions in two languages	C- 9.3: Engages in discussion about a topic and raise and respond to questions	(LO3- Advanced level) Engages in discussion about a topic and raise and respond to questions		Create a program using Scratch Jr programmi ng language	Create a very short animated scene Autism Create a short-animated story Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books: 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019) 2. Including Children with Special needs. NCERT(July 2014)	animated movies created in Scratch Theme-Based Learning - Make animated story on a Tree and narrate it Learning Spaces Indoor Outdoor Compute r Lab	
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Lesson 8- Understanding AI

Class: 2 Month- February	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/Activit ies assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogie s	Suggest ed Assess ment (Use of Assess ment Tools & Observa
(Approx No of Teaching Days) 19 - 21 No of Periods: 5 - 7	Cognitive Developm ent	CG-7 Children make sense of the world around through observation and logical thinking	C-7.3: Uses appropriate tools and technology in daily life situations and for learning	(LO 1- Basic level) Uses tools and implements effectively in work situations (LO2- Medium level) Shows fluency and comfort in using digital audiovisual material in learning situations	Code Bot 2 Name of Publisher PM Publisher Pvt Ltd. Application s of Al	(Basic Level) Make a list smart gadget (Medium Level) Find information about monuments/an imals using Augmented Reality	CwSN -Assistive Learning:- HI students- Play the Rock, Paper, and Scissors game on the computer VI Students Listen to the audio /songs using the Alexa /Google Assistant/Siri LD students	Activity Based Learning- Watch an animated movie on Al Experiential Learning Play the online Tictac-toe game Theme-Based Learning-	Observation Practical Checklist

Language and Literacy Develop ment	CG-9 Children develop effective communicatio n skills for day- to-day interactions in two languages	C- 9.3: Converses fluently and can hold a meaningful conversation	(LO3- Advanced level) Maintains the thread of the conversation across multiple exchanges			Visit the AI Lab and observe the devices Autism Play the Quick Draw! Game online https://tinyurl.co m/AIEx#Draw Any other: Reference Applications: Jellow app Ocky Pocky Awaaz app Reference Books : 1. Including Children with Autism in Primary classes a teacher's handbook NCERT (Mar 2019)	Sing songs Karaoke (competitio n) Learning Spaces Indoor Computer Lab	
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			2. Including	
			Children with	I
			Special needs.	1
			NCERT(July 2014)	I
			, ,	I

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) No of Periods	Domains	Curricular Goals (CG)	Competencies (C:)	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) (LO2- Medium level) (LO-3 Advanced level)	Syllabus- (As given syllabus marked by NCERT document) -	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) (Medium Level) (Advanced Level)	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)	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)
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April 1-15	Children	C-4.5:	(LO 1-		(Basic Level)	Simple instructions	Obse
	develop	Understands	Follows simple		Follows simple	and classroom	rvati
	emotional	and responds	instructions		instructions with	rules.	on
	intelligence	positively to	with teacher's		teacher's support		
	J	social norms in	support				
		the classroom			(Medium level)		
		and school	(LO2- Medium		Waits for their turn		
			level) Waits for		 Follows short 		
			their turn		simple instructions		
			• Follows short				
			simple		(Advanced level)		
			instructions		Follows simple		
					instructions in		
			(LO-3		school without		
			Advanced level)		adult reminders		
			Follows simple				
			instructions in				
			school without				
			adult reminders		(<u> </u>
April 16- Physical	Awareness	C-2.1:	(LO 1-	What are our	(Basic level)	Experiential	Observ
30 Development	about	Differentiates	Basic level)	sensory	Differentiates and	Learning	ation
	sensory	between	Differentiates	organs?	names the primary	Touching,	
	organs:	shapes, colours,	and names the		sense organs of	listening, seeing	
	eyes, nose,	and their shades	primary sense		the body	feeling and	
	ears, skin,		organs of the		(Medium level)	identifying	
	tongue		body		Differentiates	various body	
			(LO2- Medium		shades within	parts	
			level)		primary and		
			Differentiates		secondary sense		
			shades within		organs		
			primary and		Organis		
			secondary				
			sense organs		(Advanced level)		
			22		Groups sense		
			(LO-3		C. 54p3 561156		
			Advanced level)				

May 1-15	Physical Development	Exercise, play and movement for fun	C-3.2: Shows balance, coordination and flexibility in various physical activities	Groups sense organs and explains its uses (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?	organs and explains its uses (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	Observ ation
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	Observ ation

				the toilet or		dries hands before		
				eating		and after using the		
				J		toilet or eating		
				(LO-3				
				Advanced level)				
				Always washes				
				and dries hands				
				before and				
				after using the				
				toilet or eating				
July 16-31	Physical	Rhythmic	C-3.2: Shows	(LO 1-	How do I clap?	(Basic level) Jumps	Jumping Jack	Observ
	Development	Activities	balance,	Basic level)	How can I clap to	and tries to	V Step	ation
			coordination	Jumps and tries	count?	coordinate the		
			and flexibility in	to coordinate		upper and the		
			various physical	the upper and		lower body.		
			activities	the lower body.				
						(Medium level)		
				(LO2- Medium		Jumps and		
				level) Jumps		coordinate either		
				and coordinate		the upper or the		
				either the		lower body.		
				upper or the				
				lower body.		(Advanced level)		
						Jumps rhythmically		
				(LO-3		with proper		
				Advanced level)		coordination of the		
				Jumps		upper and the		
				rhythmically		lower body.		
				with proper				
				coordination of				
				the upper and				
				the lower body.				
Aug 1-15	Physical	Measure the	C-3.2: Shows	LO -	Body Mass	Scoring ad Grading	Performing the	FIT
	Development	Body Mass	balance,	The students	Index	is done through FIT	Plate Tapping Test	INDIA
		Index	coordination	gets to know	 Plate Tapping 	INDIA APP	individually	ASSESO
		Measure the	and flexibility in	about the	Test	approved by the		R APP
		speed and		distribution of		Govt of India and		

		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 ASSESO R 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.	Ob se rv ati on

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

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	(LO 1- Basic Level) Identifies things that can be eaten and cannot be eaten (LO2- Medium level) Eats and recognizes a variety of food from different food groups — grains, vegetables, fruits (LO-3 Advanced level) Enjoys the variety in food from different	Why food do we eat everyday?	(Basic Level) Identifies things that can be eaten and cannot be eaten (Medium level) Eats and identifies a variety of food from different food groups – grains, vegetables, fruits, and proteins (Advanced level) Enjoys the variety in food from different food groups	Bring different food grains and talk about their importance	Observation
Oct 16 31	Dhysical	Donorting to	Chauc	food groups	M/h am /M/h ara	(Pasis Lovel)	Identifying play	Obsor
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	(LO 1- Basic Level) Identifies safety as important, and sometimes	Whom/Where should I go for help in emergency at home/ school during sickness or	(Basic Level) Identifies safety as important, and sometimes reports to the teacher. (Medium level) Follows safety	Identifying play areas in the school for safe play. Assessing the hazards and keeping the body safe	Obser vation

		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	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.		
				injury or				
Nov 1-15	Physical Development	Move like different animals	C-3.2: Shows balance, coordination and flexibility in various physical activities	sickness. (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.	ovements as per structions	

				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	Observ
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	Obser vation

				(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	• Correct postures	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-3Advanced 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	• Exercise, play and movements for fun	C-4.4: Shows cooperative behaviour with other children	(LO 1- Basic Level) Begins to play with other children	What do we like to play to have fun?	(Basic Level) Begins to play with other children	Fun Game : Relay Race	Obser vation

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	(LO2-Medium level) Enjoys playing with other children (LO-3 Advanced level) Initiates playing with other children and makes plans LO – The students gets to know about the distribution of muscle and fat in the body The learner gets to know about the speed and coordination of limb movement	Body Mass Index Plate Tapping Test	(Medium level) Enjoys playing with other children (Advanced level) Initiates playing with other children and makes plans 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

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

JANUARY	Fine Motor Skills
	PEC- Striking and Kicking
FEBRUARY	Fine Motor Skills
	PEC- Striking and Kicking related games
MARCH	ANNUAL EXAMINATION

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,
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 	<u></u>	<u>, </u>
	Month- April	CWSN -
		Assistive
		Learning: -
		Refer to the
		Special
		Educator
		HI students
		VI Students
		Violadents
		I B atautanta
		LD students
		Autistic
		students
		Any other:
		7, 66
		Involve &
		Communicate
		with parents.
		Reference
		Books:
		BOOKS.
		1. Including
		Children with
		Autism in
		Primary
		classes a
		teacher's
		handbook
		NCERT (Mar
		2019)
		2. Including
		Children with
		Special
		needs.
		NCERT (July
		2014)

				Period	lic Test 1				
April	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.	2nd std. 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 Learnin g.

May	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.	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 Learnin g.
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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 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.	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 Learnin g.
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				Period	ic Test - 2				
August	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.	August-Sings in small groups, National Anthem in company with the class teacher	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.

Septembe	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.	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 Learnin g.
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October	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.	October- Identify two/three local instrument s. 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 Learnin g.
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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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				An	nual				
ember	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.	December- : Follows the gesture / step movement in small groups. Responds to a given rhythm by body movement. Annual Day	(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.

January	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.	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 Learnin g.
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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

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

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	Doma ins	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	Suggeste d Assessm ent
				Period	lic Test -l				
April	2.4.5 Domai n: Aesth etic and Cultur al Devel opme nt	CG-12 Children develop abilities and sensibiliti es in visual and performin g 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, Workshe ets.

art in	Imaginatively	vertical, and	\neg
meaningfu	combines forms,	diagonal.	
I and	colours, characters,		
joyful	sounds, spaces and	(Advanced	
ways.	situations to	Level)	
	represent their	give students	
	ideas and	the opportunity	
	experiences	to paint with	
	(LO-3 Advanced	many colours	
	level)	within the	
	Pays attention to	boundaries of	
	thematic details,	the lines they	
	material properties	create	
	(texture, colour,		
	size, form), space,		
	and situation while		
	creating and		
	viewing works of		
	art		
	LO 1-		
	Basic level)		
	Responds to		
	artworks verbally/		
	non-verbally to		
	express likes,		
	dislikes, and other views		
	VIEWS		
	1		

May	2.4.5	CG-12	C-12.5:	(LO2- Medium level)	May-	(Basic Level)	(In	(Activity Based	Portfolio,
•	Domai	Children	Communicates	Communicates	Fun with Dots	Here are a few	consultation	Learning,	Workshe
	n:	develop	and appreciates a	responses to	and Patterns	simple, hands-	with Special	Inquiry Based	ets.
	Aesth	abilities	variety of	different aspects of		on patterning	Educators).	Learning,	
	etic	and	responses while	artworks, or local		activities.		Experiential	
	and	sensibiliti	creating and	cultural expression				Learning,	
	Cultur	es in	experiencing	(e.g., the voice of a		(Medium Level)		Theme Based	
	al	visual and	different forms of	character was very		The last few		Learning).	
	Devel	performin	art, local culture,	loud and scary)		activities will			
	opme	g arts and	and heritage			help set the			
	nt	express		(LO-3 Advanced		foundation for			
		their		level)		learning			
		emotions		Compares different		patterns.			
		through		artworks/					
		art in		arrangements/		(Advanced			
		meaningfu		cultural		Level)			
		l and		expressions and		young children's			
		joyful		articulates a variety		ability to spot			
		ways.		of response		mathematical			
						patterns can			
						predict later mathematical			
						achievement			

Do n: Ae et ar Cu al De	Aesth abilities and sensibiliti es in visual and performin g arts and	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts	(LO 1-Basic level) Observes their surroundings, local culture and examples of art to make connections with their own explorations (LO2- Medium level) Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples (LO-3 Advanced level) Identifies and interprets a variety of expressions, ideas and emotions through the arts	June- Fun with Shapes- Natural Shapes.	(Basic Level) Search for shapes hidden in a salt box. Play a sandpaper and felt shapes matching game like Craftulate. (Medium Level) Make shape pictures using imagination. Get some exercise while chasing down shapes drawn with sidewalk chalk. (Advanced Level) Learning shapes helps your child learn to differentiate	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Workshe ets.
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July 2.4.5 Domai n: Aesth etic and Cultur al Devel opme nt. 2.4.5 CG-12 Children develop abilities and sensibiliti es in visual and performin opme nt. 2.4.5 CG-12 C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three- dimensional artworks in varying sizes c-12.1: Explores and plays with a variety of materials and tools to create two-dimensional artworks in varying sizes	Basic level) Creates simple patterns using M	July- Fun with Forms- Mosaic Art, Castle	(Basic Level) In this lesson students practice saying some simple shapes as well as face vocabulary. (Medium Level) n this lesson, your students will become familiar with shapes by identifying them in real life. (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.	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Workshe ets.
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				Period	ic Test - 1	<u>I</u>			
August	2.4.5 Domai n: Aesth etic and Cultur al Devel opme nt.	CG-12 Children develop abilities and sensibiliti es in visual and performin g arts and express their emotions through art in meaningfu I and joyful ways.	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts	(LO 1-Basic level) Observes their surroundings, local culture and examples of art to make connections with their own exploration (LO2- Medium level) Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples (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	August- Learn to Draw- Bird, Giraffe, Garbage Truck.	(Basic Level) 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 (Medium Level) Drawing lessons for beginner to advanced artists. Learn how to draw through tutorials on a variety of subjects and mediums. (Advanced Level) Learn to draw anything you want with these detailed step by step drawing lessons. These pencil drawing lessons are excellent for total beginners!	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Workshe ets.

Septemb	2.4.5	CG-12	C-12.1: Explores	LO 1-Basic level)	September-	(Basic Level)	(In	(Activity Based	Portfolio,
er .	Domai	Children	and plays with a	Explores large and	Fun with Craft-	Arts and craft	consultation	Learning,	Workshe
	n:	develop	variety of	small sizes while	Beauty in	activities help	with Special	Inquiry Based	ets.
	Aesth	abilities	materials and	creating marks,	waste, Fruit	instil a sense of	Educators).	Learning,	
	etic	and	tools to create	lines, scribbles, and	Basket.	achievement and		Experiential	
	and	sensibiliti	two-dimensional	other 2D and 3D		pride in children,		Learning,	
	Cultur	es in	and three-	imagery in visual		boosting their		Theme Based	
	al	visual and	dimensional	artworks		self-confidence.		Learning).	
	Devel	performin	artworks in						
	opme	g arts and	varying sizes	(LO2- Medium level)		(Medium Level)			
	nt	express		Creates large scale		Enhancing			
		their		work (e.g., floor		children's hand			
		emotions		rangolis, wall		eye co-			
		through		murals, sculptural		ordination and			
		art in		forms) in		building levels			
		meaningfu		collaboration with		of manual			
		I and		peers, facilitators,		dexterity			
		joyful		and local					
		ways.		community		(Advanced			
						Level)			
				(LO-3 Advanced		regardless of the			
				level)		medium you			
				Able to scale own		use, can bolster			
				work in large and		mood, improve			
				small sizes, based		self-confidence,			
				on available space		and reduce			
				or materials (e.g.,		stress overall.			
				creating a small					
				clay doll, or a big					
				paper doll)					

October	2.4.5	CG-12	12.5:	(LO 1-Basic level)	October-	(Basic Level)-	(In	(Activity Based	Portfolio,
	Domai	Children	Communicates	Acknowledges the	Fun with craft,	Teach them to	consultation	Learning,	Workshe
	n:	develop	and appreciates a	presence of others	colour-	create patterns	with Special	Inquiry Based	ets.
	Aesth	abilities	variety of	during activities	Paper Fan,	with colours,	Educators).	Learning,	
	etic	and	responses while	related to the arts	Spider web	swirls		Experiential	
	and	sensibiliti	creating and			squiggles and		Learning,	
	Cultur	es in	experiencing	(LO2- Medium level)		zig-zags		Theme Based	
	al	visual and	different forms of	Shares responses				Learning).	
	Devel	performin	art, local culture,	and ideas in the		(Medium Level)-			
	opme	g arts and	and heritage	peer group during		Teach them to			
	nt.	express		arts processes		colour match			
		their				with daily			
		emotions		(LO-3 Advanced		objects			
		through		level)					
		art in		Shares and		(Advanced			
		meaningfu		appreciates		Level)-teach			
		l and		multiple responses		them to explore			
		joyful		in relation to artistic		and mixing			
		ways.		thought and		primary colours			
				expression.		activity.			

Novembe r	2.4.5 Domai n: Aesth etic and Cultur al Devel opme nt.	CG-12 Children develop abilities and sensibiliti es in visual and performin g arts and express their	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	November- fun with colour- Festivals, Blow Painting.	(Basic Level)- Fun with colour children can learn colour scheme and different forms (Medium Level)- Fun with colour children can learn advance colour scheme	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Workshe ets.
		art in meaningfu I and joyful ways.		combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences (LO-3 Advanced level) Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art.		(Advanced Level)-Children can learn textures, overlapping and colour scheme.			

				<u>A</u>	<u>nnual</u>				
Decembe	2.4.5 Domai n: Aesth etic and Cultur al Devel opme nt.	CG-12 Children develop abilities and sensibiliti es in visual and performin g arts and express their emotions through art in meaningfu I 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.	December- Fun with Colours- Thumb art, Handprint art	(Basic Level)- Encourage them to use their imagination: "Let's turn that tree into a monster!" If they get stuck, offer some ideas to jumpstart their creativity. (Medium Level)- Encourage them to be creative: "What can you make with this piece of cardboard?" or "How can we turn this fabric into a work of art?" (Advanced Level)-Draw upside down or backward: For example, have them draw a tree starting from the top and working their way down.	(In consultation with Special Educators).	(Activity Based Learning, Inquiry Based Learning, Experiential Learning, Theme Based Learning).	Portfolio, Workshe ets.

January	2.4.5	CG-12	C-12.2: Explores	(LO 1-	January-	(Basic Level)	(In	(Activity Based	Portfolio,
-	Domai	Children	and plays with	Basic level)	Story, Value	Read the focus	consultation	Learning,	Workshe
	n:	develop	own voice, body,	Uses volume and	Time-	story After	with Special	Inquiry Based	ets.
	Aesth	abilities	spaces, and a	pitch to convey	Dussehra,	reading the	Educators).	Learning,	
	etic	and	variety of objects	ideas and	Tortoise and	story, bring out		Experiential	
	and	sensibiliti	to create music,	emotions, create	Hare	a large poster		Learning,	
	Cultur	es in	role-play, dance,	music, develop		that already has		Theme Based	
	al	visual and	and movement	characters and		the words		Learning).	
	Devel	performin		create situation					
	opme	g arts and				(Medium Level)			
	nt.	express		(LO2- Medium level)		Students will be			
		their		Moderates volume		divided students			
		emotions		and pitch based on		into 5 groups.			
		through		musical		Each group will			
		art in		composition,		be given an			
		meaningfu		space, context and		event from the			
		I and		situation		story to			
		joyful				illustrate.			
		ways.		(LO-3 Advanced					
				level)					
				Attempts to match		(Advanced			
				pitch using voice or		Level)			
				instrument		Students can			
						draw the			
						sequence of			
						events in the			
						story.			

, Done no	Aesth abilities tic and nd sensibiliti cultur es in	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	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, Workshe ets.
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SUGGESTIVE_PLAN

CENTRALIZED SYLLABUS BIFURCATION FOR APSs (FOUNDATIONAL LEVEL) CLASS 2nd SUBJECT (Art & Craft)

MONTH	ACTIVITIES
APRIL	FUN WITH LINES {STROKES, SCRATCH ART, AND TREE}.
MAY	FUN WITH DOTS AND PATTERNS {BORDER DESIGN}.
WAI	FUN WITH LINES- WARLI ART (FOLK ART OF MAHARASHTRA).
JULY	FUN WITH SHAPES AND FORM {NATURAL SHAPES}.
	COLOR AND PASTE NATURAL SHAPES {DIFFERENT KIND OF LEAVES}.
AUGUST	MOSAIC ART {CUT & PASTE TECHNIQUE}.
	COLORING OF BASIC SHAPES.
	USE OF GEOMETRIC SHAPES IN ART {WITH THE HELP OF MATCHSTICKS,
	STRAW AND POPSICLE}.
SEPTEMBER	LEARN TO DRAW
	1. CASTLE {BEST OUT OF WASTE}.
	2. BIRD {WITH MOLDED CLAY}.
	3. GIRAFFE {CUT AND PASTE}.
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}.
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}.

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

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

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

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

<u>Lesson 1-</u> Understanding basic body movements (motions, kinesthetic movement, balance & spatial dynamics)

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

Physical	CG-3 Children	C-3.2	(LO 1- Basic	Students will learn		ĺ
=		C-3.2	level)	about different		
Developm	develop a fit	Shows balance.	1010.			
ent			Works with	-		
ent Annamaya kosha and Pranamaya kosha	and flexible body	Shows balance, coordination, and flexibility in various physical activities C-3.3 Shows precision and control in working with their hands and fingers	precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching) (LO 1- Basic level) Follows the beat in songs and movement, and explores own variations based on familiar	steps based on movement, which will enhance their coordination and spatial dynamics.		
			rhythm patterns			

<u>Lesson 2-</u> Understanding basic tools and techniques of dance (bouncing, jumping, shuffling, twists, spins & floor works)

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

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

Class: 2	Domains	Curricular Goals	Competencies	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of
Month-	Aesthetic	CG-12 Children	C-12.2	outcomes:-	(Tasks/Activities	Assistive Learning		Assessment
Septembe r - October	and Cultural Developme	develop abilities and sensibilities in visual and	Explores and plays with own voice, body,	(LO 1- Basic level)	assigned for CW & HW)	(In consultation with Special Educators)	Activity-Based Learning-	Tools & Observation)
	nt	performing arts and express	spaces, and a	Shows agility and balance (e.g.,	(Basic Level)	& Use of IE Room	demonstration	Rubrics
(Approx No of	Anandama ya kosha	their emotions through art in	variety of objects to	climbing on trees, jungle gym)	Students will learn about different	CwSN -Assistive Learning:-	of the teacher step by step.	
Teaching Days)		meaningful and joyful ways	create music, role-play, dance and movement.		rhythms of dance with the help of claps and counts.	Students will learn about different rhythms of dance	Students will react as per teacher's clap	
00 -00					(Medium Level)	with the help of claps and counts.	and do the movements as per the speed of	
					Students will learn about different	Students will learn about different	claps.	
	Di et el	CG-3 Children	C-3.2	(LO 1- Basic	patterns of rhythm by changing speed of claps and	patterns of rhythm by changing speed of	Theme Based Learning-	
	Physical Developme	develop a fit and flexible	Shows balance,	level)	counts.	claps and counts.	Tools and	
	nt Annamaya kosha and Pranamaya	body	coordination, and flexibility in various physical activities	Works with precision and detail for activities that require fine motor control for longer	(Advanced Level) Students will learn about rhythm by hearing and understanding	Students will learn about rhythm by hearing and understanding patterns of music & beats.	techniques can be practiced with music	
			, ,	require fine motor	hearing and	patterns of music &		

	and control in working with their hands and fingers F S r 6 V f	threading needles, needle work, painting, sketching) (LO 1- Basic level) 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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<u>Lesson 4-</u> Revision (tools & techniques) & Choreography 1 & 2

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

working with their	threading	techniques they	
hands and fingers	needles, needle	learned in song.	
	work, painting,		
	sketching)		
		(teaching time &	
	(LO 1- Basic	techniques will	
	level)	be student	
		centric)	
	Follows the beat		
	in songs and		
	movement, and		
	explores own		
	variations based		
	on familiar		
	rhythm patterns		

<u>Lesson 5-</u> Revision (tools & techniques) & Choreography 3 & 4 (folk dance)

Class: 2 Month January (Approx No of Teaching Days) 03 -04	Aesthetic and Cultural Development Anandamaya kosha	Curricular Goals 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.	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) Shows agility and balance (e.g., climbing on trees, jungle gym)	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Students will learn a folk dance routine - choreography based on the basics of regional folk dance. (Medium Level) Students will learn a folk dance routine - choreography based on	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN - Assistive Learning:- Students will learn a folk dance routine -	Suggested Innovative Pedagogies Activity-Based Learning- Live demonstration of the teacher step by step. Observe and perform the session Theme-Based Learning Use of props Live demonstration	Suggeste d Assessm ent (Use of Assessm ent Tools & Observat ion) Rubrics Checklist Competiti ons
		ways			choreography based on the basics of regional folk dance in the song. Learn facial & bodily	choreography based on the basics of	Live demonstration with music Performance with regional attire	
	Physical Development	CG-3 Children	C-3.2	(LO 1- Basic level)	expressions used in dance.	regional folk dance.		
	Annamaya kosha and	develop a fit	Shows balance, coordination, and flexibility in	Works with precision and detail		Students will learn a folk dance routine - choreography		

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

<u>Lesson 6-</u> Improvisation (assessment)

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

Pranamaya	various physical	require fine		
kosha	activities	motor control for	(teaching time &	
· ·		· ·	(teaching time & techniques will be student centric)	
		variations based		
		on familiar		
		rhythm patterns		