

SYLLABUS BIFURCATION PREPARATORY STAGE

Class 3

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3

Academic Session 2023-24

Class: III

Subject: ENGLISH

| Term I Report Card will consist of 100 marks | | Term II Report Card will consist of 100 marks | |
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| Periodic Test I- July (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | Annual Exam- March (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks) |
| Apr-Literature: Lesson-1: I don't have a flower Poem-1: My Family | Aug-Literature: Lesson-4 A journey in space Poem- 4-Upside Down | Oct-Literature: Lesson-6- World Animal Day Lesson-7A role model- Dr. A.P.J. Abdul Kalam Poem- 5-How Many Greens? | Dec-Literature: Lesson9- An Exciting Cricket Match |
| Grammar: Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun | Grammar: Lesson-9- Pronouns Unseen Passage -Comprehension, Object Writing | Grammar: Lesson-14 Tenses (Continued) Past tense, Past Continuous Tense, Future tense Lesson-8 Compound words. | Grammar: Lesson-16 Preposition Lesson-18 Conjunction |
| May-Literature: Lesson-2:The story of the Aeroplane Poem- 2: Evening | Sep-Literature: Lesson-5 Great scientist-Isaac Newton | Nov-Literature: Lesson 8 Humpty Dumpty Poem- 5-A Song About Myself | Jan-Literature: Lesson10-Birbal wins Again |
| Grammar: Lesson- 3 Countable and Uncountable Noun | Grammar: Lesson-13 Verbs Lesson-14 Tenses | Grammar: Lesson-12 Articles | Grammar: Lesson-15 Adverbs |

| Lesson-4 Noun: Singular and Plural Lesson-5- Gender | | | | Formal Letter Writing | | | |
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| July-Literature: Lesson-3: Save Water-Save the World Poem- 3-Ferry Me Across the Water | | | | Feb- Grammar: Letter Writing Unseen Passage Comprehension | | | |
| Grammar: Lesson-6 Possessive Nouns Lesson-7 Collective Nouns. Lesson -10- Adjectives | | | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | | |
| REPORT CARD WILL CONSIST OF 100 MARKS | | | | REPORT CARD WILL CONSIST OF 100 MARKS | | | |
| Evaluation | % syllabus | Maximum marks | Weightage | Evaluation | % syllabus | Maximum marks | Weightage |
| Periodic Test I- July | 30% | 40 marks | 10 marks | Periodic Test II- December | 30% | 40 marks | 10 marks |
| Note Book Submission | --- | 25 marks | 5 marks | Note Book Submission | --- | 25 marks | 5 marks |
| Subject Enrichment Activity | ---- | 25 marks | 5 marks | Subject Enrichment Activity | ---- | 25 marks | 5 marks |
| Half Yearly - September | 50% | 80 marks | 80 marks | Annual Exam - March | 10% syllabus of Term I and entire syllabus of Term II | 80 marks | 80 marks |

Book: Roots and Wings
Grammar Trove
CLASS-III
Publisher: Srijan Publication
: Rohan Book Company

TERM -1

| Month/ Periods | LESSON:- | Domain & Curricular Goals(mapping with Foundational stage) | Competency & Learning Outcome | 21 st Century skills | Integration | Inter-disciplinary integration | Learning Space | Assignments | Suggestive Pedagogies |
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| April (22- 25Days) Pd: (24-28) | <p>Lit:</p> <p>Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Importance of being Honest Vocabulary building <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Learning how honesty gives good reward. Imparting moral lesson to the learner. | <p>DOMAIN:</p> <p>Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>Language and Literacy development</p> <p>SocioEmotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG9</p> <p>Children develop effective communication</p> | <p>Competency</p> <p>Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)</p> <p>C9.5</p> <p>Comprehends narrated/read out stories and identifies character, storyline and what the author wants to say</p> <p>C9.6</p> <p>Narrates short stories with clear plot and characters.</p> <p>C4.5</p> <p>Understands and responds positively to social norms in the classroom and school.</p> <p>Learning Outcomes: -</p> | <p>5 C's</p> <p>Communication Skill</p> <p>Creative thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Decision-making</p> <p>Social Skills</p> <p>Vocabulary enrichment</p> <p>Communication</p> | <p>Arts:-</p> <p>Draw and colour 5 common nouns.</p> <p>Scientific temper:-</p> <p>Exploring Family beliefs and applying rational thinking.</p> <p>Problem Solving</p> <p>Technology:-</p> <p>Learning through online</p> | <p>Language:-</p> <p>Writing five sentences on my family.</p> <p>Music:-</p> <p>-Recitation</p> <p>-Exploring popular songs on concept of Family</p> <p>EVS:-</p> <p>Understanding the</p> | Home/Activity Room/Class room | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Pronunciation</p> <p>Home assignments</p> <p>Art integrated activities</p> <p>And Giving notes to</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning (Narrate a short folk tale of your choice in the class.)</p> <p>Story telling</p> <p>Role-playing</p> <p>Suggestive Assessment: -</p> |

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| | | <p>skills for day-to-day interactions in two languages</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> | <p>Basic:</p> <ul style="list-style-type: none"> Recalls the characters and a few events in the story that is narrated and is able to retell in their own words Imagines and narrates personalized endings of the story Follows short simple instruction <p>Medium:</p> <ul style="list-style-type: none"> Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story Narrates their own short stories with simple plots and characters Follows simple rules in school without adult reminders <p>Advance</p> <ul style="list-style-type: none"> Interprets the motivations of the author to write the story and retell the story as if they were the author Creates their own stories, with complex | <p>Improved Pronunciation</p> <p>Emotional Skills</p> <p>Sympathy /Empathy</p> <p>•</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Honesty</p> | <p>resources</p> <p>https://youtu.be/kzmvQ5l7WCo</p> <p>(My family)</p> | <p>concept of family.</p> <p>Draw a family tree.</p> | <p>study at home for discussion in class</p> | <p>1. Reading</p> <p>2. Worksheet</p> <p>3. Multiple-choice questions</p> <p>Suggestive resources/Activities:</p> <p>Draw and colour a family tree.</p> <p>Draw a flower and write values on its petals.</p> |
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| | | | <p>plots and multiple characters</p> <ul style="list-style-type: none"> • Follows Instructions/rules <p>Competency</p> <p>Poetry</p> <p>My Family</p> <p>(Literary Device used – Rhyme)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.1</p> <p>Starts recognising self as an individual belonging to a family and Community</p> <p>C4.2</p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:-</p> | | | | | | |
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| | <p>Poem-1: My Family</p> <p>(Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> ●Family as a unit of society <p>Sub-Concepts:</p> <ul style="list-style-type: none"> ● Types of Family(nuclear,joint,extended) ● Characteristics of a Family ● Rhyming words ● Antonyms | <p>DOMAIN:</p> <p>Poetry</p> <p>My Family</p> <p>(Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG-10</p> <p>Children develop fluency in reciting the poem.</p> | <p>Basic</p> <ul style="list-style-type: none"> ●Recognises simple emotions. ●Identifies relationship with family members <p>Medium</p> <ul style="list-style-type: none"> ●Shows care for and joy in engaging with all life forms <ul style="list-style-type: none"> ●Identifies names, and associates relationship with family and among extended family <p>Advance</p> <ul style="list-style-type: none"> ●Expresses and conveys Empathy towards family, neighbourhood & Community. <p>Competency</p> <p>Grammar</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>CG-10.4</p> <p>Read stories and passages with accuracy and fluency with</p> | | | | | | |
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| | <p>Grammar: Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> ●Nouns ●Sentence Identification <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> ●Types of sentences ●Parts of a sentence ●Identification of nouns | <p>DOMAIN: Grammar Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun</p> <p>Language and Literacy development</p> <p>Curricular Goal:- CG-10</p> | <p>appropriate pauses and voice modulation.</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Reads a few sentences of familiar words with accuracy <p>Medium:</p> <ul style="list-style-type: none"> • Reads short passages accurately with appropriate intonation and pauses <p>Advance:</p> <ul style="list-style-type: none"> • Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation | <p>CWSN Assistive Learning: -</p> <p>For Visually Impaired Students</p> <p>Poem- My Family</p> <p>Family - A group of people lead together in the house is called family.</p> <p>Characteristics of the family-</p> <ol style="list-style-type: none"> 1. Support / stand by you in every good or worst situation. 2. Logan care for other family | | | | | | |
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| | <ul style="list-style-type: none"> Types of nouns | Children develop fluency in reading and writing. | <p>members.</p> <p>3. Security and sense of belonging.</p> <p>4. Making each person within the family feel important.</p> <ul style="list-style-type: none"> bold / large / embossed print flashcard of family and family member. <p>For Hearing Impaired Students</p> <ul style="list-style-type: none"> Flashcards of family and family members with caption. video with caption <p>https://youtu.be/tkatlyEeyJl</p> <p>https://youtu.be/UTKuTq_M5sA</p> | | | | | | |
| <p>May (12-14 days)</p> <p>(12-14 pd)</p> | <p>Lit:</p> <p>Lesson-2: The story of the Aeroplane</p> <p>(Prose- Factual)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> History of | <p>DOMAIN:</p> <p>Lesson-2: The story of the Aeroplane</p> <p>(Prose- Factual)</p> <p>Language and Literacy development</p> <p>Cognitive Development</p> | <p>Competency</p> <p>Prose:</p> <p>The story of the Aeroplane</p> <p>(Prose- Factual)</p> <p>C 7.3</p> <p>Uses appropriate tools and technology in daily life situations and for learning</p> | <p>5 C's</p> <p>Communication Skill</p> <p>Creative thinking</p> <p>Critical Thinking</p> | <p>Arts:-</p> <p>Make a paper plane and fly with a rubber-band.</p> | <p>Language:</p> <p>English</p> <p>Being able to identify different kinds of countable and uncountable nouns.</p> <p>Complete the lines</p> | <p>Learning Space</p> <p>Home and Classroom</p> <p>School play</p> | <p>Class assignments</p> <p>-Use of Dictionary</p> <p>- Discussion based on competency based learning skills.</p> | <p>Suggestive Pedagogies</p> <p>Story -telling</p> <p>Inquiry- based learning</p> <p>Experiential learning</p> |

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| | <p>technological inventions.</p> <ul style="list-style-type: none"> Vocabulary building Pronunciation <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Sequencing of the events. Completing a passage. | <p>(Vijnanamaya kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>Prose:</p> <p>CG-7</p> <p>Children make sense of the world around through observation and logical thinking</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> | <p>C10.4</p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Uses ideas based on observations Reads a few sentences of familiar words with accuracy <p>Medium</p> <ul style="list-style-type: none"> Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance <p>Advance</p> <ul style="list-style-type: none"> Begins "Independent Reading" of books of equal textual and visual content Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation <p>Competency</p> | <p>Life skills</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Social Skills</p> <p>Communication</p> <p>Interpersonal Relationships.</p> <p>Emotional Skills</p> <p>Belief in yourself</p> <p>Any Values /Ethics : (Schools to fill)</p> <p>Believe in yourself</p> <p>Self Confidence</p> | <p>Scientific temper:-</p> <p>Critical thinking based on how an aeroplane fly.</p> <p>Problem Solving.</p> <p>Technology:-</p> <p>Video link https://youtu.be/Wkflwinu4Os</p> <p>(The story of the aeroplane)</p> | <p>of the poem.</p> <p>Music:-</p> <p>Exploring popular songs on the concept of aviation</p> | <p>ground.</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Use of dictionary</p> <p>Pronunciation</p> <p>Recitation of poem</p> <p>Home assignments</p> <p>Art integrated activities</p> | <p>Suggestive Assessment :-</p> <p>Worksheets,</p> <p>Multiple choice questions.</p> <p>Suggestive resources/Activities:</p> <p>Library visit</p> <p>Reading about important inventions</p> |
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| | <p>Poem- 2: Evening (Literary Device used – Imagery)</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> ● Importance of prayer. ● Advises the child to be friends with the night. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> ● Trust in god and understanding he is the protector. ● Completing a passage. | <p>DOMAIN: Poetry Poem- 2: Evening (Literary Device used – Imagery)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> | <p>Poetry Poem- 2: Evening (Literary Device used – Imagery)</p> <p>C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>C5.1 Demonstrates willingness and participation in age- appropriate physical work towards helping others</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> ● Reads short poems and narrates the literal meaning of the poem <p>Medium:</p> <ul style="list-style-type: none"> ● Reads short poems and infers the imagination of the poet <p>Advance:</p> <ul style="list-style-type: none"> ● Able to frame a poem on their own. | | | | | | |
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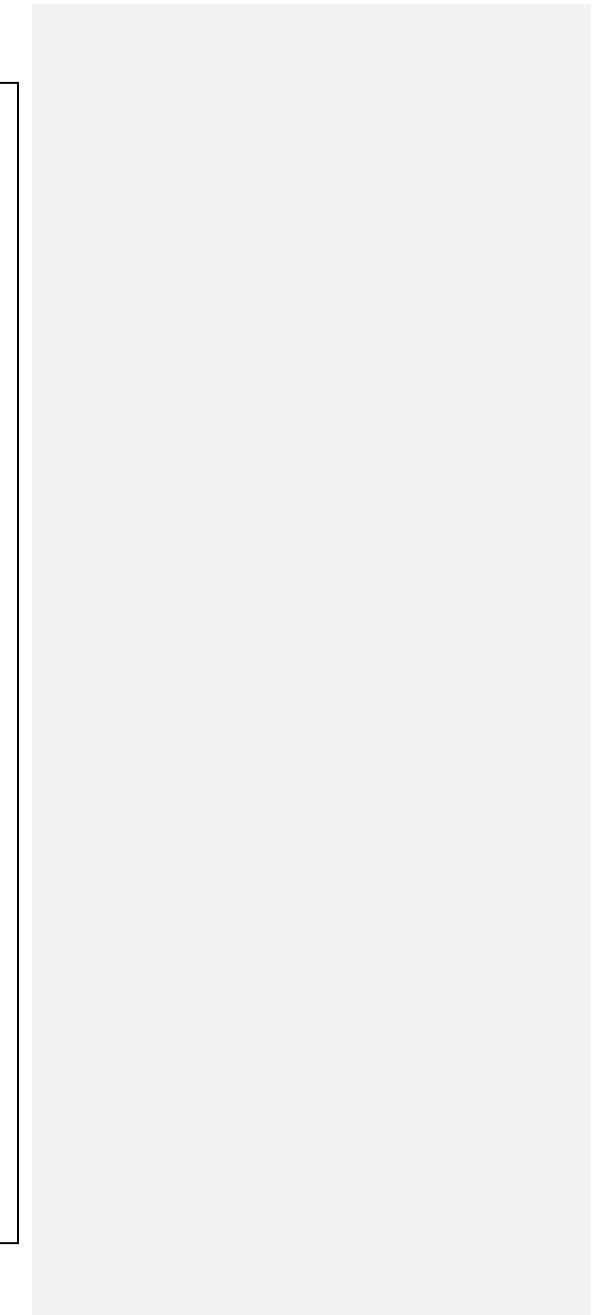
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| | <p>Grammar:</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding singular and plural nouns Understanding of genders Understanding of countable and uncountable nouns | <p>CG-5</p> <p>Children develop a positive attitude towards productive work and service or 'Seva'</p> <p>CG-10</p> <p>Children develop fluency in reciting the poem.</p> <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>Competency</p> <p>Grammar</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>CG-10.4</p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>C-10.9</p> <p>Shows interest in picking up and reading a variety of children's books</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> Reads a few sentences of familiar words with accuracy <p>Medium:</p> <ul style="list-style-type: none"> Reads short passages accurately with appropriate intonation and pauses <p>Advance:</p> | | | | | | |
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| | <p>ouns.</p> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • Converting singular nouns to plural nouns • Identification of masculine and feminine nouns. • Synonyms • Identification of countable and uncountable nouns. | | <ul style="list-style-type: none"> • Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation | | | | | | |
| | | | <p>CWSN Assistive Learning:-</p> <p>For Visually Impaired Students</p> <p>The story of the airplane:</p> <ul style="list-style-type: none"> ☒ The story is based on the invention of the first aircraft named glider flown as a kite. ☒ This aircraft was invented by right brothers. ☒ In 1900, they were successful in flying a big 50 lb glider with 17 ft wingspan. It was the first glider having a pilot. ☒ Boats were made many aircraft like this but in 1900 three, they designed a motor and a new aircraft weighed 700 pounds and was called the flyer. It was the first successful powered flight in history. ☒ Embossed flashcards of aircraft and airplane. | | | | | | |
| | | | <p>For Hearing Impaired Students</p> <ul style="list-style-type: none"> • Pictures of Wright brothers, aircraft (glider), motor aircraft (Flyer) with caption. | | | | | | |

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| | | | <ul style="list-style-type: none"> Important points on chart. <p>https://youtu.be/Wkflwinu4Os</p> <p>https://youtu.be/oj1WwPl1XUw</p> | | | | | | |
| <p>July (22-25Days)</p> <p>(26-28 pds)</p> | <p>Lit:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>Skills- Listening and Speaking</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning the value of water as a scarce resource on the Earth. Learning how to save water and use it wisely. Vocabulary building Homophones Synonyms <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Becoming alert to environmental needs and changes. Discuss the importance of | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>Language and Literacy development</p> <p>Socio-Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG4</p> <p>Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson-3: Save Water-Save the World (Prose- Narrative Parable)</p> <p>C 4.5</p> <p>Understands and responds positively to social norms in the classroom and school</p> <p>C 6.1</p> <p>Shows care for and joy in engaging with all life forms</p> <p>C10.4</p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p>Learning Outcomes:-</p> <p>Basic</p> | <p>5 C's</p> <p>Collaboration</p> <p>Creative thinking</p> <p>Global awareness</p> <p>Life skills :</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Responsibility</p> <p>Emotional Skills</p> <p>Self-awareness/Sensitivity</p> | <p>Arts:-</p> <p>Make a collage on 'Save Water'.</p> <p>Scientific temper:-</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Use Of Internet</p> <p>Video link https://youtu.be/s1bm9mGXnBM</p> <p>(Save Water-Save the World)</p> | <p>Language:</p> <p>English:-</p> <p>Writing five adjectives on water.</p> <p>Art:-</p> <p>Make an origami paper boat.</p> <p>EVS:-</p> <p>Write 5 ways to save the water.</p> | <p>Learning Space</p> <p>Home and Classroom</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p>Home assignments:</p> <p>Complete the sentences.</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>(Draw and colour pictures to show any three ways in which you can save water at home/school)</p> <p>Problem solving</p> <p>Suggestive Assessment:</p> <p>-</p> <p>Worksheets,</p> <p>Multiple choice questions</p> <p>Oral quizzes</p> |

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| | <p>water and its various uses. Its usage in homes, agriculture, industry, towns, cities and villages, and in sports.</p> <p>Poem- 3-Ferry Me Across the Water</p> <p>(Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding Rhyming words. Modes of water transport. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Rhyming words. | <p>CG-6</p> <p>Children develop a positive regard for the natural environment around them</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> <p>DOMAIN:</p> <p>Poetry</p> <p>Ferry Me Across the Water</p> <p>(Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical</p> | <ul style="list-style-type: none"> Follows simple rules in school without adult reminders. Explains the impact of one’s actions/ behaviour on others <p>Medium</p> <ul style="list-style-type: none"> Shows care for and joy in engaging with all life forms Explains the concept of shared natural resources <p>Advance</p> <ul style="list-style-type: none"> Explains the concept of shared natural resources. <ul style="list-style-type: none"> Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration <p>Competency</p> <p>Poetry</p> <p>Ferry Me Across the Water</p> <p>(Literary Device used – Rhyme)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.2</p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p> | <p>Values /Ethics:</p> <p>Sensitisation towards the environment</p> | <p>https://youtu.be/IR4arCleHyU</p> <p>(Ferry me across the water)</p> | | | <p>Write three slogans on ‘Saving Water’.</p> | <p>Suggestive resources/Activities:</p> <p>Poster making on save water</p> |
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| | | <p>Development (Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG10 Children develop fluency in reading and writing in English</p> <p>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>DOMAIN: Grammar Lesson-6 Possessive Nouns Lesson-7 Collective Nouns. Lesson 10- Adjectives</p> <p>Language and Literacy</p> | <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Mimics and reproduces syllabic sounds <p>Medium</p> <ul style="list-style-type: none"> Identifies the beginning and end syllables in words <p>Advance</p> <ul style="list-style-type: none"> Explains the concept of shared natural resources. Recognizes as sight words their names and labels of objects in their environment <p>Competency Grammar Lesson-6 Possessive Nouns Lesson-7 Collective Nouns. Lesson 10- Adjectives</p> <p>CG-10.5 Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Reads a few sentences of | | | | | | |
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| | <p>g of Possessive Nouns.</p> <p>Sub Concepts:</p> <ul style="list-style-type: none"> • Identification and usage of different degrees of adjectives • Differentiation of plural nouns and possessive noun forms. • Usage of Collective Nouns. • Usage of Possessive Nouns | <p>development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>familiar words with accuracy</p> <p>Medium</p> <ul style="list-style-type: none"> • Writes aksharas with accuracy and forms simple words and sentences <p>Advance</p> <ul style="list-style-type: none"> • Reads short news items, and publicity pamphlets, and explains the content | | | | | | | |
| | | | <p>CWSN Assistive Learning: -</p> <p>Children with Autism (Learning Assistance)</p> <ul style="list-style-type: none"> ☑ Teach the story using flow charts with connectors. ☑ Use storyboards. ☑ Refer apps for learning. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Teach the story using visual and concrete aids (flash cards, picture cards, puppets). <p>https://youtu.be/s1bm9mGXnBM</p> <p>https://youtu.be/IR4arCleHyU</p> <p>https://youtu.be/zijGflzT5Ss</p> | | | | | | | |

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| | | | https://youtu.be/k_9HuL3_tTA https://youtu.be/jQTbFHOBjI4 | | | | | | |
| August (22-25Days) (26-28 pds) | <p>Lit:</p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p>Skills- Reading and writing</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Enjoying the idea of travel in space – the exciting idea of exploring the unknown. Learning to use one’s imagination, humour, etc. Living in harmony with the Universe. Prefixes-in, -im <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering questions orally and in writing. | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p>Language and Literacy development</p> <p>Cognitive Development</p> <p>(Vijnanamaya kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG7</p> <p>Children make sense of the world around through observation and logical thinking.</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p>C7.2</p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>C10.5</p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Recognises simple emotions. Explains the impact of one’s actions/ behaviour | <p>5 C’s</p> <p>Communication Skill</p> <p>Creative Writing</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Communication</p> <p>Emotional Skills</p> <p>Sympathy /Empathy/Sensitivity</p> <p>Values /Ethics :</p> | <p>Arts:-</p> <p>Draw and colour a ladybird.</p> <p>Scientific temper:-</p> <p>Exploring space and applying rational thinking.</p> <p>Problem Solving</p> <p>Use of Internet:</p> <p>PPT</p> <p>Video link</p> <p>https://youtu.be/IMt7GwFd0WE (Upside down)</p> | <p>Language:</p> <p>English:-</p> <p>Reading and comprehending a paragraph.</p> <p>Art:-</p> <p>Draw and colour a rocket and paste stars around it.</p> <p>EVS-</p> <p>Write the names of the planets of the solar system</p> | <p>Learning Space</p> <p>Classroom/ Activity Room /Home</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Writing Skills</p> <p>Home assignments</p> <p>Write 5 sentences on the given picture (Alien, Rocket)</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning (Make a model of a solar system with the help of dough/clay, balls/newspaper etc.)</p> <p>Story telling</p> <p>Suggestive Assessment :-</p> <p>Dictation</p> |

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| | <ul style="list-style-type: none"> dictionary skills, usage, pronunciation. <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Evoking curiosity and humour. Crawling insects. Understanding Rhyming words. | <p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> | <p>on others</p> <p>Medium</p> <p>Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peer.</p> <p>Advance</p> <p>Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</p> <p>Competency</p> <p>Poetry</p> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>Learning Outcomes:</p> | <p>Peace and Harmony</p> | | | | | <p>Peer Discussion</p> <p>Suggestive resources/Activities:</p> <p>Work in group of four and collect relevant pictures and information about planets and solar system.</p> |
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| | <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Information about insects. Rhyming words. <p>Grammar:</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and identification of pronouns Comprehending an unseen passage. Writing a paragraph on a given object. <p>Sub-concepts:-</p> <ul style="list-style-type: none"> Usage of | <p>Language and Literacy development</p> <p>Curricular Goal: -</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>Language and Literacy development</p> | <p>Basic:</p> <p>Enjoys familiar songs and poems</p> <p>Medium:</p> <p>Identifies rhyming words from familiar poems and creates new rhyming words</p> <p>Advance:</p> <p>Extends/Creates short poems/ rhymes with the help of the teacher</p> <p>Competency</p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>CG-10.8</p> <p>Writes a paragraph to express their understanding and experiences.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Writes down with accuracy 3 or 4 syllable words when dictated. <p>Medium</p> <ul style="list-style-type: none"> Writes down short sentences | | | | | | |
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| <p>pronouns as a subject and object.</p> <ul style="list-style-type: none"> • Usage of sentences in writing paragraph/Object writing. • Rhyming words | | <p>Curricular Goal: -</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>when dictated</p> <p>Advance</p> <p>Writes the story inferred from a picture book</p> | | | | | | |
| | | | <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Record the specific points of the chapter and allow the child to listen separately. ☑ Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. ☑ Provide specific points of the chapter in Braille format. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Use words flashcard for the formation of simple sentences. ☑ Teach the Tenses using flow charts with | | | | | | |

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| | | | connectors. https://youtu.be/IMt7GwFd0WE https://youtu.be/CYXDr_vHiik | | | | | | |
| September (22-25Days) (12-14 pds) | <p>Lit: Lesson-5Great scientist- Isaac Newton (Prose-Biography)</p> <p>Skills-Reading and Listening</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning the stories of great discoveries and inventions. <ul style="list-style-type: none"> Reading biographies – stories of the lives of great achievers. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Learning to be curious and observant Listening, reading, understanding and answering the questions orally and in writing. Fact-file about the eminent scientists of India. | <p>DOMAIN: Prose: Lesson-5Great scientist-Isaac Newton (Prose-Biography)</p> <p>Language and Literacy development</p> <p>Cognitive Development(Vijnanamaya kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG7 Children make sense of the world around through observation and logical thinking</p> <p>CG10 Children develop fluency in reading and writing in English</p> | <p>Competency Prose: Lesson-5Great scientist-Isaac Newton (Prose-Biography)</p> <p>C7.3 Uses appropriate tools and technology in daily life situations and for learning</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>Learning Outcomes:-</p> <p>Basic Observes and forms generalizations</p> <p>Medium Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers</p> <p>Advance</p> | <p>5 C's</p> <p>Communication Skill</p> <p>Creative Writing</p> <p>Critical Thinking</p> <p>Life skills</p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Communication</p> <p>Emotional Skills</p> <p>Sympathy /Empathy/Sensitivity</p> <p>Any Values /Ethics : (Schools to fill)</p> | <p>Arts:-</p> <p>Draw and colour an apple tree.</p> <p>Scientific temper:-</p> <p>Problem Solving</p> <p>Use of Internet:</p> <p>PPT</p> <p>Video link https://youtu.be/IMt7GwFd0WE (Upside down)</p> | <p>Language:</p> <p>English</p> <p>Proper usage of tenses in writing and communication</p> <p>Name any 5 inventions and the scientist who invented it.</p> <p>Art:-</p> <p>Draw and colour a rainbow</p> | <p>Learning Space</p> <p>Home and Classroom</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Speaking activity based on Tenses.</p> <p>Quiz</p> <p>Home assignments</p> <p>Giving notes to study at home for discussion in class</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>(Paste pictures of any 5 scientists and their inventions)</p> <p>Problem solving</p> <p>Role-playing</p> <p>Suggestive Assessment:</p> <p>Grammar worksheets</p> <p>Suggestive resources/Activities:</p> |

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| | <p>Grammar</p> <p>Lesson-13 Verbs Lesson-14 Tenses</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and Identification of verbs in a sentence. Understanding and Identification of tense in a sentence. <ul style="list-style-type: none"> Words – anagrams; synonyms; meanings <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Usage of 'to be' verbs. Concept of helping verbs and main verbs. Identification and usage of simple present tense and present continuous tense in a sentence. Synonyms | <p>DOMAIN:</p> <p>Grammar Lesson-13 Verbs Lesson-14 Tenses</p> <p>Language and Literacy development</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to- day interactions.</p> | <p>Develops a list of questions to break up a larger question related to natural phenomenon</p> <p>Competency</p> <p>Grammar Lesson-13 Verbs Lesson-14 Tenses</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> | Peace and Harmony | | | | | <p>Draw</p> <p>And colour or Paste pictures of any 5 scientists and their inventions</p> |
| | | | <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story <p>Medium:</p> <ul style="list-style-type: none"> Interprets the intent of the plot and characters in a story and retells the | | | | | | |

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| | <ul style="list-style-type: none"> dictionary skills, usage, pronunciation of words <p>Revision of HY</p> <p>Half Yearly Examinations</p> | | <p>story in a different form Advance</p> <ul style="list-style-type: none"> Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc. <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class. Make visible charts related to the | | | | | | |
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| | | | <p>topic with subtitles.</p> <p>☑ Refer apps for learning.</p> <p>https://youtu.be/QCHXUXOibXc</p> <p>https://youtu.be/79K60mNmPKE</p> <p>https://youtu.be/AUz4m4hvhPw</p> | | | | | | |
| TERM-II | | | | | | | | | |
| <p>October (22-25Days)</p> <p>(18-21 pds)</p> | <p>Lit:</p> <p>Lesson6- World Animal Day (Prose-Fable)</p> <p>Skills-Listening, Reading and Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning to love animals; kindness to animals; living in harmony with animals. Reading picture stories and being observant about the background, characters, etc. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering the questions orally | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson6- World Animal Day (Prose-Fable)</p> <p>Language and Literacy development</p> <p>Socio- Emotional and Ethical Development (Manomaya kosha)</p> <p>Curricular Goal:-</p> <p>Lesson6</p> <p>CG10</p> <p>Children develop fluency in</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson6</p> <p>Lesson6- World Animal Day (Prose-Fable)</p> <p>C6.1</p> <p>Shows care for and joy in engaging with all life forms</p> <p>10.5</p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> | <p>5 C's</p> <p>Collaboration</p> <p>Critical thinking</p> <p>Communication</p> <p>Life skills :</p> <p>Decision making</p> <p>Vocabulary Enrichment</p> <p>Social Skills</p> <p>Responsibility</p> <p>Inter personal Skill</p> <p>Emotional Skills</p> | <p>Arts:-</p> <p>Make an animal mask from an origami paper.</p> <p>Scientific temper:-</p> <p>Critical Thinking</p> <p>Inquisitiveness</p> <p>Use Of Internet</p> <p>Video link</p> <p>https://youtu.be/T-V5XS9FOe4</p> <p>(World Animal</p> | <p>Language:</p> <p>English:</p> <p>Write three ways in which we can show love, care and concern for animals.</p> <p>Maths:-Make a pie-chart with three shades of green.</p> <p>EVS:-Different types of plants.</p> | <p>Learning Space</p> <p>Classroom/ herbal garden / School Kitchen Garden//Home</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p>Home assignments:</p> <p>Art integrated activities and</p> | <p>Suggestive Pedagogies</p> <p>Project -based learning</p> <p>(Paste pictures of any 5 Presidents of India)</p> <p>Role Play</p> |

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| | <p>and in writing.</p> <ul style="list-style-type: none"> Words – meanings, dictionary skills, usage, pronunciation of words Learning to speak and converse correctly. <p>Lit: Lesson7- A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>Skills-Listening, Reading and Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Learning from the life of a great Indian – the value of biography. Overcoming poverty, failure and setbacks to achieve something | <p>reading and writing in English</p> <p>CG6</p> <p>Children develop a positive regard for the natural environment around them</p> <p>DOMAIN: Prose: Lesson7- A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>Language and Literacy development</p> | <p>Basic</p> <ul style="list-style-type: none"> Does not harm plants and animals unnecessarily. Listens attentively to stories for a short period of time. <p>Medium</p> <ul style="list-style-type: none"> Shows joy in engaging with plants and animals in the local environment. <p>Advance</p> <p>Takes responsibility for tending to and caring for animals like kittens, puppies, chicken.</p> <p>Competency Prose: Lesson7-A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>C 9.7</p> <p>Knows and uses enough words to</p> | <p>Sensitivity</p> <p>Values /Ethics :</p> <p>Be kind to animals.</p> <p>Work hard to achieve your dreams.</p> | <p>Day)</p> <p>https://youtu.be/oplfmUaKpHQ</p> <p>(A Role Model- Dr. A.P.J. Abdul)</p> <p>https://youtu.be/yVi2wGJR058</p> <p>(How Many Greens?)</p> | <p>Music:</p> <p>Enjoying poem recitation on particular tune.</p> | | worksheets. | <p>Suggestive Assessment :</p> <p>Worksheets</p> <p>Class Tests</p> <p>Dictations</p> <p>Suggestive resources/Activities:</p> <p>Book reading on Indian Presidents</p> |
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| | <p>valuable to oneself and society and the country; following one's dream.</p> <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering the questions orally and in writing. Learning to speak and converse correctly. <p>Poem- 5-How Many Greens?</p> <p>(Literary Device used – Personification)</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Appreciating nature and the shades of greens. Trees as saviour and friends. | <p>Curricular Goal:-</p> <p>CG10 Children develop fluency in reading and writing in English</p> <p>CG9 Children develop effective communication skills for day-to-day interactions in two languages</p> | <p>carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Listens attentively to stories for a short period of time. <p>Medium</p> <ul style="list-style-type: none"> Engages in Conversations based on events, stories, or their needs and asks questions. <p>Advance</p> <ul style="list-style-type: none"> Begins “Independent Reading” of books of more textual content than visual content <p>Competency</p> <p>Poetry</p> | | | | | | <p>Make a collage of different types of leaves .</p> |
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| | <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Emphasizes everyone's ability to bring joy to the world, no matter their size. <p>Grammar:</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Understanding of Compound words. Understanding of Contractions. Understanding and Identification | <p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 5-How Many Greens?</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> | <p>Poem- 5-How Many Greens?</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Shows curiosity in observing plants and animals <p>Medium</p> <ul style="list-style-type: none"> Shows joy in engaging with plants and animals in the local environment <p>Advance</p> <ul style="list-style-type: none"> Takes responsibility for tending and caring for saplings and plants. <p>Competency</p> | | | | | | |
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| | <p>of tense in a sentence</p> <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Identification and usage of simple past tense, past continuous tense and future tense in a sentence. • Formation and usage of Compound words. • Usage of Contractions. | <p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>Language and Literacy development</p> <p>CG-9</p> <p>Children develop effective communication skills for day-to-day interactions in two languages.</p> | <p>Grammar</p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>C-9.7</p> <p>Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> | | | | | | |
| | | | <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> • Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations <p>Medium:</p> <ul style="list-style-type: none"> • Uses expanded vocabulary with intentional use of action words, descriptive words, tenses <p>Advance</p> <ul style="list-style-type: none"> • Uses children's dictionaries to identify meanings of unknown words encountered in texts | | | | | | |

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| | | | <p>CWSN Assistive Learning: -</p> <p>Children with Autism (Learning Assistance)</p> <ul style="list-style-type: none"> ☑ Use of pictures books to teach the chapter. ☑ Keep your sentences short & simple. ☑ Assign partners with whom they feel comfortable while reciting poem or reading chapter. ☑ Use storyboards. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Use visual aids. ☑ Use chapter related videos with subtitle. <p>https://youtu.be/T-V5XS9F0e4</p> <p>https://youtu.be/oplfmUaKpHQ</p> <p>https://youtu.be/fnAF80C2PDw</p> | | | | | | |
| <p>November (22-25Days) (21-24</p> | <p>Lit: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> | <p>DOMAIN: Prose: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> | <p>Competency Prose: Lesson 8 Humpty Dumpty the World (Prose- Story)</p> | <p>5 C's Creative thinking Communication</p> | <p>Arts:- Draw and colour a picture of a boy under the cherry tree</p> | <p>Language: English: Story Telling Make sentences</p> | <p>Learning Space Home</p> | <p>Class assignments Discussion Worksheets based on</p> | <p>Suggestive Pedagogies Project -based learning (Make a Humpty -</p> |

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| pds) | <p>Skills- Listening , Speaking, Reading, Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> • Learning about a classic story – ‘Alice in Wonderland’ and its sequel ‘Through the Looking Glass’. • Learning how to enjoy the imaginative use of language and ideas. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Importance of social behaviour. • Importance of positive traits in a society. | <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>(Manomaya Kosha)</p> <hr/> <p>Curricular Goal:-</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p> | <p>C-4.2</p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>C-10.5</p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Recognizes simple emotions (fear, joy, sadness). <p>Medium</p> <ul style="list-style-type: none"> • Describes their feelings and their causes <p>Advance</p> <ul style="list-style-type: none"> • Consciously uses | <p>Life skills :</p> <p>Decision making</p> <p>Problem Solving</p> <p>Social Skills</p> <p>Inter personal Skill</p> <p>Emotional Skills</p> <p>Self -awareness</p> <p>Values /Ethics :</p> <p>Be polite and respectful to others.</p> | <p>Scientific temper:-</p> <p>Inquisitiveness</p> <p>Use of Internet</p> <p>Video link</p> <p>https://youtu.be/D2aTSgFvLgc</p> <p>(Humpty Dumpty)</p> <p>https://youtu.be/N2CnnoF6mZQ</p> <p>(A Song About Myself)</p> | <p>from the given words.</p> <p>Make new words adding suffixes.</p> <p>Math:-Draw and colour three objects with oval shape.</p> <p>Music:Travel Songs for children.</p> <p>Enjoying poem recitation on particular tune.</p> | Classroom | <p>Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p>Home assignments:</p> <p>Art integrated activities</p> <p>Book Exercises</p> | <p>Dumpty finger puppet)</p> <p>Suggestive Assessment :</p> <p>Worksheet</p> <p>Multiple Choice Questions</p> <p>Suggestive resources/Activities:</p> <p>Identifying oval shaped objects at home and school surroundings.</p> |
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| | <p>Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> • The relationship of the self with the nature and universe. • Understanding Rhyming words. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • The identification of the self with other selves. • Rhyming words. | <p>DOMAIN: Poetry</p> <p>Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development (Manomaya Kosha)</p> <p>Curricular Goal:- CG4</p> <p>Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm</p> <p>CG-10 Children develop fluency in</p> | <p>strategies to calm themselves down</p> <p>Competency Poetry</p> <p>Poem- 5-A Song About Myself (Literary Device used – Rhyme)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C-4.2</p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"> • Reads short poems and narrates the literal meaning of the poem <p>Medium:</p> <ul style="list-style-type: none"> • Reads short poems and infers the imagination of the poet <p>Advance:</p> | | | | | | |
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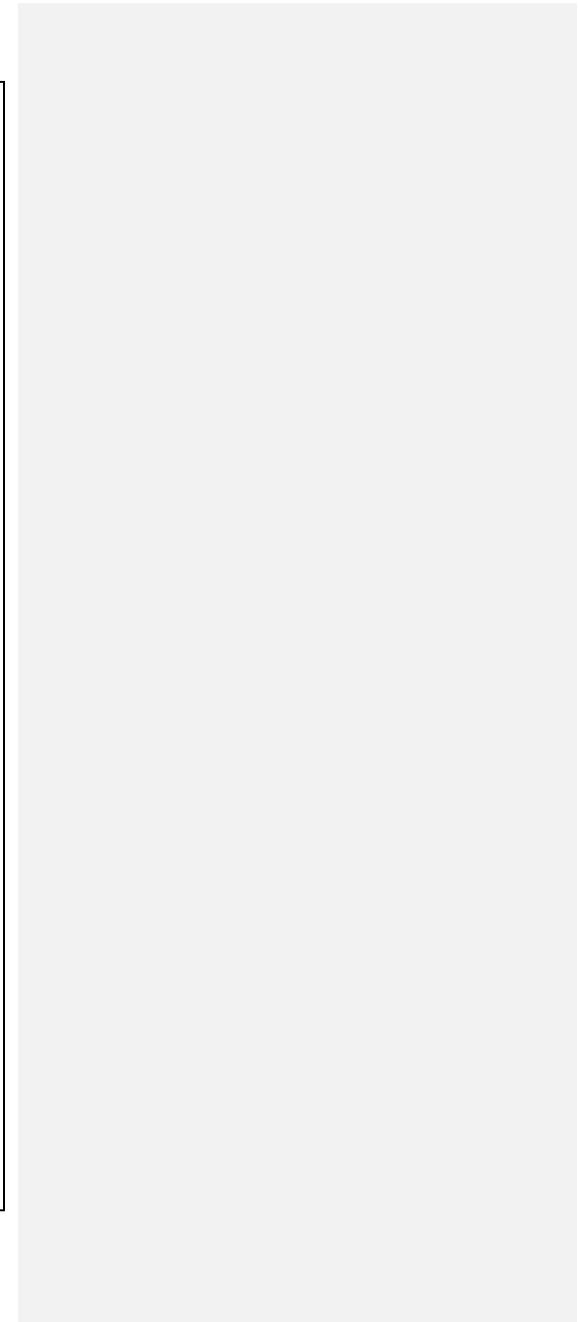
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| | <p>Grammar: Lesson-12 Articles</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Understanding and usage of articles. <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Usage of articles (a,an,the)in a sentence. | <p>reading and writing.</p> <p>DOMAIN: Grammar Lesson-12 Articles</p> <p>Language and Literacy development</p> <p>Curricular Goal:- CG-11 Children begin to read and write in Language2</p> | <ul style="list-style-type: none"> Able to frame a poem on their own. <p>Competency Grammar Lesson-12 Articles</p> <p>CG-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</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Reads simple two-syllable words that are familiar and with known letters. <p>Medium</p> <ul style="list-style-type: none"> Writes down short words on dictation <p>Advance</p> <ul style="list-style-type: none"> Recognizes as sight words commonly used articles, pronouns, and connecting words | | | | | | |
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| | | | <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Specific points of the topics in audio form. ☑ Use of Bold and Large font pictures book. ☑ Use of embossed flash cards of adverbs. ☑ Words cutouts for formation of sentences. <p>Hearing Impairment students assistance:</p> <p>https://youtu.be/D2aTSgFvLgc</p> <p>https://youtu.be/N2CnoF6mZQ</p> <p>https://youtu.be/83uiFcGrxHI</p> | | | | | | |
| <p>December (22-25Days)</p> <p>(24-28 pds)</p> | <p>Literature:</p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p>Skills- Listening, Speaking, Reading and writing</p> <p>CONCEPT: -</p> | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p>Language and Literacy development</p> <p>Physical Development</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p>C-3.2</p> <p>Shows balance, coordination, and flexibility in various physical activities</p> | <p>5 C's</p> <p>Collaboration</p> <p>Communication</p> <p>Critical Thinking</p> <p>Life skills :</p> <p>Decision making</p> | <p>Arts:-</p> <p>Role Play and Drama</p> <p>Draw and colour three items of a cricket kit.</p> <p>Scientific temper:-</p> | <p>Language:</p> <p>English:</p> <p>Story telling</p> <p>Fill in the blanks using appropriate preposition and conjunction.</p> | <p>Learning Space</p> <p>Home</p> <p>Classroom</p> <p>Playground</p> | <p>Class assignments</p> <p>Worksheets based on conjunctions and prepositions</p> <p>Value based questions.</p> | <p>Suggestive Pedagogies</p> <p>(Cut a few pictures related to a cricket match from a newspaper and paste it in your notebook)</p> |

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| | <p>● Learning about the spirit of sportsmanship – winning and losing and how to take both with dignity</p> <ul style="list-style-type: none"> • Learning about the spirit of sportsmanship and how to take success and failure gracefully. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> • Listening, reading, understanding and answering questions orally and in writing. • Importance of dedication and teamwork. • Cooperation and teamwork bring its positive reward. <p>Grammar:</p> | <p>Socio-Emotional and Ethical Development (Manomaya kosha)</p> | <p>C-4.2 Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>CG-10.4 Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> • Carries simple weights and moves with them • Recognizes simple emotions (fear, joy, sadness). <p>Medium</p> <ul style="list-style-type: none"> • Shows willingness to exert their strength for tasks that require use of the large muscle groups • Describes their feelings and their causes | <p>Social Skills</p> <p>Commitment Cooperation</p> <p>Compassion</p> <p>Emotional Skills</p> <p>Self-discipline</p> <p>Values /Ethics :</p> <p>Sportsman Spirit Appreciation</p> | <p>Critical Thinking Observational Skill</p> <p>Use of Internet</p> <p>Video link https://youtu.be/2J72hm67qig</p> <p>(An Exciting Cricket Match)</p> | <p>Complete the word puzzle.</p> <p>Sports-Cricket match</p> | | <p>Home assignments:</p> <p>Write names of the current members of the Indian cricket team.</p> <p>Book Exercises</p> | <p>Dictation Class Tests.</p> <p>Suggestive Assessment :</p> <p>Dictation Reading Assessment</p> <p>Suggestive</p> |
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| | <p>Lesson-16 Preposition Lesson-18 Conjunction</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Prepositions [position words] and conjunctions [joining words] Understanding and their usage <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> Identification and usage of conjunctions to join a sentence. Identification and usage of preposition in a sentence. | <p>DOMAIN: Grammar</p> <p>Lesson-16 Preposition Lesson-18 Conjunction</p> <p>Language and Literacy development</p> <p>Curricular Goal:- CG-11 Children begin to read and write in Language 2</p> | <p>Advance</p> <ul style="list-style-type: none"> Shows strength and endurance in work and play situations Consciously uses strategies to calm themselves down. <p>Competency</p> <p>Grammar</p> <p>Lesson-16 Preposition Lesson-18 Conjunction</p> <p>CG-11.2</p> <p>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"> Begins to visually recognize and connect letters to corresponding sounds <p>Medium</p> <ul style="list-style-type: none"> Recognizes as sight words their names and labels of objects in their environment | | | | | | <p>resources/Activities:</p> <p>Discussion about Cricket.</p> |
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| | | | <p style="text-align: center;">Advance</p> <ul style="list-style-type: none"> Recognizes as sight words commonly used articles, pronouns, and connecting words <p style="text-align: center;">CWSN Assistive Learning:-</p> <p style="text-align: center;">December</p> <p style="text-align: center;">Visual Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Record the specific points of the chapter and allow the child to listen separately. ☑ Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. ☑ Provide specific points of the chapter in Braille format. <p style="text-align: center;">Children with Autism (Learning Assistance)</p> <ul style="list-style-type: none"> ☑ Teach the story and grammar using visual and concrete aids (flash cards, picture cards, | | | | | | |
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| | | | <p>puppets).</p> <p>☑ Use storyboards.</p> <p>☑ Refer apps for learning.</p> <p>https://youtu.be/2J72hm67qjg</p> <p>https://youtu.be/qVo6N4vMPfI</p> <p>https://youtu.be/nNGiDfCX7PI</p> | | | | | | |
| <p>January (22-25Days)</p> <p>(18-21 pds)</p> | <p>Literature:</p> <p>Lesson10-Birbal wins Again (Prose- folk tales)</p> <p>Skills- Listening, Speaking, Reading and writing</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"> Learning about the stage and enactment of plays. Learning how to use one's wit wisely. <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> Importance of wisdom and problem-solving techniques Applying presence of mind, and intelligence in | <p>DOMAIN:</p> <p>Prose:</p> <p>Lesson10-Birbal wins Again (Prose- folk tales)</p> <p>Language and Literacy development</p> <p>Cognitive Development</p> <p>(Vijnanamaya kosha)</p> <p>Curricular Goal:-</p> <p>CG-7</p> <p>Children make sense of world around through observation and logical thinking</p> <p>CG-9</p> <p>Children develop effective</p> | <p>Competency</p> <p>Prose:</p> <p>Lesson10-Birbal wins Again (Prose- folk tales)</p> <p>C-7.2</p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p>CG-9.5</p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p>Learning Outcomes:-</p> | <p>5 C's</p> <p>Critical thinking</p> <p>Communication</p> <p>Life skills :</p> <p>Analysis</p> <p>Problem Solving</p> <p>Social Skills</p> <p>Decision making</p> <p>Emotional Skills</p> <p>Expression of emotions</p> | <p>Arts:-</p> <p>Draw pictures according to the given preposition.</p> <p>Scientific temper:-</p> <p>Inquisitiveness</p> <p>Critical Thinking:</p> <p>understanding to do and say right things at right time.</p> <p>Use Of Internet</p> <p>Video link https://youtu.be</p> | <p>Language:</p> <p>English:</p> <p>Write five sentences about Birbal.</p> <p>Write a leave application to your Principal/Coordinator.</p> | <p>Learning Space</p> <p>Home</p> <p>Classroom</p> | <p>Class assignments</p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Narrate any story related to Akbar-Birbal.</p> <p>Home assignments:</p> <p>Worksheet based on adverbs.</p> | <p>Suggestive Pedagogies</p> <p>Story –telling</p> <p>Role play</p> <p>Suggestive Assessment :</p> <p>Dictation</p> |

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| | <p>coping with everyday situations.</p> <ul style="list-style-type: none"> Listening, reading, understanding and answering questions orally and in writing. <p>Grammar: Lesson-15 Adverbs Formal Letter Writing</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"> Adverbs [they add something to the verbs] and their usage. Format of | <p>communication skills for day-to-day interactions in two languages</p> <p>DOMAIN: Grammar Lesson-15 Adverbs Formal Letter Writing</p> | <p>Basic</p> <ul style="list-style-type: none"> Listens to “Read Aloud” and responds to questions posed by the Teacher Medium Participates in “Guided Reading” along with the Teacher and in discussions about the reading. <p>Advance</p> <ul style="list-style-type: none"> Applies their understanding to solve simple problems. Reads and identifies characters, plots, sequences, and point of view of the author <p>Competency Grammar Lesson-15 Adverbs Formal Letter Writing</p> | <p>Values /Ethics :</p> <p>Importance of wit, wisdom and presence of mind.</p> <p>To make good decisions</p> | <p>/9QMijZFA6VU</p> <p>(Birbal wins Again)</p> | | | <p>Book Exercises</p> <p>Leave application</p> | <p>Class Tests.</p> <p>Reading and Writing Assessment.</p> <p>Suggestive resources/Activities:</p> <p>Role Play</p> |
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| | <p>formal letter.</p> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"> • Identification and usage of adverbs in a sentence.. • Writing a leave application. | <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-10</p> <p>Children develop fluency in reading and writing.</p> | <p>C-10.3</p> <p>Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p>Learning Outcomes:-</p> <p>Basic</p> <p>Follows words from left to right and from top to bottom on a printed page</p> <p>Medium</p> <p>Recognizes simple punctuation marks (full stop, question mark)</p> <p>Advance</p> <p>Uses simple punctuation marks (full stop, question mark) appropriately</p> <p>CWSN Assistive Learning:-</p> <p>Visual Impairment students assistance:</p> <p><input type="checkbox"/> Please record the lesson in your voice specifying the main points in the chapter and allow the child to listen separately also. Please send this as a learning</p> | | | | | | |
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| | | | <p>support material home.</p> <ul style="list-style-type: none"> ☑ Use Flash cards having larger fonts to help the child read the words. ☑ Use felt/flannel / alphabet cut outs to help form the words. <p>Hearing Impairment students assistance:</p> <ul style="list-style-type: none"> ☑ Take some videos of sign language expert, videos with captions which are related to the chapter. ☑ Use Visual aids like flash cards of different games, siblings with captions . ☑ Refer apps for learning. <p>https://youtu.be/9QMlIZFA6VU</p> | | | | | | |
| February y (20-25Days) | <p>Grammar:</p> <p>Object Writing Unseen Passage Comprehension</p> <p>CONCEPT:-</p> <p>Reading with comprehension</p> | <p>DOMAIN:</p> <p>Object Writing Unseen Passage Comprehension</p> <p>Language and Literacy Development</p> | <p>Competency</p> <p>Object Writing Unseen Passage Comprehension</p> <p>C-9.7</p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing</p> | <p>5 C's</p> <p>Communication</p> <p>Life skills</p> <p>Social Skills</p> | <p>Arts:-</p> <p>Technology:-</p> <p>Online Communications.</p> | <p>Language:</p> <p>English:</p> <p>To be able to answer the questions from the given passage</p> | <p>Learning Space</p> <p>Home</p> <p>Classroom</p> | <p>Class assignments</p> <p>Competency based worksheets</p> <p>Home assignments</p> <p>Book</p> | <p>Suggestive Pedagogies</p> <p>Critical Thinking</p> |

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| | <p>Sub Concepts:</p> <p>Learning to communicate through letters.</p> <p>Revision of Annual Examinations</p> <p>Annual Examinations</p> | <p>Curricular Goal:-</p> <p>CG-9 Children develop effective communication skills for day-to-day interactions in two languages</p> <p>CG-11 Children begin to read and write in Language2</p> | <p>vocabulary</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences</p> <p>Learning Outcomes:-</p> <p>Basic:</p> <ul style="list-style-type: none"> • Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations • Recognizes as sight words their names and labels of objects in their environment <p>Medium:</p> <ul style="list-style-type: none"> • Predicts meaning of unknown words in texts using picture and context cues <p>Advance</p> <ul style="list-style-type: none"> • Uses children's | <p>Effective communication skills</p> | | | | <p>Exercises</p> | <p>Suggestive Assessment :</p> <p>Class Test</p> <p>Oral Quizzes</p> <p>Suggestive resources/Activities:</p> <p>Practice of Letter Writing</p> <p>Unseen Passage Comprehension</p> |
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| | | | <p>dictionaries to identify meanings of unknown words encountered in texts</p> <p>CWSN</p> <p>Visual Impairment students assistance:</p> <p>Specific points of the topics in audio form.</p> <p>Use of Bold and Large font pictures book.</p> <p>Use of embossed flash cards of adverbs.</p> <p>Words cutouts for formation of sentences</p> <p>Hearing Impairment students assistance:</p> <p>https://youtu.be/8H14f0g4sfE</p> <p>https://youtu.be/ePxNKUKWNDM</p> | | | | | | |
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आर्मी पब्लिक स्कूल धौला कुआँ का केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा-तीन)

पाठ्य पुस्तक : गुंजन/व्याकरण वाटिका

प्रकाशक : मधुबन

| Term I Report Card will consist of 100 marks | | | | Term II Report Card will consist of 100 marks | | | |
|--|-------------------|---|------------------|--|-------------------|---|------------------|
| Periodic Test I- July (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | | Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | | Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | | Annual Exam- March (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks) | |
| अप्रैल- गुंजन:पाठ१-उपवनकेफूल व्याकरण:हमारीभाषा,वर्णऔरशब्द | | अगस्त- गुंजन:पाठ६-दूधकारंगव्याकरण: संज्ञा,सर्वनाम | | अक्टूबर- गुंजन:पाठ८-आनंदहीआनंद व्याकरण:रचनात्मकलेखन,कवितालेखन | | दिसंबर- गुंजन:पाठ 11 पिकनिकपाठ 12 दीपसेदीपजलाओ (कविता) व्याकरण:मुहावरे,कवितालेखन | |
| मई- गुंजन:पाठ२-रूपाडरीनहीं पाठ३-तीनगुड़िया (गैरविस्तृत) व्याकरण-विलोमशब्द, अनेकआर्थकशब्द,शब्दरचना | | सितंबर- गुंजन:पाठ७-डामनऔरपिथियस व्याकरण:विरामचिन्ह,चित्रवर्णन | | नवंबर- गुंजन:पाठ८- शून्य पाठ१०-अनोखीचिड़ियाव्याकरण:विशेषण,क्रिया,पर्यायवाची | | जनवरी- गुंजन:पाठ 13 -पौधोंकाजीवन पाठ 14 -विश्वपुस्तकमेला व्याकरण:वाक्य,पत्रलेखन | |
| जुलाई- गुंजन:पाठ४-समयकामोल (कविता) पाठ५-राजेंद्रबाबू | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | | | फरवरी- गुंजन:पाठ१५-सबसेबढ़करहम(कविता) पाठ१६- माइकलफैराडेव्याकरण,योजकशब्द,अशुद्धिशोधन,कहानीलेखन 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | |
| REPORT CARD WILL CONSIST OF 100 MARKS | | | | REPORT CARD WILL CONSIST OF 100 MARKS | | | |
| Evaluation | % syllabus | Maximum marks | Weightage | Evaluation | % syllabus | Maximum marks | Weightage |
| Periodic Test I- July | 30% | 40 marks | 10 marks | Periodic Test II- December | 30% | 40 marks | 10 marks |

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| Note Book Submission | --- | 25 marks | 5 marks | Note Book Submission | --- | 25 marks | 5 marks |
| Subject Enrichment Activity | ---- | 25 marks | 5 marks | Subject Enrichment Activity | ---- | 25 marks | 5 marks |
| Half Yearly - September | 50% | 80 marks | 80 marks | Annual Exam - March | 10% syllabus of Term I and entire syllabus of Term II | 80 marks | 80 marks |

| मासिक पाठ्यक्रम | इकाई/पाठ कालांश की संख्या | ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत मानचित्रण)(CG 5,CG6,CG7,CG9) | योग्यता/अधिगम परिणाम | 21 वीं सदी के कौशल | एकीकृतAWESपहल | अंतः विषय एकीकरण | अधिगम स्थल | प्रदत्त कार्य | अध्यापन शास्त्र (संकेतात्मक) |
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| | अवधि १ गुंजन पाठ 1,2,4,5 व्याकरण -हमारी भाषा वर्णऔर शब्द विलोम शब्द ,अनेक आर्थक शब्द, शब्द रचना | | अवधि २ गुंजन पाठ 6, 7 ,8 व्याकरण -संज्ञा ,सर्वनाम ,विराम चिन्ह चित्र वर्णन, कविता लेखन | | अवधि ३ गुंजन पाठ 9 ,10 ,11, 12 व्याकरण -विशेषण ,क्रिया ,पर्यायवाची | अवधि ४ गुंजन पाठ 13, 14, 15, 16 व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन ,योजक शब्द ,अशुद्धि शोधन ,कहानी लेखन | | | |
| अप्रैल (21 दिन) | कालांशोंकीसंख्या२ पाठसंख्या -१ पाठकानाम -उपवन के फूल अवधारणा:-फूलों का महत्व उपअवधारणाएँ परोपकार संयम | भाषा और साक्षरता विकास CG-10. Children develop fluency in reading and writing in language CG-9.1Listens to and appreciates simple songs, rhymes and poems. | सुनी हुई रचनाओं कहानी कविता अधिक उपयुक्त उतार-चढ़ाव गति प्रवाह सहित पुट के साथ सुनाते है। अधिगम परिणाम मूल रूप : छात्र फूलों के विभिन्न रंगों, खुशबू व आकार के बारे में जान सकेंगे। मध्यम: फूलों की उपयोगिता के बारे में आधारभूत जानकारी प्राप्त कर सकेंगे। | जीवन कौशल समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हैसकर करना। | कला:- कागज के फूलों की क्यारी। खेल:- वैज्ञानिक स्वभाव:- विभिन्न प्रकार के फूलों, वनस्पतियों के बारे में जानकारी। प्रौद्योगिकीतकनीकीयूट्यूब लिंक का प्रयोग https://youtu.be/JStdskfyj | अंग्रेजी भाषा:- फूलों की उपयोगिता का गद्यांश। गणित:- कलाकागज के फूलों की क्यारी। संगीत:- सुर और लय के साथ गायन। https://youtu.be/Rn0dkVWhDE | बगीचा (एकलव्य पार्क) विद्यालय प्रांगण | कक्षा कार्य: कक्षा को चार समूहों में बाँटकर प्रत्येक समूह को एक- एक पद्यांश याद करने का कार्य। गृह कार्य :- तुकबंदी वाले शब्द। | परियोजना आधारित ज्ञान:- समस्या हल सांकेतिक मूल्यांकन • कार्यपत्रक • मूल्यपरक प्रश्न • वर्ण बदलकर शब्द बनाना |

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| <p>मई (15 दिन)</p> | <p>धैर्य</p> <p>व्याकरण हमारीभाषा, वर्णऔर शब्द</p> <p>अवधारणा – भाषा के अनेक रूपों से परिचय</p> <p>वर्णमाला का ज्ञान</p> <p>उपअवधारणा</p> <p>भाषा के रूप लिखित, मौखिक और सांकेतिक</p> <p>स्वर तथा व्यंजन का ज्ञान</p> | <p>कोश: प्राणमय</p> <p>CG-10. Children develop fluency in reading and writing in language</p> <p>भाषा और साक्षरता विकास</p> <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-</p> <p>9.5: Comprehends narrated/read out stories and identifies characters, storyline and what the author wants to say.</p> <p>कोश:</p> <p>अन्नमय</p> | <p>उन्नत:</p> <p>छात्र एक जैसी आवाज वाले शब्दों अथवा तक वाले शब्दों के बारे में जान सकेंगे सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों, शीर्षक के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया राय बताते हैं/ अपने तरीके से (कहानी) आदि भाषा में व्यक्त करते हैं।</p> <p>सीखने का परिणाम मूल रूप-</p> <p>छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों को जान पाएंगे।</p> <p>माध्यमिक</p> <p>अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।</p> <p>उच्चतर</p> <p>देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा अक्षरों का शुद्ध उच्चारण करना सीख पाएंगे</p> | | <p>०</p> | | <p>रोल प्ले के लिए</p> | <p>कक्षा कार्य: (क) पाठ का पठन-पाठन</p> | <p>Commented [PG1]:</p> |
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| <p>जुलाई (२३ दिन)</p> | <p>कालांशोंकीसंख्या- ४</p> <p>पाठकानाम - रूपा डरी नहीं</p> <p>अवधारणा:- बहादुरी व निडरता</p> <p>उपअवधारणाएँ अन्याय का विरोध जीवन शैली धैर्य सूझ- बूझ सहायताकरना</p> <p>व्याकरण : विलोम शब्द अनेकार्थक शब्द शब्द-रचना</p> <p>अवधारणा विलोम शब्द को विपरीतार्थक शब्द भी कहते हैं।</p> <p>उपअवधारणाएँ कुछ विलोम शब्द निषेध वाची उपसर्ग लगाकर भी बनाये जाते हैं।</p> <p>भाषाओं में ऐसे शब्द भी मिलते हैं जो अलग -अलग संदर्भों में भिन्न -भिन्न अर्थ देते हैं, ऐसे शब्द अनेकार्थी शब्द कहे जाते हैं।</p> <p>पाठसंख्या - ३पाठकानाम - तीन गुड़ियाँ (गैर विस्तृत)</p> | <p>ज्ञान क्षेत्र :</p> <p>CG - 10: Childrendevelop fluency in reading and writing.</p> <p>पाठ्यक्रम लक्ष्य- C-9.1Listens to and appreciates songs,rhymes and songs.</p> <p>C-10.6Read short poem and begins to appreciate the poem for its choice of words and imagination.</p> <p>C-10.8Writes a paragraph to express their outstanding and experiences</p> <p>कोश:विज्ञानमय</p> <p>ज्ञान क्षेत्र :</p> <p>CG-5Children develop a positive</p> | <p>अधिगम परिणाम</p> <p>मूल रूप :छात्र उपहार एवंपुरस्कार में अंतर समझ सकेंगे।</p> <p>मध्यम :छात्र पुरस्कार का महत्व जान सकेंगे।</p> <p>विकसित:- (क) देश में दिए जाने वाले राष्ट्रीय पुरस्कारों की जानकारी प्राप्त कर सकेंगे। (ख) हर मुसीबत या मुश्किल के समय में साहस हिम्मत एवं निडरता से उसका सामनाकरना।</p> <p>सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों को जान पाएंगे।</p> <p>माध्यमिक अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।</p> <p>उच्चतर</p> <p>अधिगम परिणाम</p> | <p>समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर</p> <p>सतत विकास, गुणवत्तापूर्ण शिक्षा</p> | <p>कला:-26 जनवरी की परेडकेचित्रों का एक एलबम बनाना।</p> <p>खेल: चोर-सिपाही का खेल खेलना।</p> <p>वैज्ञानिक स्वभाव:- खोज करना और खेल खेलना जो परिवार एक साथ खेलते हैं।</p> <p>तकनीकी प्रौद्योगिकी :- https://youtu.be/liM9VWZtK0Y</p> | <p>अंग्रेजी भाषा:- लड़का -लड़की में भेद को समाप्तकरने की पहल, तात्कालिक भाषण प्रतियोगिता।</p> <p>गणित:-</p> <p>कला:- बहादुरी पुरस्कारों का एलबम बनाना।</p> <p>संगीत:- https://youtu.be/Gv7jSiE4DNE</p> | <p>गतिविधि कक्ष। विद्यालय प्रांगण</p> <p>बगीचा, विद्यालय प्रांगण</p> | <p>(ख) कठिन शब्द रेखांकित करना। (ग) पीछे का अभ्यास (घ) प्रश्न/उत्तर (ङ) वाक्य बनाओ</p> <p>गृह कार्य :- (क) शब्दार्थ लिखिए। (ख) प्रश्न/उत्तर याद करें।</p> <p>कक्षा कार्य:- अध्यापिका द्वारा कविता का सस्वर वाचन।</p> | <p>परियोजना आधारित ज्ञान:- समस्या हल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यांकरक प्रश्न वर्ण-विच्छेद <p>परियोजना आधारित ज्ञान:-</p> |
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| अगस्त(२० दिन) | <p>पाठसंख्या – ४ कालांशोंकीसंख्या ३</p> <p>पाठकानाम - समय का मोल</p> <p>अवधारणा:- समयकामहत्व उपअवधारणाएँ : हरछोटीचीजकामहत्व</p> | <p>attitude towards the productive work and service 'seva'.</p> <p>पाठ्यक्रम लक्ष्य- C-5.1 : Demonstrates willingness and participation in age appropriate physical work towards helping others कोषा: आनंदमय</p> | <p>मूल रूप :समय के मूल्य को समझना ।</p> <p>मध्यम :एकता, प्रकृति प्रेम और समय के मूल्य जैसे गुणों को अपनाना ।</p> <p>विकसित: छोटी-छोटी वस्तुओं का मूल्य समझना।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> | सामाजिक एवं जीवन कौशल | <p>कला:- गते का प्रयोग करके घड़ी बनाना</p> <p>खेल:- दिनचर्या का चार्ट बनाकर मित्रों के समय के साथ तुलना।</p> <p>वैज्ञानिक स्वभाव:- दिल्ली और जयपुर में जंतर-मंतर दर्शनीय स्थल है। यहाँ सूर्य की रोशनीके आधार पर समय की जानकारी दी जाएगी।</p> <p>तकनीकी प्रौद्योगिकी :- https://youtu.be/7ZeVdzqe</p> | <p>अंग्रेजी भाषा:- समय की कीमत का गद्यांश गणित:-</p> <p>कला:-गते का प्रयोग करके घड़ी बनाना</p> <p>संगीत:- https://youtu.be/xJBek5XCeXW</p> | ए.वी. कक्ष-कक्षा | <p>गृह कार्य :- तुकबंदी वाले शब्द।</p> <p>कक्षा कार्य:- (क) पाठ का पठन-पाठन (ख) कठिन शब्दरेखांकित करना। (ग) पीछे का अभ्यास</p> | <p>समस्या हल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यपरक प्रश्न <p>परियोजना आधारित ज्ञान:- भारत रत्न से सम्मानित पाँच महान व्यक्तियों की जानकारी एकत्रित करें।</p> <p>समस्या हल</p> |
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| <p>अगस्त (२० दिन)</p> | <ul style="list-style-type: none"> सादगीपूर्ण जीवन सामाजिक समानता <p>अवधि २</p> <p>गुंजन पाठ 6, 7, 8</p> <p>व्याकरण -संज्ञा, सर्वनाम, विराम चिह्न, चित्र वर्णन, कविता लेखन</p> <p>पाठसंख्या -६</p> <p>कालांशोंकीसंख्या ५</p> <p>पाठकानाम - दूध का रंग</p> <p>अवधारणा:-छात्र दूध का महत्व</p> | <p>develop habits that keep them healthy and safe.</p> <p>पाठ्यक्रम लक्ष्य-</p> <p>C-9.5</p> <p>:Comprehends narrated/read out stories and identifies characters, storyline and what the author wants to say.</p> <p>कोषा:विज्ञानमय</p> <p>ज्ञानक्षेत्र :-Children develop emotional intelligence, i.e, the ability to understand and manage their own emotions and responds positive to</p> | <p>अधिगम परिणाम</p> <p>मूल रूप : महानविभूतियों के विषय में जानना।</p> <p>मध्यम : सामाजिक समानता का महत्व समझना।</p> <p>विकसित: सादगी के साथ जीवन-यापन करना।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p>अधिगम परिणाम</p> | <p>शारीरिक विकास एवं जीवन कौशल</p> | <p>कला:- भारत के किन्हीं पांच राष्ट्रपतियों के चित्र चिपकाइए।</p> <p>खेल:- वैज्ञानिक स्वभाव:- भारत रत्नों की जानकारी</p> <p>https://youtu.be/77jwBBPNMAA</p> <p>तकनीकी प्रौद्योगिकी :- गूगल, टेलीविजन अन्य पुस्तकें।</p> | <p>अंग्रेजी भाषा:- भारत के पहले 5 राष्ट्रपतियों के नाम और उनका कार्यकाल का समय।</p> <p>कला:- भारत के पाँच राष्ट्रपतियों के चित्र चिपकाकर उनके नाम लिखिए।</p> <p>संगीत:- https://youtu.be/ZGtrHNlaCW</p> | <p>विज्ञान प्रयोगशाला ए.वी कक्ष</p> | <p>(घ) प्रश्न उत्तर (ङ) वाक्य बनाओ</p> <p>गृह कार्य :- (क) शब्दार्थ लिखिए। (ख) प्रश्न उत्तर याद करें।</p> <p>कक्षा कार्य:- (क) पाठ का पठन-पाठन (ख) कठिन शब्दरेखांकित करना।</p> | <p>विचारोत्तेजक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यपरक प्रश्न <p>विचारोत्तेजक संसाधन:-</p> <p>परियोजना आधारित ज्ञान:- विचारोत्तेजक</p> |
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| <p>सितंबर (२३दिन)</p> | <p>समझेंगे।उपअवधारणाएँ :स्वस्थ जीवन शैली।</p> <p>व्याकरण: पाठ-३ नाम शब्द-संज्ञा</p> <p>पाठ -४नाम की जगह-सर्वनाम</p> <p>अवधारणा – भाषा के अनेक रूपों से परिचय</p> <p>उपअवधारणा</p> <p>संज्ञा के प्रकार: व्यक्तिवाचक संज्ञा जातिवाचक संज्ञा भाववाचक संज्ञा</p> <p>पाठसंख्या --७ कालांशोंकीसंख्या५ पाठकानाम - डामन और पिथियस</p> <p>अवधारणा:-</p> <ul style="list-style-type: none"> • मित्रता • बलिदान • <p>उपअवधारणाएँ :</p> <ul style="list-style-type: none"> • घर-परिवार से प्रेम • समय का पालन <p>व्याकरण:-</p> | <p>social norms</p> <p>पाठ्यक्रम लक्ष्य:</p> <p>C-4.5 Understands responds positively to social norms in the classroom and school.</p> <p>C4.2 Understands and responds positively to different thoughts preferences and emotional needs of other children.</p> <p>कोषा: आनंदमय</p> <p>ज्ञानक्षेत्र :-भाषा और साहित्य का विकास</p> <p>पाठ्यक्रम लक्ष्य:-</p> <p>CG-5 Children develop a positive attitude towards productive work and service or 'seva'</p> <p>CG-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping</p> | <p>मूल रूप :दूध पीने के महत्व को समझना।</p> <p>मध्यम :वैज्ञानिक दृष्टिकोण का विकास।</p> <p>विकसित: विवेकशीलतास्वस्थ जीवन शैली को अपनाना।</p> <p>विकसित: छोटी-छोटी वस्तुओं का मूल्य समझना।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p>सीखने का परिणाम</p> <p>मूल रूप-छात्रों का व्याकरण के नियमों से परिचय होना।छात्र नाम वाले शब्दों को जान पाएंगे।</p> <p>माध्यमिक</p> <p>संज्ञा की परिभाषा से परिचित होंगे। संज्ञा के भेदों की जानकारी होगी। व्यवहारिक व्याकरण का ज्ञान</p> <p>उच्चतर:संज्ञा शब्दों का दैनिक जीवन में प्रयोग</p> <p>योग्यता / अधिगमकापरिणाम</p> <p>CG10.6 लघु कथाएँ पढ़ना , कहानी के पात्रों</p> | <p>वैज्ञानिक दृष्टिकोण</p> <p>सहयोगिता एवं सामाजिक कौशल का विकास</p> | <p>कला:- दूध से बनी हुई चीज़ों के चित्र और सूची।</p> <p>खेल:-</p> <p>वैज्ञानिक स्वभाव:- दूध की पौष्टिकताके बारे में जानकारी।</p> <p>तकनीकी प्रौद्योगिकी :- https://youtu.be/0UamOgZhL6A</p> <p>कला:-अपने प्रिय मित्र को एक कार्ड बना कर देंगे उसमें लिखेंगे कि बच्चे</p> | <p>अंग्रेजी भाषा:-</p> <p>गणित:-</p> <p>कला:-दूध से बनी हुई चीज़ों के चित्र और सूची।</p> <p>अंग्रेजी भाषा:- मित्रता निबंध लिखवाया जाएगा।गणित:- कार्ड बनाना</p> <p>संगीत:-</p> | <p>ए.वी कक्ष, कक्षा</p> <p>कक्षाकार्य: शब्द ज्ञान,श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर विराम चिन्ह गृहकार्य:- कृष्ण और सुदामा के अतिरिक्त और किस-किस की मित्रता की किस से प्रसिद्ध है लिखिए।</p> | <p>मूल्यांकन:-</p> <ul style="list-style-type: none"> • कार्यपत्रक • मूल्यपरक प्रश्न <p>परियोजना आधारित ज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> • कार्यपत्रक • मूल्यपरक प्रश्न <p>मौखिक और लिखित प्रश्न उत्तर</p> |
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| <p>अक्टूबर (२२दिन)</p> | <p>पाठ-७ विराम-चिह्न पाठ-१४ रचनात्मक लेखन (चित्र-वर्णन)</p> <p>पाठ संख्या -८ कालांश की संख्या:५ पाठकानाम :-आनंद ही आनंद अवधारणा:- आनंद भावना उपअवधारणाएँ:- मातृ स्नेह पशु व्यवहार सहानुभूति व्याकरण:- पाठ-१४ रचनात्मक लेखन कविता लेखन</p> | <p>others. कोषा:-मनोमय</p> <p>ज्ञान क्षेत्र:- Aesthetic and cultural development</p> <p>CG9.1 Listens to and appreciates simple songs, rhymes</p> <p>पाठ्यक्रम लक्ष्य- CG1.2- Children develop abilities and sensibilities in visual and performing arts in meaningful and joyful ways. CG1.3 Children develop habits of</p> | <p>की पहचान करना और लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका अर्थ समझना। अधिगमका परिणाम मूल रूप से मित्रता पूर्ण व्यवहार करना। मध्यम घर-परिवार में सबसे मिलजुलकर रहना सीखेंगे।</p> <p>विकसित: समय का सदुपयोग। तरह- तरह की कहानियों रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति संज्ञा, सर्वनाम विभिन्न विराम -चिह्न का प्रयोग आदि)की पहचान और प्रयोग करते हैं।</p> <p>CG10.6 लघु कथाएँ पढ़ना, कहानी के पात्रों की पहचान करना और लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका अर्थ समझना। अधिगमका परिणाम</p> | <p>तकनीकी साक्षरता कौशल वातावरण एवं पशु पक्षी के बचाव में पहल उत्पादकता</p> | <p>अपने मित्र को क्यों पसंद करते हैं।</p> <p>खेल:- वैज्ञानिक स्वभाव:- दोस्ती का सम्मान करने के लिए मित्रता दिवस मनाया जाता है भारत में या गैस के पहले रविवार है दक्षिण अमेरिका में 30 जुलाई को मनाया जाता है। इसे जायस हॉल ने शुरू किया था।</p> <p>तकनीकी प्रौद्योगिक</p> <p>कला:- पालतू जानवरों एवं जंगली जानवरों का के चित्रों का एल्बम बनाए। खेल:- घुड़-दौड़, स्लेज डाग दौड़।</p> | <p>https://youtu.be/ugS9zW PowfQ</p> <p>अंग्रेजी भाषा:- चिड़ियाघर की सैर निबंध लिखवाया जाएगा। गणित:- कला:- पालतू जानवर और जंगली जानवरों के चित्र चिपकाए</p> | <p>ए.वी कक्ष, कक्षा</p> | <p>कक्षाकार्य:- शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर, अनेक शब्दों के लिए एक शब्द। गृहकार्य :- चिड़ियाघर में कौन-कौन से जानवर देखे?उनकी सूची बनाइए। चित्र-वर्णन</p> | <p>सांकेतिक संसाधन:- परियोजना आधारित ज्ञान :- समस्याहल संकेतात्मक मूल्यांकन:- कार्यपत्रक मूल्य परक प्रश्न मौखिक और लिखित प्रश्न उत्तर सांकेतिक संसाधन:- -</p> |
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| <p>नवंबर (22दिन)</p> | <p>अवधि ३ गुंजन :- पाठ 9 ,10 ,11, 12 व्याकरण :-विशेषण, क्रिया ,पर्यायवाची पाठसंख्या:-९ कालांशकीसंख्या:-३ पाठका नाम:-शून्य अवधारणा:- छोटी वस्तु का महत्व। उपअवधारणा:- समानता का भाव</p> | <p>learning that allow them to engage actively informal learning environment like a school classroom.</p> <p>कोषा:-विज्ञानमय</p> <p>ज्ञान क्षेत्र: CG-7 Children make sense of world around through observation and logical thinking.</p> <p>पाठ्यक्रम लक्ष्य- C7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and use observations to explain their hypothesis.</p> <p>कोषा:-विज्ञानमय</p> | <p>मूलरूपचिड़ियाघर की जानकारी। मध्यमपशु प्रेम व संरक्षण।विकसित: पालतू जानवर और जंगली जानवरों में अंतर समझना।सुनी हुई रचनाओं को विषय- वस्तु घटनाओं, पात्रों शीर्षक, आदि के बारे में बातचीत करते हैं। प्रश्न पूछते हैं ,अपनी प्रतिक्रिया देते हैं ,राय बताते हैं, अपने तरीके से अपनी भाषा में व्यक्त करते हैं।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p>अधिगम परिणाम मूल रूप शब्द भंडार में वृद्धि। मध्यम सुर और लय में कविता।विकसित तुक बंदी वाले शब्दों का ज्ञान। हिंदी में सुनी गई बात, कविता आदि को अपने तरीके और अपनी भाषा में कहने -सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> | | <p>वैज्ञानिकस्वभाव:- जानवरों के प्राकृतिक आवास के बारे में जानकारी।तकनीकी प्रौद्योगिकीhtt ps://youtu.be/VqW11kYxe9g</p> <p>कला:- शून्य के प्रयोग से चित्र बनाना। खेल:-</p> | <p>और एक एल्बम तैयार करें।</p> <p>संगीत:- https://youtu.be/ZOF-9qYM2PQ</p> <p>अंग्रेजी भाषा:- गणित:- शून्य की उपयोगिता। कला:-</p> | <p>गणित प्रयोगशाला कक्ष</p> | <p>कक्षा कार्य: योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक</p> <p>गृह कार्य :- दिए गए अंकों के बराबर कोई वस्तु बनाओ व उस शब्द की गिनती को हिन्दी में</p> | <p>परियोजना आधारित ज्ञान:- समस्या हल मूल्यांकन:- सांकेतिक संसाधन:- कार्य पत्रक मूल्यपरक प्रश्न वाक्य निर्माण गिनती</p> |
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| | <p>पाठसंख्या १०</p> <p>कालांश की संख्या:- २</p> <p>पाठ का नाम:- अनोखी चिड़िया अवधारणा</p> <ul style="list-style-type: none"> पर्यावरण संरक्षण <p>उपअवधारणा</p> <ul style="list-style-type: none"> प्रकृति प्रेम पक्षी प्रेम <p>व्याकरण</p> <p>पाठ-५:-कैसे या कितना-विशेषण</p> <p>पाठ-६:-करना या होना-क्रिया</p> <p>पाठ-८:- शब्द भंडार (पर्यायवाची शब्द)</p> | <p>ज्ञानक्षेत्र:</p> <p>CG-10</p> <p>Children develop fluency in reading and writing in Language</p> <p>पाठ्यक्रमलक्ष्य-</p> <p>CG-6</p> <p>Children develop a positive regards for the natural environment around them.</p> <p>C-6.1</p> <p>Shows care for and joy in engaging with</p> | <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p>CG-6 Children develop a positive regards for the natural environment around them.</p> <p>अधिगम परिणाम मूल रूप</p> <ul style="list-style-type: none"> विभिन्न पक्षियों के बारे में जानकारी अर्जन <p>मध्यम</p> <ul style="list-style-type: none"> प्रकृति और पक्षी प्रेम जागृत <p>विकसित</p> <ul style="list-style-type: none"> शुद्ध पठन, शब्द भंडार में वृद्धि <p>विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों- जैसे किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क अपनी राय दे पाना आदि।</p> <p>भाषा और साहित्य का विकास। पाठ्यक्रम लक्ष्य- सीखने का परिणाम मूल रूप</p> <ul style="list-style-type: none"> लघुकथा का महत्व उसकी लघुता में है जो वह कथा को प्रदान करती है | <p>वातावरण एवं पक्षियों के बचाव में उत्पादकता</p> | <p>अंको का खेल</p> <p>वैज्ञानिक स्वभाव:-तकनीकी प्रौद्योगिकी :</p> <p>https://youtu.be/ltD4ZVi68-k</p> <p>कला:- कागज के प्रयोग से मोर बनाना ।</p> <p>खेल:-</p> <p>https://youtu.be/7y4Q1WJPQa</p> <p>वैज्ञानिक स्वभाव:- कीवी के रहन-सहन की जानकारी।</p> <p>तकनीकी प्रौद्योगिकी:- पीपीटी, यू-ट्यूब लिंक</p> <p>https://youtu.be/QArM9hepT8I</p> | <p>संगीत:- कविता का गायन</p> <p>अंग्रेजीभाषा:- कीवी पक्षी का अनुच्छेद</p> <p>गणित:- कला:- कागज के प्रयोग से मोर बनाना ।</p> <p>संगीत:- पक्षियोंके स्वरों को सुनना।</p> | <p>विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)</p> | <p>कक्षा कार्य: योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक</p> <p>गृहकार्य: अपने घर के आस-पास आने वाले पक्षियोंकेचित्र एकचार्टपेपरचित्रचिपकाओ।</p> <p>कक्षा कार्य: अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें। मुहावरों का प्रयोग करते हुए वाक्य बनाइए। गृह कार्य :- वाक्य बनाना, शब्दकोश क्रम</p> | <p>परियोजना आधारित ज्ञान:-</p> <p>समस्या हल</p> <p>मूल्यांकन:-</p> <p>सांकेतिक संसाधन:-</p> <ul style="list-style-type: none"> कार्य पत्रक मूल्यांकरक प्रश्न वाक्य निर्माण |
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| <p>नवंबर (22दिन)</p> | <p>अवधारणा</p> <ul style="list-style-type: none"> संक्षिप्तता सूक्ष्मता और सांकेतिकता जो शब्द संज्ञा सर्वनाम या बताते हैं वह विशेषण कहलाते हैं। <p>उपअवधारणाएं</p> <ul style="list-style-type: none"> कथानक शैली उपदेश की प्रधानता। <p>कालांशोंकीसंख्या- ६पाठ११पाठ का नाम:-पिकनिक अवधारणा:-</p> <p>परोपकार</p> <p>उपअवधारणाएँ</p> <p>सूझ- बूझ</p> <p>सहायता करना</p> | <p>all life norms.</p> <p>कोषा: अन्नमय</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>कोश आनंदमयी कोश मनोमय कोश</p> <p>ज्ञान क्षेत्र:</p> <p>CG-7Children make sense of world around through observation and logical thinking</p> <p>पाठ्यक्रम लक्ष्य-</p> <p>C-7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</p> <p>कोषा:-आनंदमय</p> | <ul style="list-style-type: none"> पर्यायवाची शब्दों के अर्थ लगभग समान होते हैं अतः उन्हें समानार्थी के रूप में पहचान सकेंगे। <p>विकसित</p> <ul style="list-style-type: none"> छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे <p>उच्चस्तरीय</p> <ul style="list-style-type: none"> लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है। पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे। <p>CG-10Children develop fluency in reading and writing in Language C10.4Children develop fluency in reading and writing in language. अधिगम का परिणाममूल रूप छात्रों को परिवार के साथ पिकनिक का अनुभव। मध्यम गलत काम को रोकना। विकसित: जरूरतमंद लोगों की कैसे मदद की जाए।हिंदी में सुनी गई बात,कहानी आदि को अपने तरीके और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे। विशेष आवश्यकता वाले बच्चों के लिए सहायक शिक्षण दृष्टिबाधित छात्रों की सहायता:</p> | <p>मानसिक विकास</p> <p>सहयोग</p> <p>वार्तालाप</p> | <p>कला:-जहाँ पिकनिक मनाने गए वहाँ का चित्र बनाएं ।</p> <p>वैज्ञानिक स्वभाव:- बैडमिंटन, चोर-सिपाही का खेल</p> | <p>अंग्रेजी भाषा:- पिकनिक के विषय में 5 पंक्तियां लिखें।</p> <p>गणित:-</p> <p>कला:-पिकनिक में जो भी दृश्य देखे गए उनके चित्र बनाएँ।</p> <p>संगीत:-</p> | <p>विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)</p> | <p>कक्षाकार्य:</p> <p>शब्द ज्ञान, श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</p> <p>गृहकार्य :-</p> <p>(क)समान तुक वाले शब्द । (ख) प्रश्नउत्तरयादकरें ।</p> | <p>परियोजनाआधारितज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यांकनप्रश्न मौखिक और लिखित प्रश्न उत्तर <p>सांकेतिकसंसाधन:-</p> |
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| | | <p>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे।</p> <p>श्रवण बाधित छात्रों की सहायता:</p> <p>शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअक्षरोंवालेप्रलैशकार्डकाइस्तेमालकरेंगे। चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।</p> <p>CG-10Children develop fluency in reading and writing in Language</p> <p>C10.4Children develop fluency in reading and writing in languageअधिगमकापरिणाम</p> <p>मूलरूप</p> <p>छात्रों को परिवार के साथ पिकनिक का अनुभव।</p> <p>मध्यम</p> <p>गलत काम को रोकना।</p> <p>विकसित:</p> <p>जरूरतमंद लोगों की कैसे मदद की जाए।</p> <p>हिंदी में सुनी गई बात, कहानी आदि को अपने तरीके और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।</p> <p>विशेष आवश्यकता वाले बच्चों के लिए सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता:</p> <p>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे।</p> | <p>नेतृत्व तार्किक चिंतन एवं जीवन से आगे बढ़ते हुए आई समस्या को सुलझाना।</p> | <p>तकनीकीप्रौद्योगिकीhttps://youtu.be/mDp9zUpVVVo</p> | | | | |
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| | <p>पाठश्रकालांशकी संख्या</p> <p>पाठकानामः- दीप से दीप जलाओ</p> <p>अवधारणा</p> <ul style="list-style-type: none"> साफ सफाई और सजावट से प्रेम <p>उपअवधारणा</p> <ul style="list-style-type: none"> भारतीय संस्कृति से प्रेम स्वस्थ जीवन शैली | <p>ज्ञानक्षेत्रः</p> <p>CG-7Children make sense of world around through observation and logical thinking.</p> <p>पाठ्यक्रमलक्ष्य-</p> <p>C-7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</p> <p>कोषः- आनंदमय</p> | <p>श्रवण बाधित छात्रों की सहायता:</p> <p>शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअक्षरोंवालेप्रलैशकार्डकाइस्तेमालकरेंगे। चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।</p> | | <p>कलाः- दिया और मोमबत्ती से संबंधित चित्र बनाएं।</p> <p>खेलः- बचे हुए बचे हुए दिए से छोटे-छोटे तराजू बनाएंगे।</p> <p>वैज्ञानिकस्वभावः- नेपाल में दिवाली 5 दिनों तक मनाई जाती है पहले दिन काग तिहार</p> <p>दूसरे दिन कुकुर तिहार</p> <p>तीसरे दिन लक्ष्मी पूजा</p> <p>चौथे दिन नव वर्ष और</p> <p>पांचवे दिन भाई टिका मनाया जाता है।</p> <p>तकनीकीप्रौद्योगिकीः-</p> <p>https://youtu.be/mYJ5wy6hbWc</p> | <p>अंग्रेजीभाषाः-</p> <p>दीपावली की विशेषता बताते हुए गद्यांश लिखवाया जाएगा।गणितः-</p> <p>कलाः- कंदील बनवाना।संगीतः- यू-ट्यूब लिंक</p> <p>https://youtu.be/vhGsu898QFA</p> | <p>ए.वी कक्ष</p> | <p>परियोजनाआधारितज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकनः-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यपरकप्रश्न मौखिक और लिखित प्रश्न उत्तर <p>सांकेतिकसंसाधनः-</p> |
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| <p>दिसंबर (23 दिन)</p> | <p>अवधि ४ गुंजन पाठ 13, 14, 15, 16 व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन, योजक शब्द, अशुद्धि शोधन, कहानी लेखन पाठसंख्या-१३</p> <p>कालांश की संख्या-४</p> <p>पाठकानाम:-पौधों का जीवन</p> <p>अवधारणा:- प्रकृति प्रेम</p> <p>उपअवधारणा :-</p> <ul style="list-style-type: none"> वैज्ञानिक दृष्टिकोण पर्यावरण संरक्षण <p>व्याकरण पाठ-८ :- शब्द भंडार (वाक्यांश के लिए एक शब्द)</p> <p>पाठ-११:- मुहावरे</p> <p>अवधारणा:- जब कोई वाक्यांश अपने सामान्य अर्थ को छोड़कर किसी विशेष अर्थ में रूढ़ हो जाता है उसे मुहावरा कहते हैं।</p> <p>पाठ संख्या-१४</p> | <p>ज्ञानक्षेत्र: CG-10 Children develop fluency in reading and writing in Language</p> <p>पाठ्यक्रमलक्ष्य- CG-6 Children develop a positive regards for the natural environment around them.</p> <p>C-6.1 Shows care for and joy in engaging with all life norms.</p> <p>कोषा: अन्नमय</p> <p>CG-9. Children develop effective communication skills for day to day interactions in two languages.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>आनंदमयी कोश मनोमय कोश</p> <p>ज्ञान क्षेत्र:Language</p> | <p>CG10.7 Reads and comprehends meaning of short news item instructions and recipes and publicity material.</p> <p>अधिगमकापरिणाम मूलरूप वृक्षारोपण करना सीखेंगे। मध्यम पेड़ पौधों के बारे में जानकारीयां। विकसित: बच्चे वृक्षों के महत्व को समझेंगे। आसपास होने वाली गतिविधियों/ घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते , बातचीत करते और प्रश्न पूछते हैं। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले प्लैश कार्ड का इस्तेमाल करें। श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। CG10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation. अधिगमकापरिणाम मूलरूप मुहावरों का अर्थ उनके वाक्यार्थ से भिन्न होता है मध्यम किसी विशेष अर्थ में रूढ़ हो जाता है। विकसित: मुहावरों के प्रयोग से भाषा में सौंदर्य एवं चुटीलापन आ जाता है।</p> | <p>नवाचार, महत्व सोच, वैज्ञानिक दृष्टिकोण</p> <p>सामाजिक कौशल, अधिगम कौशल</p> <p>विभिन्न उद्देश्यों के लिखते हुए अपने लेखन में शब्दों के</p> | <p>कला:-वृक्षों की उपयोगिता बताते हुए चित्र बनाएं।</p> <p>खेल:-बगीचे में खेलते हुए कोई पेड़ पौधे ना टूटे उसका ध्यान रखेंगे।</p> <p>वैज्ञानिकस्वभाव:-प्रकाश - संश्लेषण की जानकारी। भारत के वैज्ञानिक जगदीश चंद्र बोस ने दुनिया को बताया कि पौधे भी हमारी तरह सांस लेते हैं सोते जागते हैं। उन्हें भी दर्द होता है अगर उन्हें काटा जाए तो मर भी सकते हैं। उन्होंने एक ऐसा यंत्र बनाया जो पौधों की वृद्धि को नापता है इस यंत्र का नाम क्रेस्को ग्राफ है।</p> <p>https://youtu.be/5pyRxOZQqH https://youtu.be/UTZiHlee76g</p> <p>तकनीकीप्रौद्योगिकी :- https://youtu.b/aN8yhLaYYMY</p> <p>कला:-चिट्ठी डालने का लिफाफा बनवाया जाएगा।</p> <p>खेल:-</p> | <p>अंग्रेजीभाषा:-पौधों के विषय में 5 पंक्तियां लिखें।</p> <p>गणित:-</p> <p>कला:-सूखे पत्तों से छोटे-छोटे जानवर और फूल बनाना।</p> <p>संगीत:-</p> <p>अंग्रेजीभाषा:-पत्र लेखन</p> <p>गणित:-</p> | <p>विद्यालय परिसर का प्रांगण</p> | <p>कक्षाकार्य: शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर, अनेक शब्दों के लिए एक शब्द।</p> <p>गृहकार्य :- अनाज के छोटे छोटे पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम लिखिए।</p> <p>कक्षाकार्य: शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर</p> | <p>परियोजनाआधारितज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यांकनप्रश्न मौखिक और लिखित प्रश्न उत्तर <p>परियोजनाआधारितज्ञान :-</p> |
| <p>जनवरी (21दिन)</p> | | | | | | | | | |

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| <p>फरवरी (22दिन)</p> | <p>कालांश की संख्या: ६</p> <p>पाठ कानाम : विश्व पुस्तक मेला</p> <p>अवधारणा:-</p> <ul style="list-style-type: none"> किताबों का महत्व <p>उप अवधारणाएँ:-</p> <ul style="list-style-type: none"> व्यवहारिक ज्ञान मेले का आनंद उपहार देना <p>व्याकरण</p> <p>पाठ-१०वाक्य</p> <p>पाठ-१४रचनात्मक लेखन (पत्र-लेखन)</p> <p>अवधारणा:-</p> <p>किसी भाव या विचार को पूरी तरह से व्यक्त करने के लिए हम वाक्यों का प्रयोग करते हैं।</p> <p>पाठसंख्या १५</p> <p>कालांश की संख्या: २</p> <p>पाठकानाम :- सबसे</p> | <p>and Literacy development</p> <p>पाठ्यक्रम लक्ष्य-</p> <p>CG-10Children develop fluency in reading and writing in Language.</p> <p>C10.3-Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words.</p> <p>C10.8Writes a paragraph to express their understanding and experiences</p> <p>कोषा: विज्ञानमय Language and Literacy development पाठ्यक्रमलक्ष्य-</p> <p>CG-9Children develop effective communication skills for day to day interaction in two languages.</p> <p>C9.5-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.</p> | <p>CG10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation. अधिगमकापरिणाम</p> <p>मूलरूप</p> <p>पजल खिलौने की उपयोगिता को समझेंगे।</p> <p>मध्यम</p> <p>अपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे।</p> <p>विकसित:</p> <p>मेले का आनंद और उपहार देना बच्चे सीख पाएंगे।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> | <p>चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे दोस्त को पत्र लिखना पत्रिका के संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते हैं।</p> <p>नेतृत्व लचक एवं नवाचार कौशल</p> <p>तरह -तरह की कहानियों रचनाओं की भाषा की बारी कियों (जैसे शब्दों की पुनरावृत्ति संज्ञा, सर्वनाम विभिन्न विराम- चिन्हों का प्रयोग आदि) की पहचान और</p> | <p>वैज्ञानिकस्वभाव:-</p> <p>विश्व का सबसे बड़ा पुस्तक मेला जर्मनी में लगता है इसका नाम है फ्रैंकफर्ट पुस्तक मेला।</p> <p>https://youtu.be/sAfy-kHqxN4</p> <p>तकनीकीप्रौद्योगिकी :-पत्र भेजने के नए तरीके इंटरनेट और ई-मेल को बच्चे जान सकेंगे।</p> <p>https://youtu.be/WP1L2S0-1Qg</p> <p>कला:-सजीव निर्जीव चीजों के चित्र बनाओ।</p> <p>खेल:-क्रिकेट ,वालीबॉल आदि गेंद से खेले जाने वाले खेल।</p> <p>वैज्ञानिकस्वभाव:-</p> | <p>कला:-</p> <p>संगीत:-</p> <p>अंग्रेजीभाषा:-सजीव और निर्जीव चीजों के बारे में लिखो।</p> <p>गणित:-</p> <p>कला:-मानव शरीर का चित्र एक चार्ट पेपर पर बनाएं।</p> <p>संगीत:-</p> <p>https://youtu.be/g9pzGjws</p> | <p>विद्यालय पुस्तकालय</p> <p>विद्यालय परिसर का</p> | <p>गृहकार्य :-</p> <p>ईमेल कैसे भेजते हैं ,पता लगाओ।</p> <p>कक्षाकार्य:</p> <p>अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें।</p> <p>गृहकार्य :-</p> <p>वाक्य बनाना, शब्दकोश</p> | <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यांकनप्रश्न मौखिक और लिखित प्रश्न उत्तर <p>सांकेतिकसंसाध</p> <p>परियोजनाआधारितज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक</p> |
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| | <p>बढ़कर हम(२)</p> <p>अवधारणा:-</p> <ul style="list-style-type: none"> क्षमताओं का ज्ञान <p>उप अवधारणा:-</p> <ul style="list-style-type: none"> प्रसन्नता उत्साह | <p>ज्ञानक्षेत्र: Language and Literacy development</p> <p>पाठ्यक्रमलक्ष्य-</p> <p>CG-9Children develop effective communication skills for day to day interaction in two languages.</p> <p>C9.5-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.</p> <p>कोषा:-मनोमय</p> | <p>C-9.3Converse fluently and can hold a meaning full conversation.</p> <p>अधिगमकापरिणाम</p> <p>मूलरूप</p> <p>कविता का लय युक्त वचन</p> <p>मध्यम</p> <p>सजीव निर्जीव चीजों का ज्ञान।</p> <p>विकसित:</p> <p>बच्चे अपनी क्षमताओं को जानेंगे।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता:</p> <p>कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता:</p> <p>सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> | <p>प्रयोग करते हैं।</p> | <p>हमारी जीभ पर स्वाद कालिकाएं होते हैं। जिनकी सहायता से हम खाने का स्वाद लेते हैं जी बोलने में सहायक होती है ,साथ ही दांतों निकालकर दांतों की सफाई भी करती है। शरीर के अन्य अंगों की तुलना में जीभ पर लगी चोट जल्दी ठीक हो जाती है। https://youtu.be/PkOshBFLy6A</p> <p>तकनीकी प्रौद्योगिकी :-</p> <p>https://youtu.be/W0K-g5sBeQ</p> | <p>dAg</p> | <p>प्रांगण</p> | <p>क्रम, सही गुणों का चयन</p> | <p>मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यांकनप्रश्न मौखिक और लिखित प्रश्न उत्तर <p>सांकेतिक</p> |
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| <p>फरवरी (22दिन)</p> | <p>पाठसंख्या - १६ कालांशोंकीसंख्या ४ पाठकानाम - माइकलफैराडे</p> <p>अवधारणा</p> <ul style="list-style-type: none"> परिश्रम और धैर्य <p>उपअवधारणा</p> <ul style="list-style-type: none"> वैज्ञानिकदृष्टिकोण कभी हार ना मानना। <p>व्याकरण</p> <p>पाठ-९ योजक शब्द पाठ-१२ अशुद्धि शोधन पाठ-१४ रचनात्मक लेखन (संवाद लेखन, कहानी लेखन)</p> | <p>ज्ञानक्षेत्र : Language and Literacy development</p> <p>पाठ्यक्रमलक्ष्य-</p> <p>CG 10 Children develop fluency in reading and writing in Languages.</p> <p>CG-7 Children make sense of world around through observation and logical thinking</p> <p>C7.2 Observes and understands cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p> <p>कोष:-विज्ञानमय</p> | <p>CG-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>अधिगमकापरिणाम</p> <p>मूलरूप: माइकल फैराडे के बारे में जानकारी</p> <p>मध्यम:- बिजली से संबंधित सभी जानकारियां।</p> <p>विकसित:</p> <p>बिजली का बल्ब, ट्यूबलाइट पंखे, प्रेस आदि कैसे काम करते हैं सब के बारे में जानकारी प्राप्त कर सकेंगे।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> | <p>व्यावहारिक कौशल का विकास लक्ष्य की प्राप्ति करने में आई समस्या को सुलझाने का निरंतर प्रयास।</p> | <p>कला:- भारतीय पॉप महान वैज्ञानिकों के नाम चार्ट पेपर पर सचित्र लिखें।</p> <p>खेल:-</p> <p>वैज्ञानिकस्वभाव:- https://youtu.be/Aesm5mXkow w</p> <p>तकनीकीप्रौद्योगिकी :- https://youtu.be/hEKgtsfBCW8</p> | <p>अंग्रेजीभाषा:- माइकल फैराडे की जीवनी</p> <p>गणित:- महान गणितज्ञ आर्यभट्ट और रामानुजन के बारे में जानकारी।</p> <p>कला:</p> <p>संगीत:- यू-ट्यूब लिंक https://youtu.be/hEKgtsfBCW8</p> | <p>ए.वी कक्ष</p> | <p>कक्षाकार्य: शब्द ज्ञान, श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</p> <p>गृहकार्य :- (क) समान तुक वाले शब्द। (ख) प्रश्न उत्तर याद करें।</p> | <p>परियोजना आधारित ज्ञान :- समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"> कार्यपत्रक मूल्यपरक प्रश्न <p>संकेतात्मक संसाधन:-</p> |
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APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: ...III.....

Subject: Maths

| <u>Term I</u> <u>Report Card will consist of 100 marks</u> | | <u>Term II</u> <u>Report Card will consist of 100 marks</u> | |
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| <u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | <u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks) |
| Apr-Unit 1- Number and Numeration | Aug- Unit 5 Multiplication | Oct-Unit 8 Measurements | Dec-Unit 10 Time |
| | Unit 6 Division | | |
| May-Unit 3 Addition | | | |
| | Sep-Unit 7 Fractions | Nov-Unit 9 Geometrical Shapes | Jan-Unit 11 Money |
| July-Unit 2 Roman Numerals | | | Unit 12 Symmetry and Patterns |
| | | | Feb- Unit 13 Data Handling |
| Unit 4 Subtraction | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |
| REPORT CARD WILL CONSIST OF 100 MARKS | | REPORT CARD WILL CONSIST OF 100 MARKS | |

| Evaluation | % syllabus | Maximum marks | Weightage | Evaluation | % syllabus | Maximum marks | Weightage |
|-----------------------------|------------|---------------|-----------|-----------------------------|---|---------------|-----------|
| Periodic Test I- July | 30% | 40 marks | 10 marks | Periodic Test II- December | 30% | 40 marks | 10 marks |
| Note Book Submission | --- | 25 marks | 5 marks | Note Book Submission | --- | 25 marks | 5 marks |
| Subject Enrichment Activity | ---- | 25 marks | 5 marks | Subject Enrichment Activity | ---- | 25 marks | 5 marks |
| Half Yearly - September | 50% | 80 marks | 80 marks | Annual Exam - March | 10% syllabus of Term I and entire syllabus of Term II | 80 marks | 80 marks |

| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| April PT 1 | UNIT - 1 Name:- Number and Numeration CONCEPT: Forming 4-Digit Numbers and writing their Number Names Sub-Concept: * Place Value and Face Value * Expanded form and short form * Successor and Predecessor | Domain: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha - | Competency C-8.2 Identifies and extends simple patterns in their surroundings and numbers. C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to | Develop concept and communication amongst children through play activities and real life examples. Activity : A dice will be thrown 3 times , the digits will be written together to form 3 digit number. The child can be encouraged to Make all 3 digit numbers Find the greatest number | C's Communication Critical Thinking Life skills: *Basic knowledge of Numbers. *Understanding relationship of the numbers. | Arts:- Represent numbers in Abacus. Sports:-Starting race at level 1000 and crossing successive levels. Scientific temper:- Comparison of different numbers, Number Tambola Technology:- Use of | Language English:- Reading the numbers written on blackboard. EVS: Using the knowledge of | | Classroom Maths Lab Playground. | Class assignments *Write the place value of the circled digits. * Write the expanded form of the given numbers. * Writing Number Names. | Project - based learning Design Tambola game with 4-digit numbers. Problem solving Suggestive resources/Activities |

| | <p>* Comparison of numbers</p> <p>* Formation of greatest and smallest 4- digit numbers</p> <p>* Skip Counting</p> <p>* Rounding off numbers</p> | <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>quantities.(Numbers)</p> <p>Learning Outcomes:-</p> <p>Basic: Read and write numbers up to 9999.</p> <p>Medium: Count large number of objects from their surroundings by making groups of 100,10 and ones.</p> <p>Advance: Compare numbers up to 9999 for their value based on their place value.</p> | <p>Find the smallest number</p> | | <p>PPT and video links.</p> | <p>numbers in daily life situations.</p> <p>Art:- Showing 4-Digit Numbers on Abacus.</p> <p>Music:- Number Song</p> | | | <p>* Arrange numbers in ascending and descending order.</p> <p>Home assignments</p> <p>* Guess the number based on hints given.</p> <p>*Insert >,< or = sign.</p> <p>* Observe the pattern and complete the blanks.</p> <p>*Match the number to its name.</p> | <p>*Write the year of your brother's , sister's birth, current year Write the number names of these years and arrange them in ascending order.</p> |
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| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| July PT-1 | <p>Unit - 2 Lesson Number - 2 Lesson Name - Roman Numerals</p> <p>Sub Concept: *Roman Numerals Identification * Rules for writing numerals *Use of Roman Numerals</p> | <p>Domain: Cognitive Development</p> <p>Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through</p> | <p>Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p> <p>LearningOutcomes:-</p> <p>Basic (CG7) Identify roman numerals upto 10</p> | <p>Develop concept and communication amongst children through play activities and real life examples. Activity- Basic (1-10) Roman Numerals will be made using wool followed by bigger numbers.</p> | <p>C's Communication Critical thinking</p> <p>Life skills Problem solving Quantitative reasoning</p> | <p>Arts:- Drawing of a clock with Roman numerals on it</p> <p>Sports:- Arrange the pre numbered balls (numbers in roman numerals) in ascending order</p> <p>Scientific temper:- Explaining the students about the</p> | <p>Language English:- Read out or learn a paragraph on roman history</p> <p>EVS- Write important dates pertaining</p> | | <p>Classroom Maths lab Surroundings</p> | <p>Class assignments</p> <p>Book exercises</p> <p>Home assignments Write in roman numerals a) A century</p> | <p>Project - based learning</p> <p>Problem solving</p> <p>Suggestive Assessment :- Quiz, google form,</p> |

| | *Addition of Roman Numerals upto 10 | quantities. (Numbers) Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | Medium (CG7) Usage of roman numerals Advance (CG8) Addition of Roman numerals" | | | importance of knowledge of the roman numerals Encouraging them to think why we do not use roman numerals in every Technology:- Make a PPT of 5-7 slides about your writing Roman Numerals for numbers of your choice. | to freedom movement in Roman numerals Art:- Use colourful strips to write roman numerals from 1 to 10 Music:- Nil | | | and 20 more can be written in Roman as _____ b) Your age _____. c) I am thrice of 5 _____ | worksheet Suggestive resources/Activities Liveworksheets.com Games on wordwall.net |
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| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| May PT - 1 | Unit- 3 Name:- Addition CONCEPT:- Addition of 4 digit numbers(with and without regrouping) Sub Concepts: *Addition by breaking the numbers *Adding 4 digit numbers(without regrouping) * Addition with 1000,2000,9000 * Finding the missing | Domain: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha - | Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs addition of 4-digit numbers fluently using flexible strategies of composition and decomposition Learning Outcomes:- | Develop concept and communication amongst children through play activities and real life examples Activity: Count number of students in all the sections of class III in your school and add them. | C's : Creativity, Communication, Critical thinking, Collaboration Life skills: Problem solving | Arts:- Add the given numbers and colour the given shape using colour code Sports:- Addition using skipping Scientific temper:- Observing and adding the things seen in the surroundings | Language English:- Framing word problems EVS:Add the 4 digit vehicle numbers of two neighbours. Art:- | | Classroom Maths Lab | Class assignments : Book Exercises Home assignments: Worksheet based on missing numbers | Project - based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions |

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| | digits *Adding 4 digit numbers(with regrouping) *Addition of more than two numbers *Addition Facts *Word Problems *Estimating the sum *Framing Word Problems | *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | Basic :Add the given numbers Medium -Able to solve the problems related to addition Advance:Frame the addition stories based on daily life situations | | | Technology:-Make a PPT of 5-7 slides about addition facts | Draw abacus and add the given numbers Music:- Song related to addition | | | | Suggestive resources/Activities: Liveworksheets Games on wordwall |
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| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integratio n | Inter- disciplinar y integration | Learning Space | Assignme nts | Suggestive Pedagogies |
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| July Half Yearly | Unit- 4 Name:- Subtraction CONCEPT:- Subtraction of 4 digit numbers(wit h and without borrowing) Sub conept:- *Subtraction of 4 digit numbers. *Properties of subtraction *Word problems *Framing word | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha - *Vijnanamaya kosha, is | Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 4-digit numbers fluently using flexible strategies of composition and decompositi on | Develop concept and communic ation amongst children through play activities and real life examples | C's : Creativity, Communicati on, Critical thinking, Collaboration Life skills: Problem solving, Critical thinking | Arts:- Subtract the given numbers and colour the given shape using colour code. Sports:- Subtractio n using skipping. Scientific temper:- Observing and subtractin | Language English:- Framing word problems EVS:Solve daily life problems Art:- Draw abacus and subtract the given numbers, Number bonds Music:- Poem | Classroo m Maths Lab | Class assignme nts : Book Excercises Home assignme nts: Workshee t based on missing numbers | Project -based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions Suggestive resources/Activit ies: Liveworksheets Games on wordwall |

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| | problems | emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | Learning Outcomes:- Basic :Subtract the given numbers. Medium - Able to solve the problems related to subtraction. Advance:Frame the subtraction stories based on daily life situations. | | | g the numbers seen in the surroundings. Technology: Make a PPT of 5-7 slides about subtraction facts | related to subtraction | | | | |
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| Month | UNIT/ LESSON No :- Lesson Name:- Concept & Sub concept | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
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| August Half yearly | Unit Number -5 Name- Multiplication. Concept - Multiplication as repeated addition Sub Concepts - | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical | Competency C-8.7 Recognises multiplication as repeated addition C-8.13 Formulates and solve simple mathematical problems related to the basic concept | Develop concept and communication amongst children through play activity and real life examples. Activity : Children will be divided in equal groups and then finding out total number of students using repeated addition and multiplication as well. | C's Creativity Communication(learners explain multiplication properties) Critical Thinking Collaboration. Life skills - Decision making Self awareness Problem solving. | Arts:- Drawing of square grid for lattice multiplication. Sports:- Learning multiplication through repeated addition using balls. | Language English:- Reading and vocabulary development EVS :- Multiplication is the basic operation | | Classroom Mathematics Lab Playground. | Class assignments : Discussion of word problems related to multiplication. Home assignment | Learning by doing Problem solving Suggestive Assessment/Activities :- 1.Worksheet 2. Multiple-choice questions |

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| | <p>*Multiplication of 2,3&4 digit number by 1digit number</p> <p>*Multiplication of 2&3 digit number by 2 digit number</p> <p>*Word Problems</p> <p>*Lattice multiplication .</p> | <p>understanding and abilities to recognize the world through quantities.</p> <p>Kosha -</p> <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>of multiplication .</p> <p>Learning Outcome</p> <p>Basic : Revise basic terms and rules related to multiplication .</p> <p>Medium : Read, identifies and solve the problems given in the book using gained knowledge.</p> <p>Advance : Frame and solve word problems related to multiplication .</p> | <p>CWSN ASSISTIVE LEARNING : https://youtu.be/BZ41Fh2MEVw</p> | | <p>Scientific temper:- Framing word problems related to multiplication.</p> <p>Technology:- Solving online worksheets related to multiplication.</p> | <p>used to find distance if speed and time is given.</p> <p>Art:- Drawing square grids for doing lattice multiplication</p> <p>Music:- Learning tables 2 to 10 in rhythmic way.</p> | | | <p>nts : Framing word problems related to multiplication.</p> | <p>3. Lower order thinking skills questions</p> <p>4. HOTS questions</p> <p>Suggestive Resources/Activities</p> <p>liveworksheets.com</p> |
| Month | UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| August Half Yearly | Unit Number -6 Unit Name- Division Concept - Division as repeated | Domain: Cognitive Development Learning Habits Curricular Goal:- CG-7 Children make sense of the world | Competency C-8.7 Recognises division as equal sharing and repeated subtraction Learning | Develop concept and communication amongst children through play activities and real life examples. Activity : Few | C's Creativity Critical Thinking, Collaboration. Life skills : Decision making Problem Solving. | Arts:- To find the division facts using 10by 10 multiplication on grid. Use of | Language English:- Reading and understanding the theme of Unity in | 9 | Classroom Mathematics Lab | Class assignments : Discussion of problems related to | Project based learning (Discussing real life problems) Keeping a specified number of chocolates in a |

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| | <p>subtraction/ equal sharing</p> <p>Sub Concepts *Meaning of Division and terms associated with division *Dividing 2&3 three digit numbers by 1 digit number (with and without remainder) *Dividing 2&3digit numbers by 1 digit number by regrouping. *Division by 10. *Word problems *Framing word problems</p> | <p>around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this age group through art and culture.</p> | <p>Outcomes Basic: Understands meaning of division and terms associated with division. Medium: Experience equal sharing and grouping and connecting them mathematicall y in their own context. For example, sharing of equal number of sweets among children. Advance: Solve real life problems using division facts like how to handle money,how to get equal share etc.,</p> | <p>eatables / stationery items such as toffees / scale etc will be displayed on a table. The child will be asked to start dividing the items equally among two children. *Youtube video, explaining the concept of division through animation, taking real life examples. https://youtu.be/wbkhV9zcGhI</p> | | <p>Paper folding activities, Tangram activities , Cake slicing activities, to emphasize the concept of Division.</p> <p>Sports:- Using balls (or members in a team) to explain the concept of division as repeated subtractio n.</p> <p>Scientific temper:- Relationshi p between multiplicati on and division, Finding out division facts from given multiplicati on facts. Discussing various real life situations</p> | <p>Strength and the implicatio ns of division (eg the story of a bundle of sticks) EVS- To share food items like cake,pizza etc., equally among friends, family</p> <p>Art:-To find the division facts using 10 by 10 multiplica tion grid. (Colouring as per a division pattern to get different patterns in the grid)</p> <p>Music:- Learning multiplica tion tables</p> | | <p>division given in the book. Home assignme nts : Framing word problems related to division and solving online workshee ts available. Printed workshee ts, having easy, medium and complex problems of Division.</p> | <p>carton and dividing them equally among the students present in the class. How many does each get? Problem solving Suggestive Assessment :- 1.Worksheets 2. Multiple- choice questions 3. Lower order thinking skills questions For example: Draw 10 cherries. Make groups(by drawing circles) to divide these equally among 5 children. 4.HOTS questions Suggestive resources/Activi ties Live worksheets.com</p> |
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| | | | | | | and identifying which out of the two, Multiplication/ Division would be used. Technology:-PPT, Video links. | from 2 to 10 in rhythmic way. (Dividing a song into different segments and singing in a collaborative manner) | | | | |
| Month | UNIT/ LESSON:- Number-Lesson No Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| September Half Yearly | UNIT/ LESSON:- Number-Unit No 7 Name:- Fractions Concept: Fractions Sub Concepts: *Shading of Fractions *Making a fraction *Parts of a collection *Like and Unlike fraction *Equivalent Fractions *Comparison of | Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." | Competency : C-7.2 Observes and understands different categories of objects and relationships between them. Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis. | Develop concept and communication amongst children through play activities and real life examples . Activity : Make a bird using fractions of different shapes (Circle - 2parts, Square- 4 parts etc) | C's : Collaboration Critical thinking Life skills : Analytical thinking Problem solving Creative Thinking | Arts:- Showing Equivalent Fractions using figures such as rectangles Sports:- Kaboom game To explain the concept of equivalent fraction Scientific temper:- The students will observe | Language English:- Communicating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts EVS- Dividing a pizza equally among family members. Art:- Shade the | | Classroom Maths Lab | Class assignments : Book exercises Home assignments : Make a fraction wheel | Project -based learning : Model of fraction Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activities : Liveworksheets.com Games on wordwall |

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| | Fractions *Ascending and descending order | *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture. | C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:- Basic : Understands the basic format of the fraction (Numerator , Denominator) Medium : Differentiate between like and unlike fractions, find equivalent fraction and compare the given fractions. Advance: Use the knowledge of fractions in day to day life and solve the given questions on their own. | | | and identify fractions in nature. Technology:-PPT and related videos will be shown. | given fraction. Music: A song related to fractions. | | | | |
| Month: | UNIT/ LESSON:- Number- 8 Name:- Measurements | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |

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| October PT-2 | <p>No 8 Unit Name : Measurements</p> <p>CONCEPT: Measurement of Length, Mass and Capacity</p> <p>Sub Concepts:- *Units of Length *Conversion of units of Length *Addition, Subtraction, Multiplication and Division of units of Length *Word Problems based on four basic operations of units of length *Units of Weight *Conversion of units of Weight *Addition, Subtraction, Multiplication and Division of units of Weight *Word</p> | <p>Domain: Cognitive</p> <p>Development Developing Positive Learning Habits</p> <p>Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>Competency - C-7.1</p> <p>Observes and understands different categories of objects and relationships between them.</p> <p>C-8.9</p> <p>Performs simple measurements of length, weight and volume of objects in their immediate environment.</p> <p>Learning Outcomes:-</p> <p>Basic:(CG7) Identifies units of length, mass and capacity.</p> <p>Medium: (CG8) Add, subtract, multiply and divide units of length, mass and capacity.</p> <p>Advance: (CG8) Solves word problems based on</p> | <p>Develop concept and communication amongst children through play activities and real life examples Please ask the Special Educator by means of Story telling and use of visuals</p> | <p>C's : Creativity Communication Critical thinking Collaboration</p> <p>Life skills: Problem solving</p> | <p>Arts:- Draw two objects each measured in centimetre , grams and millilitres</p> <p>Sports:- Relay Race to be organised for the concept of length</p> <p>Scientific temper:- Estimating the measurements, weighing different objects in math lab</p> <p>Technology:- Make PPT on Non Standard Units of Measurement, Activity to measure the length of maths lab with Standard</p> | <p>Language English:- Reading word problems</p> <p>EVS:- Measure the height of family members using Handspan</p> <p>Art:- Draw and colour the objects measured in cm,grams and ml</p> <p>Music: Composing and singing a poem on Measurement</p> | <p>Maths Lab Classroom, surroundings</p> | <p>Class assignments : Book Exercises</p> <p>Home assignments: Estimate the length of different objects using non standard units</p> | <p>Project -based learning</p> <p>Problem solving</p> <p>Suggestive Assessment : Worksheet , Measure length of your dining table and bed</p> <p>Suggestive Resources /Activities Liveworksheets Measuring Activities , Byju's videos available on YouTube </p> |
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| | Problems based on four basic operations of units of Weight *Units of Capacity *Conversions of units of Capacity *Addition, Subtraction, Multiplication and Division of units of Capacity *Word Problems based on four basic operations of units of Capacity | | units of length, mass and capacity. | | | and non standard methods of measurement | | | | | |
| Month: | UNIT/ LESSON:- Number-Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| November PT-2 | Unit No 9 Unit Name: Geometrical Shapes *Plane shapes * Solid Shapes * Tiling * Tangrams Sub-Concepts | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children | Competency C 8.8 Recognises basic geometric shapes and their observable properties C8.12 Develops adequate vocabulary for | Develop concept and communication amongst children through play activities and real life examples. Activity : The child will be asked to pick up specific coloured object around and tell its shape, use the tangram pieces to | C's : Creativity Critical thinking Communication skills Life skills: Problem solving | Arts:- Drawing of shapes with real objects Draw a joker using different shapes Sports:- Using shapes of | Language - English:- Vocabulary development, reading EVS:- Find buildings in your | 6 | Class-room Maths-lab Playground | Class assignments - *Discuss the objects having different shapes *To join the different tangram | Project -based learning Learning by doing Problem solving- matching of shape with real life objects. Suggestive |

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| | <p>*2- Dimensional shapes</p> <p>*3- Dimensional shapes</p> <p>* Edges, corners, faces of shapes</p> <p>*Comparison of shapes</p> <p>*Examples of 2-D and 3-D shapes</p> | <p>develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha - Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p> | <p>comprehending concepts and procedures related to shapes.</p> <p>Learning Outcomes:-</p> <p>* Basic: (CG7) Determine about Line segment, Ray, curved lines, Straight line etc..</p> <p>Demonstrate and apply the concepts with daily life situations</p> <p>* Medium:(CG7) Identify and differentiate between 2D and 3D shapes around themselves , compare the third dimension added to shapes</p> <p>* Advance: (CG 8) Measure different shapes using standard and non standard measures</p> | <p>make a design</p> <p>HI</p> <p>VI</p> <p>LD</p> <p>Autism</p> <p>Cerebral palsy</p> <p>Speech disability</p> | | <p>blocks available like cones, rectangles, balls and make a hurdle race</p> <p>Scientific temper: Helping students to develop scientific temper for shapes by finding shapes in their surroundings, buildings, objects.</p> <p>Technology:-Make a PPT of shapes</p> | <p>surrounding which have different shapes</p> <p>Art:- Drawing of a scenery using different shapes</p> <p>Use Mandala art</p> <p>Draw a joker using different shapes</p> <p>Music:- Poem based on shapes will be recited.</p> | | <p>pieces to make the animals such as goat , dog, camel etc.</p> <p>Art integrated activity</p> <p>Home assignments- *Make any one tiling pattern found in your surroundings.</p> <p>*Collect two examples of each cuboidal , conical and spherical shapes.</p> | <p>Assessment :-</p> <p>Class test, online quizzes</p> <p>Suggestive resources/ Activities :</p> <p>*Sorting the given objects according to the category of 2D / 3D shapes.</p> <p>* Use tangram pieces to make a flower of your choice.</p> |
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| Month | UNIT/ LESSON:- Number- Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter- disciplin ary integratio n | Periods | Learning Space | Assignme nts | Suggestive Pedagogies |
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| Decem ber | UNIT/ LESSON:- Number- 10 Name:- Time Concept: Telling Time Sub Concepts: *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the next hour * Concept of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds - Hours into seconds * Reading A Calendar - The | Domain: Cognitive Development Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this age group through art and culture. | Competency : C-8.10 Performs simple measurement s of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals Learning Outcomes:- Basic : Use of vocabulary about Time and Calendar through discussion and story telling. Medium : To read a clock and calendar. Advance: * | Explain the concept of Time with the use of real clock and taking real life situations. Activity : To show different times on the model of clock. | C's : Communication Collaboration Creative thinking Critical thinking Connectedness Life skills : * Problem solving * Analytical thinking * Time management | Arts:- Show beautifully the names of all the months in a year. - Use red colour for the months having 31 days. - Use blue colour for the months having 30 days. - Use brown colour for the month having 28/29 days. Sports:- Note the time taken to complete 1m race in minutes. Convert | Language English:- Reading Time and Calendar EVS- Planning day-to- day activities Art:- Colour the birth dates of your family members on calendar . Music: Poem on 'Time' | 10 | Classroo m Maths Lab Activity Room | Class assignme nts : Book Exercises Home assignme nts : Plan your day, mentioni ng time at which you will carry out all the activities. | Project -based learning : Make a model of the clock. Make calendar of your birthday month. Problem solving Suggestive Assessment :- Worksheet with all the concepts explained Suggestive resources/Activi ties : Quizzes Story telling |

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| | Knuckle Trick * Calendar Conversions - Months into Days - Weeks into Days - Days into Hours * Time Line | | Reads the time correctly to the hour using a clock/watch. * Identifies a particular day and date on a calendar. | | | this time in seconds and hours. Scientific temper:- Make your study time-table. Technology: Use of ppt and animation videos. | | | | | |
| Month | UNIT/ LESSON:- Number- Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |
| Jan Annual Exam | UNIT/ LESSON:- Number- Name:- Concept: Sub Concepts: Number- 11 Name:- Money Concept: Importance and usage of money and basic operations on money Sub Concept | Domain: Cognitive Development Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. | Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and | Explain the concept of money with real life situations. Activity : A mini marketplace with playmoney | C's : Collaboration Critical Thinking Life skills : Problem Solving Decision Making Creative thinking | Arts:- Trace coins and have fun Sports:- Play mini bazaar with fake play money Scientific | Language English:- Make a conversation about purchasing a toy from a shop EVS- Discuss the importance of money Art:- Trace | | Maths Lab Surroundings | Class assignments : Book exercises Home assignments : Role play shopkeeper and customer with your parents | Project-based learning : Problem solving Suggestive Assessment :- Worksheet with all the concepts explained Suggestive resources/Activities : Quizzes, liveworksheet.com |

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| | <p>- * Identification of various denominations * Adding up given denomination in rupees/coins * Writing given amount in figures * Writing given amount in words * Conversion of money * Addition and subtraction of money * Word problems * Making bills * Data Interpretation</p> | <p>Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p> | <p>numbers. Learning Outcomes:- Basic : (CG 7)To be able to identify various denominations of money available in the market Medium : (CG8)To be able to understand and do basic operations on money Advance: (CG8)To be able to make bills and read data.</p> | | | <p>temper:- Understanding money operations in daily life situations> Children can do role play or scene of a marketplace where one of them is a shopkeeper and another one is a customer. Technology: Make a PPT to show coins and denominations used in earlier times</p> | <p>coins and have fun Music: Sing 2 songs from bollywood having the word "paisa" in it</p> | | | | |
| Month | UNIT/ LESSON:- Number-Lesson No 12 Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter-disciplinary integration | Periods | Learning Space | Assignments | Suggestive Pedagogies |

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| Jan Annual Exam | <p>UNIT/ LESSON:- Number- 12 Name:- Symmetry and Patterns Concept: Importance and usage of Symmetry and Patterns in day to day life. Sub Concept - * Line of symmetry * Symmetry in English Alphabets * Patterns in numbers. * Patterns in alphabets. * Patterns in designs * Odd and even numbers * Rules with odd and even numbers.</p> | <p>Domain: Cognitive Development Developing Positive Learning Habits</p> <p>Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, o r experience of transcendence is best addressed for this age group through art and culture.</p> | <p>Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers.</p> <p>Learning Outcomes:- Basic : To be able to identify symmetrical objects and patterns around in surroundings.</p> <p>Medium : Enlist symmetrical alphabets , numbers and complete the patterns in alphabets , numbers , designs.</p> <p>Advance: Solve the</p> | <p>Explain the concept of symmetry and patterns with real life situations.</p> <p>Activity : A sheet with a half drawn butterfly will be provided to the students , the child to draw the other half of butterfly on dotted line and colour as per their choice.</p> | <p>C's : Collaboration Critical Thinking</p> <p>Life skills : Problem Solving Decision Making Creative thinking</p> | <p>Arts:- Draw a flower , tree and smiley , draw a line of symmetry to divide in two parts.</p> <p>Sports:- The students to do skipping for odd and even number of times , and announce the highest scorer as the winner.</p> <p>Scientific temper:- The students to enlist the patterns seen in nature.</p> <p>Technology: The students to make pattern using shapes on desktop.</p> | <p>Language English:- Speak on importance of symmetry , patterns in our lives and communicate on the topic. EVS- Collecting and pasting leaves and petals with symmetry and also form a pattern out of it .</p> <p>Art:- Draw a tiling pattern in notebook and colour it .</p> | <p>Maths Lab Surroundings</p> | <p>Class assignments : *Complete the given pattern *Solve the book exercises.</p> <p>Home assignments : Take some easily available material such as buttons/ black gram/ Kidney beans etc. and start making pairs of it. Count the number of pairs and arrange in a pattern on a sheet of paper.</p> | <p>Project -based learning : Problem solving</p> <p>Suggestive Assessment :- Worksheet with all the concepts explained</p> <p>Suggestive resources/Activities : Quizzes</p> |
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| Month | UNIT/ LESSON:- Number- Lesson No Name:- | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome: | CWSN | 21st Century skills | Integration | Inter- disciplinar y integratio n | Periods | Learning Space | Assignme nts | Suggestive Pedagogies |
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| Feb Annual Exam | UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph | Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures Kosha - * Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. *Anandmayakosha,o r experience of transcendence is best addressed for this | Competency : C-7.1 Observes and understands different categories of objects and relationships between them C-8.1 Sorts objects into groups and sub-groups based on more than one property. Learning Outcomes:- Basic : To observe the pattern amongst the group of objects. Medium : Interpret the given information in pictograph,ba r graph and answer the | Develop concept and communication amongst children through play activities and real life examples. Activity: Ball Room Activity: Pick up Red(5) Green(2)and Yellow (3) balls . Keep them in separate baskets. Which colour balls are the maximum? Which colour balls are minimum? The total number of balls are:___ | C's : Collaboration Communication Life skills : Decision Making Problem Solving | Arts:- Draw a pictograph of liking of eatables (5 types) of your friends. Sports:- Different sports items such as bat , rings , skipping ropes ,basketball s to be kept. Related questions will be asked. Scientific temper:- Explaining the students about the importanc | Language English:- A story to be formed on the given pictograp h data with a moral value. EVS- Age of family members will be shown on graph by taking a proper scale. Art:- Collect the informati on of liking of different tiffin items of your 5 | | Maths Lab Surroun dings | Class assignme nts : Book exercises Home assignme nts : Write the names of your 10 friends . Write the number of times the vowels are appearin g in each name. Make a bar graph of the number of vowels in each name. | Project -based learning : Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activi ties : Mental Maths worksheet |

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| | | age group through art and culture. | related questions. Advance: Representing the given data using pictograph and bar graph. | | | e of knowledge of the graphs in life. Technology: An exercise of Compu Maths given in textbook to be done. Page number 207 of Learning Maths 3 | friends. Draw a pictograph and colour it. | | | | |
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Class: III

Subject: EVS

| <u>Term I</u> <u>Report Card will consist of 100 marks</u> | | <u>Term II</u> <u>Report Card will consist of 100 marks</u> | |
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| <u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks) | <u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks) | <u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks) |
| Apr- Lesson-1 My Family | Aug- Lesson-7 The Food We Eat | Oct-Lesson-9 The House we Live In | Dec-Lesson-13 Communication |
| Lesson-2 Plants Around Us | | Lesson-10 Our Neighbourhood | |

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| May-Lesson-3 Leaves in Our Lives | Sep-Lesson-8 Cooking Food | Nov-Lesson-11 The Water we Drink | Jan- Lesson-14 Making Pots |
| Lesson-4Animals Around Us | | Lesson-12 Going Places | |
| July-Lesson-5 Birds - Our Feather Friends | | | Feb- Lesson-15 Textiles |
| Lesson-6 The Work Around Us | | | |
| | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) | | 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks) |

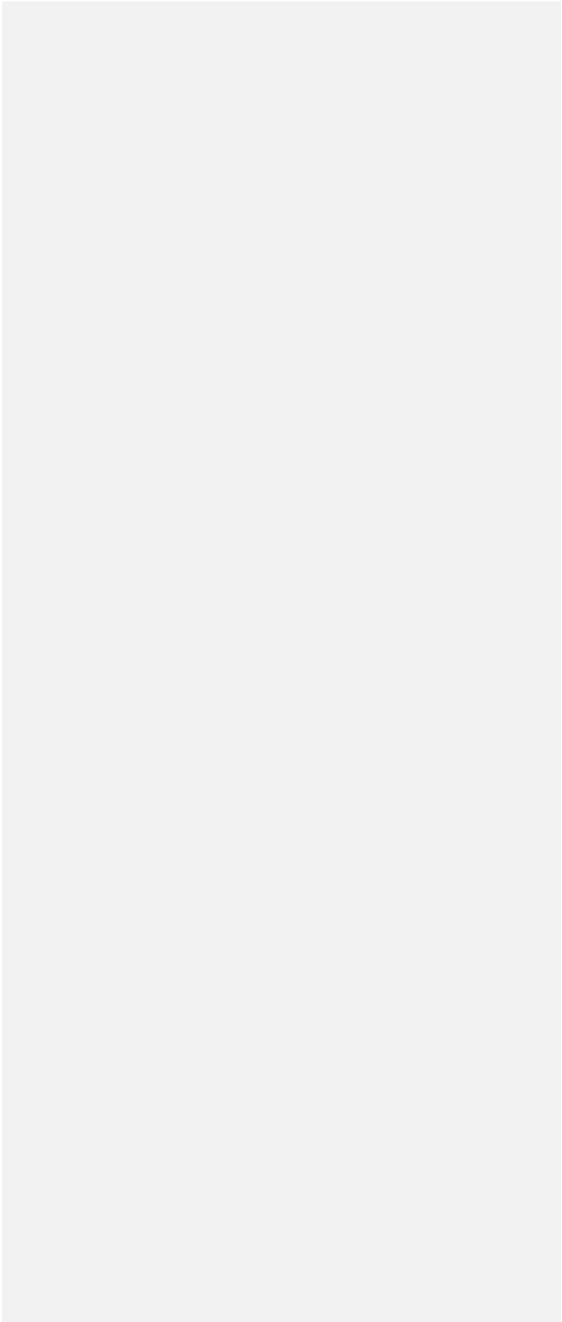
REPORT CARD WILL CONSIST OF 100 MARKS

REPORT CARD WILL CONSIST OF 100 MARKS

| Evaluation | % syllabus | Maximum marks | Weightage | Evaluation | % syllabus | Maximum marks | Weightage |
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| Periodic Test I- July | 30% | 40 marks | 10 marks | Periodic Test II- December | 30% | 40 marks | 10 marks |
| Note Book Submission | --- | 25 marks | 5 marks | Note Book Submission | --- | 25 marks | 5 marks |
| Subject Enrichment Activity | ---- | 25 marks | 5 marks | Subject Enrichment Activity | ---- | 25 marks | 5 marks |
| Half Yearly - September | 50% | 80 marks | 80 marks | Annual Exam - March | 10% syllabus of Term I and entire syllabus | 80 marks | 80 marks |

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| Month No of Period s | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios) | Pedagogies (Suggestive) |
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| <p>April 22- 25Days</p> <p>8 to 9 periods</p> | <p>Lessonno.1</p> <p>Name- My Family</p> <p>Concept:</p> <p>Family and Friends</p> <p>Sub-Concepts-</p> <p>Families and their types.</p> <p>Family members ,valuesand habits.</p> <p>Hereditary features.</p> <p>Old and physically challenged people.</p> | <p>Domain: Socio Emotional and Ethical Development</p> <p>Curricular Goal:</p> <p>CG-4:</p> <p>Children develop emotional intelligence</p> | <p>PANCHKOSHAVIKAS: MANOMAYAKOSHA</p> <p>C4.1</p> <p>Starts recognizing 'self' as an individual belonging to a family and community</p> <p>Learning Outcome:</p> <p>Basic: Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree.</p> <p>Medium: Exhibits values and habits appreciate qualities and skills of family members.</p> <p>Advance: Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.</p> | <p>LifeSkills:</p> <p>Social skills</p> <p>Communication skill</p> <p>Flexibility</p> | <p>Arts:</p> <p>Identifying traditional art forms as a family tradition and culture in India.</p> <p>Sports:</p> <p>Exploring and playing games that family play together.</p> <p>Scientific temper:</p> <p>Exploring family believes and applying rational thinking.</p> <p>Technology:</p> <p>Analyze the hereditary traits of family members in physical appearance.</p> | <p>English:</p> <p>Change the gender of given relations</p> <p>Maths:</p> <p>Find the birth year of all the family members and calculate their age in years.</p> <p>Music:</p> <p>Play antakshari with family members.</p> | <p>Classroom</p> <p>Assembly area or activity room for role play</p> | <p>Classroom Activity:</p> <p>Making a Thank you card for grandparents.</p> <p>Home Assianment:</p> <p>Exploring from elders about extended family, narrating stories related to festivals.</p> <p>Flipped classroom:</p> <p>Giving notes to study at home for discussion in class</p> | <p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Suggestive Assessment:-</p> <p>Reading</p> <p>Worksheet</p> <p>Multiple-choice questions</p> <p>Lower order thinking skills questions</p> <p>HOTS questions</p> |
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| Periods | Lesson-3 | stage) | | | | | | | |
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| MAY (20 Days - 22 Days) 8 to 9 periods | <p>Name: Leaves in Our Lives</p> <p>Concept: Leaf Diversity and its Function s</p> <p>Sub- Concept s :</p> <ul style="list-style-type: none"> • Parts and Function s of Leaves • Variety of Leaves Around Us • Uses of Leaves | <p>Domain: Cognitive Domain</p> <p>CG-7: Children make sense of world around through observation and logical thinking</p> <p>Domain : Socio- Emotional and Ethical Development</p> <p>Curricular Goal: CG6</p> <p>CG 6 Children develop a positive regard for the natural environment around them</p> | <p>PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C-7.1: Observes and understands different categories of objects and relationships between them C 6.1</p> <p>Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Represents the parts of leaves through a real example or diagram. Medium: Identifies plants according to the size, shape and colour of different leaves. Describes Photosynthesis and can tell things required for it. List uses of leaves Advance: Analyse the reasons as why some plants do not have green coloured leaves Shape of the leaf depends on topography (hills/ deserts etc.)</p> | <p>LifeSkills :</p> <p>Social Skills</p> <p>Creative</p> <p>Initiative</p> <p>Critical Thinking</p> | <p>Arts:</p> <p>Make a bandhanwar using the Mango or Ashoka leaves. OR</p> <p>Shade the shapes of leaves to make greeting cards and book covers/ book marks</p> <p>Applying mehndi on the palms in different designs.</p> <p>Scientific temper:Experiment on Photosynthesis:Su nlight Is Necessary For Photosynthesis- Covering leaf with black paper partially Observation ,Collection of different leaves, smelling different plant leaves.</p> | <p>English: Opposites (eg Simple/ Compound, Rough/ Smooth)</p> <p>Maths:Make a pattern using leaf</p> <p>Music:</p> | <p>Assembly area for a role play or song on importance of plants.</p> <p>Classroom for quiz activity.</p> <p>Botanical garden for showing different types of plants</p> | <p>Classroom Activity: Draw the diagram to show photosynthesis. Analyze the given situations and tell what will happen if any required item for photosynthesis is missing . Discussion on uses of leaves. Home Assignment: Collect leaves of different shapes in sizes. paste them on colourful sheets Flipped classroom : Giving notes to study at home</p> | <p>Brainstormin g sessions</p> <p>Joyful learning</p> <p>Project- based learning</p> <p>Role-playing</p> <p>Suggestive Assessment :-</p> <p>1. Reading 2. Worksheet 6. Multiple- choice questions. 7. Lower order thinking skills questions. 8. HOTS question s</p> <p>(PI refer to Revised Bloom's Taxonomy)</p> |

| Periods | Lesson:5 | stage) | | | | | | | |
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| JULY (22 Days-24 Days) No. of Periods= 10 | Name :Birds Our Feather Friends Concept: Important features of a bird Sub-Concepts : Common Birds around us • Part of bird's body Types of Feathers Beaksof Birds • Feet and Claws of Birds • Flight of Birds | Domain: Socio-Emotional and Ethical Development Curricular Goal: CG 6 Children develop a positive regard for the natural environment around them | PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Recognizes and name the common birds around them Medium: Differentiate the feathers in their types. Summarizes the uses of beaks Advance: Classify the birds according to their feet and claws Develops empathy towards birds and can observe the beauty of nature in all living things. Observe the similarity between airplane and birds body | Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking | Arts: Make a bird feeder with waste water bottles for your garden or balcony. Draw and colour your favourite bird Scientific temper: Analyze the Physical features of birds for adaptation | Language: English: Narrate a story on birds with a moral value Math Find the weight of five birds and arrange them in ascending order Music: Poem or song on birds in assembly | Assembly area for a role play showing care and empathy for birds Classroom for drawing the bird and narrating stories based on Birds. Garden or School Playground to observe the different types of Birds. | Classroom Activity: Drawing the bird and narrating stories based on birds. Write five lines on how birds are useful to us. OR narrating stories based on birds. Home Assignment: Make a bird feeder with waste water bottles for your garden or balcony. Observe the birds around your house and watch programs based on birds on Discovery channel, Animal Planet Or BBC Earth Flipped classroom : Giving notes to study at home for discussion in class | Brainstorming sessions Joyful learning Project-based learning Role-playing Suggestive Assessment :- 1. Reading 2 .Worksheet 11. Multiple -choice questions. 12. Lower order thinking skills questions. 14. HOTS questions (PI refer to Revised Bloom's Taxonomy) |

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| August No. of Periods= 9 | Lesson-7 Name: The Food We Eat Concept: Food Sub-Concepts : Importance of food •Nutrients in Food •Different types of food groups •Value of milk, water and roughage in the diet • Food habits of people •Balanced Diet •Healthy Eating habits | Domain: Physical Development Curricular Goal: CG-1 Children develop habits that keep them healthy and Safe. SDG-2 Improved Nutrition | PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious food and does not waste food Learning Outcome: Basic: Give reasons for needing food Name the nutrients present in food Medium: Differentiate the food into different food groups according to the nutrients present in them. Advance: Students get sensitized about not wasting food and sharing extra food with needy people | Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking | Arts: Dinner Thali : Prepare your dinner by drawing pictures of your favourite food items in a dinner plate Scientific temper: Knowing the nutrients in different food items. Eating a balanced diet. Technology Use internet to find nutritional value of your favourite food items | Language: English: Recite a short poem on your favourite food. Math Read the wrapper of your favourite biscuit (MRP, Ingredients, Weight, Packing date) | Classroom for presenting their poem and sharing the sprout salad with their friends. Activity Room for role play on healthy eating habits. | Classroom Activity: Dinner Thali : Draw or paste pictures of your favourite food items in an empty dinner plate Home Assignment: Find and learn a short poem on your favourite food. Non fire cooking time: sprout salad Flipped classroom : Giving notes to study at home for discussion in class | Brainstorming sessions Joyful learning Project-based learning Role-playing Suggestive Assessment :- 1. Reading 2. Worksheet 15. Multiple choice questions. 16. Lower order thinking skills questions. 14. HOTS questions (PI refer to Revised Bloom's Taxonomy) |
| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
| SEPTEMBER 10 DAYS No. of Periods= | Lesson : 8 Name: Cooking Food | Domain: Physical Development Curricular Goal: CG-1 | PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious food | Life Skills: Collaborative Adaptability | Arts: Draw 5 food items each that we get from plants and animals. | Language: English: Write the recipe of your favourite dish | Classroom for the activity :Guess the ingredient. Activity | Classroom Activity: Learn and write the Hindi and English names of the spices shown to you . | Brainstorming sessions Joyful learning Project- |

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| 9 | Concept: Food Sub-Concepts : <ul style="list-style-type: none"> • Food from Plants and Animals • Raw and Cooked Food • Methods of cooking food • Vessels used for cooking • Eating in a family • Cultural Diversity in food | Children develop habits that keep them healthy and safe. SDG-2 Improved Nutrition | and does not waste food Learning Outcome: Basic: Observe and Identify different cooking methods used in their homes Medium: List the stoves used for cooking and fuel used in them. Categorise the vessels used for cooking according to the cooking methods. Advance: Discuss and compare the changes From your grandmother's kitchen to your mother's kitchen. Appreciates the cultural diversity in food. | lity Social Skills Initiative Critical Thinking | Sports : Guess the ingredient : Children will interchange their lunch boxes and will guess the name of the main ingredient of the dish . Scientific temper: Selects correct quantity of ingredient to make a dish Observe different cooking styles and different temperatures needed for cooking in different styles and the utensils used | Maths : Find the correct quantity of ingredients needed to prepare your favourite dish | Room : Learn and write the Hindi and English names of the spices shown to you . | Home Assignment: Prepare a banana chaat and Use your creativity to garnish and to decorate the plate. Flipped classroom : Giving notes to study at home for discussion in class | based learning Role-playing Suggestive Assessment :- 1. Reading 2. Worksheet 17. Multiple choice questions. 18. Lower order thinking skills questions. 14. HOTS questions (PI refer to Revised Bloom's Taxonomy) |
| Month | UNITY/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
| No of Periods | | | | | | | | | |
| Octob er 21- 24 Days No. | Lesson 9 Name- The House We Live In. Concept: House Diversity. Sub-concepts | Domain: Cognitive Domain Curricular Goal: CG-7 Children make sense of the world around them through observation | PANCHKOSHAVIKAS-VI JNANAMAYAKOSH C-7.1 Observes and understands different categories of objects and relationships between them. Learning Outcome: | Collaborat ion Communi cation of thoughts Critical thinking | Arts: Draw A sketch of your house. Scientific temper: Analyze different | Maths: Find the height of tallest sky scraper of the world Music: Sing a song on the importance of cleanliness. | Classroom or quiz activity Assembly area for roleplay or song on the importance of Cleanliness | Classroom Activity: Quiz On Types Of houses. Make blue and green dustbin and write their usage. Discussion on the importance and types of houses and the ways to keep it clean. | Joyful method Project-based learning Problem solving Roleplaying |

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| of Periods =7 | <p>Importance Of houses.</p> <p>Different types of houses.</p> <p>Some Unusual houses.</p> <p>Decorating and cleaning our houses.</p> | <p>on and logical thinking.</p> | <p>Basic:</p> <p>Identify Houses on the basis of material used.</p> <p>Medium:</p> <p>Identify Houses depending upon the culture and climate of the place.</p> <p>Advance:</p> <p>Understand the need of a clean and ideal house and shelter for all other creatures</p> | <p>materials used for building houses at different geographical places.</p> | <p>Technology:</p> <p>Make a house using 3D paint.</p> | <p>Field trip inside the school to show different structures and proper management of waste in the school.</p> | <p>Home Assignment:</p> <p>Know your peer-prepare four questions each related to house and ask your friend.</p> <p>Flipped classroom:</p> <p>Giving notes to study at home for discussion in class</p> | <p>Peer teaching</p> <p>Suggestive Assessment:-</p> <p>1. Reading 2. Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions. 5. HOTS questions</p> |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
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| October No. of Periods =9 | <p>Lesson 10</p> <p>Name:- Our Neighbourhood.</p> <p>Concept:- Mapping my neighbourhood</p> <p>Sub-concepts</p> <p>Neighbourhood, Places</p> | <p>Domain: Cognitive Development</p> <p>Curricular Goal:</p> <p>CG-7</p> <p>Children make sense of the world around them through observation and logical thinking</p> | <p>PANCHKOSHAVIKA S:VIJNANAMAYAKO SH</p> <p>C-7.3</p> <p>Use appropriate tools and technology in daily life situations and for learning.</p> <p>Learning Outcome:</p> <p>Basic:</p> <p>Identify the places in their neighbourhood and be able to find</p> | <p>Information literacy</p> <p>Critical thinking</p> <p>creativity</p> | <p>Arts:</p> <p>Draw a map of the route from your house to the nearest shop.</p> <p>Scientific temper:</p> <p>Observe and make a list of the landmarks in your locality and also write</p> | <p>Maths:</p> <p>Write their own house address with PIN code</p> <p>Music:</p> <p>Sing a song on the importance of keeping your neighbourhood neat and clean</p> | <p>Classroom or mapwork. School ground for finding out the directions.</p> <p>Field trip inside the school to show the different places in the plan</p> | <p>Classroom Activity:</p> <p>Look around in your classroom and write who is sitting in four directions.</p> <p>Discussion on the neighbourhood services, plan, sketch and map.</p> <p>Mapwork.</p> <p>Find out the cardinal points using magnetic compass, sunrise.</p> | <p>Joyful method of learning</p> <p>Project-based learning</p> <p>Problem solving Role-playing Peer teaching</p> <p>Suggestive Assessment:-</p> |

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| | in our neighbourhood Directions, sketches and maps. | | <p>out the cardinal points using different methods.</p> <p>Medium: Learners will be able to differentiate between sketch, plan and map.</p> <p>Advance: Learners will be able to make a plan of a particular place and also be able to make a map of their colony including all the neighbourhood services.</p> | | <p>to their directions.</p> <p>Technology: Locate your school on Google map.</p> | | of the school. | <p>Home Assignment: Draw a sketch of your classroom and mark the directions of the object in the classroom.</p> <p>Flipped classroom: Giving notes to study at home for discussion in class.</p> | <p>1. Reading 2. Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions 5. HOTS questions</p> <p>(PI refer to Revised Bloom's Taxonomy)</p> |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary Integration | Learning Space (Suggestive) | Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
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| November 21 DAYS No. of Periods = 12 | <p>Lesson 11</p> <p>Name: <u>The Water We Drink.</u></p> <p>Concept: conservation of water for all.</p> <p>Sub-concepts Importance and sources of water. Water for plants and animals. How to save water? Rainwater harvesting, storage of water.</p> | <p>Domain: Cognitive and Socio-Emotional and Ethical Development</p> <p>Curricular Goal: CG6 Children develop a positive regard for the natural environment around them.</p> <p>SDG-6 Ensure availability and sustainable</p> | <p>ANCHKOSHAVIKAS: VII NANAMAYAKOSH C-6.1</p> <p>Show care and joy in engaging with all life forms.</p> <p>Learning Outcome:</p> <p>Basic: Learners will be able to identify the uses and sources of water. And save water.</p> <p>Medium: Learners will be able to examine the importance of drinking safe water and the ways to conserve water.</p> <p>Advance: Learners will be able to take initiative and create awareness about the conservation of water in</p> | <p>Collaboration</p> <p>Adaptability</p> <p>Leadership</p> <p>Initiative</p> <p>Critical thinking</p> <p>Creativity</p> | <p>Arts: Make a poster on saving water and place it on the water points.</p> <p>Scientific temper: Make water filters using cotton, garden soil, sand and pebbles.</p> <p>Take initiative to become Jal Mitra to create awareness on the importance of drinking clean water in their locality.</p> | <p>English: Write five sentences on the importance of water for plants and animals.</p> <p>Maths: Activity How many glasses of water will fill a jug?</p> | <p>Classroom or poster making and maths activity.</p> <p>Field trip inside the school to see the proper water management in the school.</p> | <p>Classroom Activity: Poster making and math activity. Group discussion on sources, uses of water and storage of water.</p> <p>Home Assignment: Make a water filter.</p> <p>Flipped classroom: Giving notes to study at home for discussion in class.</p> | <p>Joyful method of learning</p> <p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Peer teaching</p> <p>Suggestive Assessment:- 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOTS questions</p> |

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| | | agementofwater andsanitation forall. | their localities. Also be come sensitive towards the sustainable usage of resources. | | | | | | estions (PI refer toRevisedBloom'sTaxonomy) |
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| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios) | Pedagogies (Suggestive) |
|------------------------------------|--|---|---|---|---|---|--|---|--|
| November No. ofPeriods =9 | Lesson12 Name-Going Places Concept: means of transport Sub-concepts Need fortravel Means to transport for far and near by places Newer ways of travelling Some special means of transport. Modern transport and pollution | Domain: C ognitiveDe velopment Curricular Goal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking | PANCHKOSHAVIKAS:VJ NANAMAYAKOSH C-7.3 Observes andunderstandsdifferent categories ofobjects andrelationships betweenthem. LearningOutcome: Basic: Identify differentmeans oftransport withtheirexamples. Medium: Learners will beable tounderstand theuses of all thethree means oftransport. Alsoidentify newerandsomespecialmeans oftransport. Advance: Learners will beabletosensitisetowardsj udicious usageof means oftransport. Also be able tofindoutthewaysto reduce traffic pollution. | Initiative Responsi bility. Critical thinking Adaptability | Arts: Draw anexample ofeachtypeof means oftransport. Scientifictemper: Observation of activities atthe station,airport,andbu sstop. | Maths: Write down themean oftransportinor derof their speedfrom the slowesttothefa stest. Music: Poemonmeansoft ransport. | Classroomfor drawing. Observationa trailwaystatio n,airport,bus stand. Homeasapla ce forlearning. Assemblyhall forpoems. | ClassroomActivity: Discuss withstudentsabout howtheytrav elto and fromschool. HomeAssianment: Collectpictures of differentmodes oftransport andclassify thedifferenttypes oftransport. Writedownthemean softransport in orderof their speedfrom the slowestto the fastest. Flippedclassroom: Giving notes to study at home fordiscussionin class | Joyfulmethodof learning Project- basedlearning Problemsolving Role- playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy) |

| Month | UNITY/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Psdagogies (Suggestive) |
|--|---|---|---|---|--|---|--|---|--|
| December 20Days No. ofPeriods =9 | <u>Lesson13</u> <u>Name- Communication</u> <u>Concept:</u> MeansofCommu nication. <u>Sub-concepts</u> Talkingwithout speaking. Mailing aletter. Othermeansofcom munication. | Domain:Cogni tiveDevelopm ent <u>CurricularG oal:</u> <u>CG-7</u> Children make sense of the world around them through observation and logical thinking | <u>PANCHKOSHAVIKAS:VIJN ANAMAYAKOSH</u> <u>C-7.3</u> Usesappropriatetools andtechnology indaily lifesituationsandforlearning. <u>LearningOutcome:</u> <u>Basic:</u> Identify differentmeans ofcommunicationwith theirexamples. <u>Medium:</u> Learners will beable to telltheuses of all thethree means ofcommunication. <u>Advance:</u> Learners will beable to learnaboutthecultureand traditions ofother countriesthrough meansofcommunication. | Criticalth inking Adaptabi lity Commu nication Socialskills | <u>Arts:</u> Draw anexample ofeachtypeof means ofcommunication <u>Sports:</u> Play Dum charades <u>Technology:</u> Findoutthe namesofIndian satellite currentlyworking oncommunication. | <u>English:</u> Be a news anchor and present news on current topics. <u>Art:</u> Use differenthand gestureshows differentmotio ns. <u>Music:</u> Communitysingin g indifferentlanguag es. | Classroomfor drawing. Homeforlear ning. Assemblyhall forcommunity singing. Computerlab AV Roomforprojecti on | <u>ClassroomActivity:</u> Play dumbcharades. Discussionandspeaking. Computer lab:how to usevariousapplicationsforonlin eclases. <u>HomeAssianment:</u> Write down thecity code alongwiththecountrycode. <u>Flippedclassroom:</u> Giving notes tostudy at home fordiscussioninclass | Joyfulmethodofle arning Project- basedlearning ProblemsolvingR role- playingPeerteach ing <u>SuggestiveA ssessment:-</u> 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy) |

| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundational stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
|---|---|--|--|--|---|---|--|---|---|
| January 22Days No. ofPeriods=7 | <u>Lesson14</u> <u>Name- Makingpots</u> <u>Concept:</u> Thingswe make anddo. <u>Sub-concepts</u> To meetbasicnee ds ofhumanbein gsmakethin gs. Art ofpottery Uses ofpots Steps ofmakingpots | <u>Domain:</u> Aestheti candCulturalDe velopment <u>CurricularG oals:</u> <u>CG-12</u> Childrendevelopab ilitiesandsensibil ities invisual andperformingart sandexpressthe ir emotions through art in meaningful and joyful ways. | <u>PANCHKOSHAVIKAS; Anandamayakosha</u> <u>C-12.1</u> Explores and plays with a variety of materials and tools to create two dimensional and three dimensional art works in varying sizes. <u>LearningOutcome:</u> <u>Basic;</u> Learners will be able to define pottery and identify some of the pottery. <u>Medium;</u> Learners will be able to explain the process of making pots and tell some of the uses of different pots. <u>Advance;</u> Learners will be able to sensitise towards the usage of earthen pottery items and handmade decorational items as it provides livelihood to the local artisans. | Criticalth inking Adaptabi lity Respons ibility Problems olving creativity | <u>Arts:</u> Draw andcolourthe thingsmade ofclay. <u>Scientific</u> <u>tempe rature:</u> Experimenting andcreating new potsand colourthem. | <u>Maths:</u> Identify differentsh apes andsizesof thepots. <u>Art:</u> Observeand drawdesigns onpottery itemsfamous in Khurja.(UP) <u>Music:</u> Beatand createmusic usingearthen pots. | Classroomfor groupdiscuss ion Exhibitionon handmade pottery itemsand metalhandic rafts. Alsodisc ussthem AV Roomforpro jection. Fieldtripto theschoolg round to collect different typesof soil. | <u>ClassroomActivity:</u> Extempore onwhywe shoulduse earthen pottery. Groupdiscuss iononhow clay itemsare goodfor the environment. <u>HomeAssignment:</u> Making different typesof potsusing wheel, pinch, slab, and coiled methods. with the helpof plasticine clayor moulding clay. <u>Flippedclassroom:</u> Giving notes to study at home for discussion in class. | Joyfulmethod oflearning Project- based learning Problemsolving Role- playing Peer teaching <u>Suggestive Assessment:-</u> 1. Reading 2. Worksheet 3. Multiple- choice Questions 4. Lower order thinking skills questions 5. HOTS questions (PI refer to Revised Bloom's Taxonomy) |

| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdisciplinary Integration | Learning Space (Suggestive) | Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios) | Pedagogies (Suggestive) |
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| No of Periods | | with Foundational stage) | | | | | | | |
|-------------------------------------|--|---|--|---|--|---|---|---|--|
| February No. of Periods =9 to 10 | <p>Lesson15</p> <p>Name: Textiles</p> <p>Concept: Things we make and do.</p> <p>Sub-concepts:</p> <p>Importance of clothes. Different ways of making clothes. Ways of making patterns. Wearing clothes. Unstitched clothes.</p> | <p>Domain: Aesthetic and Cultural Development</p> <p>Curricular Goal:</p> <p>CG-12</p> <p>Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p> | <p>PANCHKOSHAVIKAS: Anandamayakosha C-12.1&C-12.5</p> <p>Explores and plays with a variety of materials and to create two dimensional and three dimensional art works in varying sizes.</p> <p>Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage.</p> <p>Learning Outcome:</p> <p>Basic: Learners will be able to identify different types of fabrics. Name different processes involved in making clothes.</p> <p>Medium: Learners will be able to colour the clothes in dyes. Make patterns using vegetable blocks and tie and dye art.</p> <p>Advance:</p> <p>Appreciate and respect the cultural diversity seen in clothes seen in different states of our country.</p> | <p>Critical thinking</p> <p>Adaptability</p> <p>Creativity</p> <p>Social skills</p> | <p>Arts:</p> <p>Making different designs and patterns on clothes.</p> <p>Scientific temper:</p> <p>Observe and create patterns using vegetables.</p> <p>Technology</p> <p>Using Paint make a digital floral pattern</p> | <p>English:</p> <p>Write the names of clothes worn by men and women in India. Also name some unstitched clothes worn by people.</p> <p>Maths:</p> <p>Observe the shape and size of knitting needles.</p> <p>Make different shapes and patterns on handkerchief using stencils</p> <p>Art:</p> <p>Collect information about the special clothes of India.</p> <p>Kanjivaram sarees. Pashmina shawl Banarasi sarees.</p> | <p>Classroom or discussion and Dramas.</p> <p>Assembly hall for dance performance.</p> <p>AV Room for projection on the process of making clothes like spinning, weaving, knitting etc.</p> | <p>Classroom Activity:</p> <p>To wear a dupatta or long cloth in different styles to emulate what different people do and also to create their own designs for their clothes.</p> <p>Discussion and speaking</p> <p>Home Assignment:</p> <p>Observe the shape and size of knitting needles.</p> <p>Make different shapes and patterns on handkerchief using stencils.</p> <p>Flipped classroom:</p> <p>Giving notes to study at home for discussion in class</p> | <p>Joyful method of learning</p> <p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Peer teaching</p> <p>Suggestive Assessment:-</p> <p>1. Reading 2. Worksheet 3. Multiple-choice</p> <p>Questions</p> <p>4. Lower order thinking skills questions</p> <p>5. HOTS questions</p> <p>(PI refer to Revised Bloom's Taxonomy)</p> |

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3 SUBJECT COMPUTER

AN OVERVIEW OF CENTRALISED SYLLABUS BIFURCATION FOR APSs (PRIMARY- PREPARATORY LEVEL CLASS III COMPUTER)

Academic Session 2023-24

Class: ...III

Subject: COMPUTER

| <u>Term I</u> | | <u>Term II</u> | |
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| <u>Periodic Test I</u> Month and content coverage | <u>MID TERM Exam</u> Month and content coverage | <u>Periodic Test I</u> Month and content coverage | <u>Annual Exam</u> Month and content coverage |
| Apr-Lesson 1 Computer and its components | Aug- Lesson 4 Word Processors (MSWord 2016) | Oct-Lesson 5 Internet Concepts: | Dec-Lesson 7 Scratch 3.0 Concepts |
| | | | |
| May- Lesson 2 Windows Operating System | Sep - Revisions and Lab Practicals | Nov-Lesson 6 Algorithm and sequence | Jan- Lesson 8 AI Vs Human Intelligence |
| | | | |
| July- Lesson 3 Paint 3D | | | Feb- Revisions and Lab Practicals |
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| Schedule of <u>Periodic Test I</u> to be scheduled in the month of <u>July(third week)</u> | Schedule of <u>Mid term exam</u> to be scheduled in the month of <u>Sep (third week)</u> | Schedule of <u>Periodic Test II</u> to be scheduled in the month of <u>Dec (first week)</u> | Schedule of <u>Annual exam</u> to be scheduled in the month of <u>Mar (first week)</u> |
| Formative assessment in the class : <ol style="list-style-type: none"> 1. Attendance of student (5 marks) 2. Subject enrichment activity(5 marks) 3. Project based activities (5 marks) 4. Portfolio (5 marks) 5. Multiple Assessment based on speaking and listening skills (5 marks) | | Formative assessment in the class : <ol style="list-style-type: none"> 1. Attendance of student (5 marks)- 2. Subject enrichment activity(5 marks)- 3. Project based activities (5 marks)- 4. Portfolio (5 marks) 5. Multiple Assessment based on speaking and listening skills (5 marks) | |

| Month | UNIT/ LESSON | Domain & Curricular Goals (mapping with Foundations I stage) | Competency & Learning Outcome | 21st Century skills | Integrating AWES Initiatives | Interdiscipli nary Integration | Learning Space (Suggestive) | Assignments(S uggestive) (Observation, Checklist, Worksheets,R ubric,Portfoli os) | Pedagogies (Suggestive) |
|---------------|----------------------------|--|-------------------------------------|----------------------------|------------------------------------|--------------------------------------|--------------------------------|---|----------------------------|
| No of Periods | 6. Periodic tests(5 marks) | | | 6. Periodic tests(5 marks) | | | | | |

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| APRIL 2023 (22 days) No of Periods = 8 | Name:-Lesson 1Computer and its components CONCEPT:- <ul style="list-style-type: none"> • Computer System • Computer and its working • Characteristics of a computer • Hardware and software • Application | Domain: Cognitive Development Kosha: Annamaya Kosha Curricular Goal: CG 8- Children Develop understanding of the different parts of the computer | Competency:C - 8.7 Recognises and used the different parts of the computer system Learning Outcomes: Basic <ul style="list-style-type: none"> • Identifies the different parts of a computer Medium <ul style="list-style-type: none"> • Identify the parts of a computer and | <ul style="list-style-type: none"> • Recalling Skills • Effective Skills • Fine Motor Skills • Cognitive Skills | Technology Creating a story on Ms word, and saving it in the computer storage | English: Narrating the story created in the class Art: Creating a story through drawing / collage and replicating | <ul style="list-style-type: none"> • Classroom • Computer Lab Library for reading different stories | Class Assignment: Individual activity of Identify and name the icon of MS office, Windows Observation Checklist Teacher will observe and | Pedagogy: Explanation & Discussion, Contextual Examples Suggestive Assessment: <ul style="list-style-type: none"> • Multiple choice questions Identify and name the icon of MS office, Windows (individual activity) |
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| | Software | | <p>name the systems of a computer</p> <p>Advance</p> <ul style="list-style-type: none"> Identify the components of both hardware and software Able to express the uses of the components of the computer <p>CwSN Assistive Learning: Identify the monitor and the keyboard and try to type</p> | | | the same in computer practical class | | <p>note the learners' level of understanding</p> <p>Rubrics: Separate rubrics for different learning outcomes levels</p> | |
| <p>MAY 2023 (21 days) No of Periods = 8</p> | <p>Name: Lesson 2Windows Operating System</p> <p>Concept</p> <ul style="list-style-type: none"> Functions of a operating system User Interface Windows10 Working on Desktop screen Starting an application Program | <p>Domain: Cognitive Domain</p> <p>Kosha:Vijnanama ya Kosha</p> <p>Curricular Goal: CG 7- Children make sense of the world around through observation and logical thinking</p> | <p>Competency:C-7.3 Uses appropriate tools and technology in daily life situations and for learning</p> <p>Learning Outcomes:</p> <p>Basic: Shows inclination to use simple applications of the windows operating system</p> <p>Medium: Is able to use at least two/ three applications of the Windows Operating System</p> <p>Advance: Shows fluency, comfort and competency in using the applications of the Operating System</p> <p>CwSN Assistive Learning: Observe the Windows Screen and the icons</p> | <ul style="list-style-type: none"> develop organizational and fine motor skills in the students Thinking skills | <p>Technology Understanding the functionality, applicability and usage in daily life activities</p> | | <ul style="list-style-type: none"> Computer lab Audio visual room At home (PC, Laptop, Tab etc) | <p>Class/ Lab Practice Start an app in windows by using all the three methods mentioned in the chapter.</p> | <p>Pedagogy:</p> <ul style="list-style-type: none"> Explanation and discussion Contextual understanding (in the practical classes) <p>Activity: Select, Deselect and arrange various icons. Start an app in windows by using all the three methods mentioned in the chapter.</p> <p>Suggestive Assessment:</p> <ul style="list-style-type: none"> Observation by teacher |

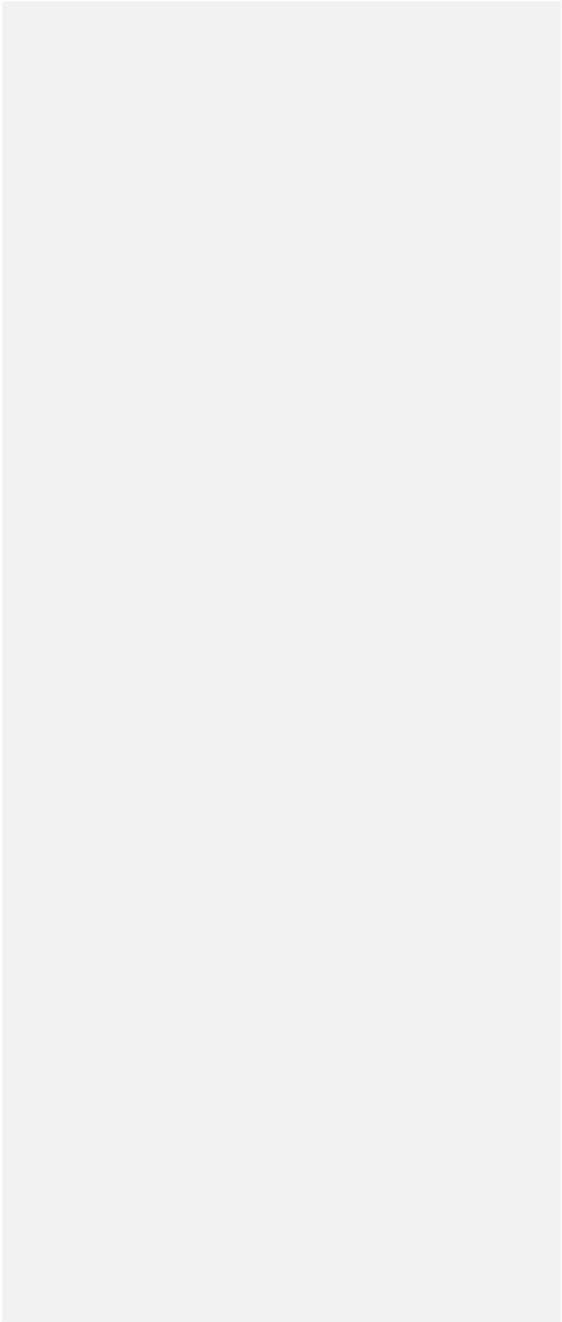
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| | | | (with resource room assistance) | | | | | | |
| <p>JULY 2023 (23 days) No of Periods = 8</p> | <p>Name: Lesson 3 Paint 3D</p> <ul style="list-style-type: none"> Concept Identify 2D and 3D shapes Paint 3D window component Draw 2D shapes and 3D objects Add stickers, 3D text and effects in a project Use 3D library to add 3D objects | <p>Domain Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal C-7</p> <p>Children make sense of the world around through observation and logical thinking</p> | <p>Competency C-7.3 Uses appropriate tools and technology in daily life situations</p> <p>Learning Outcomes</p> <p>Basic Understands and able to identify 2D and 3D shapes on a computer</p> <p>Medium Chooses appropriate tools for appropriate work while doing land work or in the computer</p> <p>Advance</p> | <ul style="list-style-type: none"> Creativity and innovation Intellectual skill Recognising skill | <p>Arts Learners will learn to add different elements to make a scenery</p> | <p>Maths Identify the 2D shapes and name them, also mention the number of sides, angles etc</p> | <ul style="list-style-type: none"> Classroom environment Computer lab for practical experience Home environment | <p>Class Assignment: Create different designs, objects of your choice on paint 3D</p> | <p>Methodology: Explanat ion & Discussion, Contextual Examples</p> <p>Activity: Make a list of hardware and software devices. Explore system software on desktop in lab</p> |

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| | | | <p>Pays attention to thematic detail, materials, properties, space and situations while creating and viewing works of art.</p> <p>CwSN Assistive Learning:</p> | | | | | | |
| <p>AUGUST 2023 (23 days) No of Periods = 8</p> | <p>Name: Ch-4 Word Processors (MSWord 2016)</p> <ul style="list-style-type: none"> • Word Processor • Types of word processor • The Word Window • Creating a New document • Selecting text in a document • Saving a document | <p>Domain Cognitive Development</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-7</p> <p>Children make sense of the world around through observation and logical thinking</p> | <p>Competency C-7.3 Uses appropriate tools and technology in daily life situations</p> <p>Learning Outcome Basic</p> <ul style="list-style-type: none"> • Uses tools and implements with some degree of effectiveness in work situations <p>Medium</p> <ul style="list-style-type: none"> • Shows simple usage of digital technology of using MS word in learning situations <p>Advance</p> <ul style="list-style-type: none"> • Shows | <ul style="list-style-type: none"> • Systematic skills. • Effective Skills • Cognitive Skills • Organising and presentation of given information in a systematic manner | <p>Technology : Children understand the use and applicability of technology in their everyday life</p> | <p>English: Type a paragraph on 'Importance of Reading' in MS Word using all the features</p> | <p>Classroom Computer lab</p> <ul style="list-style-type: none"> • Home environment | <p>Class Assignment: Create a word document and show the use of the different features</p> <p>Teacher's observation checklist</p> | <p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning. Activity:</p> <ol style="list-style-type: none"> 1. Open word, create a new document and type your favorite story. 2. Apply the formatting tools like Bold, Italic, Underline, Font Size, Color, Et |

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| | | | dexterity in using simple tools for drawing, typing, colouring, saving a document CwSN Assistive Learning: | | | | | | |
| SEPTEMBER 2023 (21days) No of Periods = 8 | Revisions and Lab Practicals | | | | | | | | |
| OCTOBER 2023 (15days) No of Periods = 7 | Name: Lesson 5 Internet Concepts: <ul style="list-style-type: none"> • Meaning and usage • Terms used in internet | Domain Cognitive Development Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world around through | Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcome Basic Reads a short set of simple, written instruction and follows them | <ul style="list-style-type: none"> • Self- directed learning skill • Skills of exploration and organisation | Technology : Children understand the usage and applicability of technological inventions in daily life | Classroom Computer lab Home environment | Class Assignment; Lab practical activity Teacher's observation checklist Rubrics for analysing and assessing learner's understanding | Methodology: Explanat ion & Discussion, Contextual Examples, Experiential Learning. Lab Activity: With the help of your teacher in the school, open the web browser and find the information on "Ten Famous Indian foods" and type the same on MSWord. | |

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| | | observation and logical thinking | <p>Medium</p> <p>Reads short items and uses information in work situations</p> <p>Advance</p> <p>Reads short pieces of information and explains the content</p> <p>CwSN Assistive Learning</p> | | | | | | |
| <p>NOVEMBER20 23 (23 days) No of Periods = 8</p> | <p>Name Ch-6 Algorithm and sequence</p> <p>Concept</p> <ul style="list-style-type: none"> Understand algorithm and sequencing Branching if- then situations Abstractions Debugging | <p>Domain Cognitive domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-8 Children develop logical thinking and understanding and abilities to</p> | <p>Competency C-8.2</p> <ul style="list-style-type: none"> Identifies and logically sequences simple patterns of different situations in their surroundings <p>Learning Outcomes</p> <p>Basic Recognises and repeats the sequence</p> | <ul style="list-style-type: none"> Cognitive skills Logical Thinking Spatial Skills Development of sorting, sequencing and spatial intelligence | | | <p>Classroom Computer lab Home environment</p> | <p>Class Assignment: Understand about algorithm and sequencing. Learn about branching (if then) statement Learn about abstraction and</p> | <p>Methodology: Explanation & Discussion, Contextual Examples</p> <p>Activity: Write an algorithm to make Maggie Noodles.</p> |

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| | | recognise the world through the use of sorting and sequencing | of a given situation Medium Describes the sequence of the given situation and creates a new situation Advance Describes the rule of the sequence and applies it on abstract situations | | | | | debugging. | |
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| <p>DECEMBER202 3 (19 days) No of Periods = 8</p> | <p>Name Chapter 7- Scratch 3.0</p> <p>Concepts</p> <ul style="list-style-type: none"> • Meaning of Scratch • Components of Scratch 3 Window • Work with Scratch blocks <p>Working on a Scratch Programme</p> | <p>Domain Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-8</p> <p>Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures</p> | <p>Competency C-8.12</p> <p>Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements</p> <p>Learning Outcomes</p> <p>Basic Creates a variety of visual imagery and sound explorations to symbolize objects, people and emotional experiences</p> <p>Medium Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas</p> <p>Advance Pays attention to thematic details, material properties</p> | <ul style="list-style-type: none"> • Creative Thinking • Skill of Aesthetic Appreciation • Programming skills. • Cognitive skills <ul style="list-style-type: none"> • • <p>Understanding skills.</p> | | <p>Classroom Computer lab Home environment</p> | <p>Teacher's observation rubrics</p> <p>Understand the meaning and advantages of scratch.</p> <ul style="list-style-type: none"> • Understand components of scratch 3 window. • Identify and work with scratch blocks. • Create run a scratch program. <ul style="list-style-type: none"> • Save a scratch project. | <p>Methodology:Explanat ion & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Draw and Label the components of scratch window. |
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| <p>JANUARY 2024 (21 days) No of Periods = 8</p> | <p>Name: Lesson 8– AI Vs Human Intelligence</p> <p>Concepts</p> <ul style="list-style-type: none"> • Meaning and features of Human Intelligence • Difference between AI and Human Intelligence <p>Weak AI and Strong AI</p> | <p>Domain Cognitive Domain</p> <p>Kosha: Vijnanamaya Kosha</p> <p>Curricular Goal CG-7 Children make sense of the world through observation and logical thinking</p> | <p>Competency C-7.2</p> <p>Observes and understands different categories of objects and relationship between them</p> <p>Learning Outcome</p> <p>Basic Identifies and describes common objects/ people on their own</p> <p>Medium Notifies and describes details of characteristics of common people and compares with the characteristics of robots</p> <p>Advance Identifies and describes finer details of the characteristics of humans and comparison of the same with characters created through artificial intelligence</p> | <ul style="list-style-type: none"> • Critical thinking • Creativity and Innovation • Spatial Understanding • Technological Literacy | <p>Technology :</p> <p>Children understand the usage and applicability of technological inventions in daily life</p> | <p>Classroom Computer lab Home environment Atal Tinkering Lab</p> | <p>Teacher's observation rubrics</p> <p>Understand the meaning and features of human Intelligence.</p> <ul style="list-style-type: none"> • Differentiate between human Intelligence and AI. • Learn about weak AI and Strong AI. • Understand how to play quick, Draw. | <p>Methodology: Explanation & Discussion, Contextual Examples,</p> <p>Experiential Learning.</p> <p>Activity:Demonstration of quick, draw! and familiarization of various tools</p> |
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| FEBRUARY 2024 (19days) No of Periods = 8 | Revisions and Lab Practicals | | | • | | | | | |
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APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: III

Subject: Art and Craft

| <u>Term I</u> | <u>Term II</u> |
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| Month- content coverage | Month- content coverage |
| Apr- L-1 Introduction of Art and craft Craft L-1 Sunflower Craft with paper plate | October –Art L-8 Diya Drawing and Colouring, Craft L-8 Diya Decoration,GreetingCardsMaking |
| May-Art L -2 Primary Colours, L- 3 Fun with lines Craft l-2 Mother Day Greeting Card | November –Art L-9 Mosaic painting Craft – L-9 Fun with craft- Save Mother Earth |
| June – Art L 4 fun with letters Craft L-4 Know about Shapes | December Art L-10Story telling painting Craft : L- 10 Christmas, New year Greeting cards making |
| July- Art L-5 Sketching of different objects, Craft L-5 Origami (Paper Folding) | January Art L-11 Fun with colours Blow painting Craft L-12 Fun with Craft – Flower vase, paper boat |
| August – Art L-6 Flag Drawing, Rakhi making Craft L-6 – Rakhi making ,Independenc day greeting card making activity | February , March:-Art- L-12 Vegetable Printing Craft :- L-12 Holi Greeting Cards making |
| September- Art L-7 Drawing practice Birds, Animals Craft L-7 Best out of waste | |

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT ART AND CRAFT)

Lesson 1- INTRODUCTION OF ART AND CRAFT, SUN FLOWER CRAFT

| | | | | | | | |
|---|-----------------------------------|----------------------------------|--|---|---|---|--|
| Class: 3 | Curricular Goals (CG12) | Competencies C12.1 | Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Introducing Art and Craft by Involving kids in some art activities. (Listening Skill) (Medium Level) (Speaking Skill) (Advanced Level) (Reading Skill) (Writing Skill) | CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Introducing Art and Craft with the help of Flash Cards. VI Students Real objects related Play dough to make sunflower Craft | Suggested Innovative Pedagogies Activity Based Learning- Sun Flower Craft Experiential Learning- Theme-Based Learning- Learning Spaces Indoor Outdoor | Suggested Assessment (Use of Assessment Tools & Observation) Assignments given to the students |
| Month- April - May | | | | | | | |
| (Approx No of Teaching Days) 22- 25 | | | | | | | |
| No of Periods: 2-3 | | | | | | | |

Lesson 2-
COLOURS
DAY

| | | | | | | | |
|--|--|---|--|--|---|---|--|
| <p>Class: 3</p> <p>Month- April – May</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 2-3</p> | <p>Curricular Goals (CG12)</p> | <p>Competencies C12.3</p> | <p>Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Teaching of Primry colours To draw shapes on blackboard and colour them with primary colours. (Listening Skill)</p> <p>(Medium Level) Mother’s Greetings Cards (Speaking Skill)</p> <p>(Advanced Level) Read stories about family. (Reading Skill)</p> | <p>CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:- HI students- Making different shapes and colour them. VI Students Using charts,flash cards related to primary colours. LD students Making mother’s day greeting cards AutismLife skill activity and self help</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Learning Making greeting Cards for Mother’s D Experiential Learning- Learning colours through nature (Vibgyor) Learning about family Learning Spaces - Indoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students</p> |
|--|--|---|--|--|---|---|--|

PRIMARY
,MOTHER

GREETING CARDS

Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER

| | | | | | | | |
|-----------------|-------------------|---------------------|------------------|----------------------------------|-------------|-----------------------------|------------------|
| Class: 3 | Curricular | Competencies | Syllabus- | Competency Based (Graded) | CwSN | Suggested Innovative | Suggested |
|-----------------|-------------------|---------------------|------------------|----------------------------------|-------------|-----------------------------|------------------|

| | | | | | | | |
|---|-----------------------------------|---------------|--|---|---|---|---|
| <p>Month- April - May</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 2-3</p> | <p>Goals (CG) CG12</p> | <p>CG12.1</p> | <p>(As per Prescribed book subject – Art and craft)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>Art and Craft PM Publisher Pvt.LTD</p> | <p>Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Observe the different patterns Making paper plate flower</p> <p>(Listening Skill)</p> | <p>Assistive Learning (In consultation with Special Educators)</p> <p>& Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Helping students to make different patterns with lines.</p> <p>VI Students Use a large font to make pattern.</p> <p>LD students Making paper plate flowers</p> <p>Autism</p> | <p>Pedagogies</p> <p>Theme-Based Learning- Making paper plate flowers</p> <p>Learning Spaces- Indoor</p> | <p>Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students</p> |
|---|-----------------------------------|---------------|--|---|---|---|---|

Lesson 4 FUN WITH LETTERS, KNOW ABOUT SHAPES

| | | | | | | | |
|--|-------------------------|-------------------|--|---|--|---|--|
| Class: 3 | Curricular Goals | Competency | Syllabus- | Competency Based | CwSN | Suggested Innovative Pedagogies | Suggested Assessment |
| Month-June- July | (CG) CG12 | CG12.1 | (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher | (Tasks/Activities assigned for CW & HW) | Assistive Learning (In consultation with Special Educators) & Use of IE Room | Theme-Based Learning Learning alphabets through Art | (Use of Assessment Tools- Observatio |
| (Approx No of Teaching Days) 22- 25 | | | Art and Craft PM Publisher Pvt.LTD | (Basic Level) Observe the English letters coming to the life by adding various facial features (Listening & Speaking skills) | CwSN -Assistive Learning:- HI students- Show and tell with 3d letters, shapes | Experiential Learning- Helps students to know about shapes in Maths. | Assignments given to the students |
| No of Periods: 2 | | | | (Medium Level) Know about Shapes (Reading Skill) (Writing Skill) | VI Students Feel and tell the real letters and shapes. LD students Make naming words - flash cards with names. Autism: Sorting naming words in different boxes. | Learning Spaces- Indoor Outdoor Playground | |

Lesson 5- SKETCHING OF DIFFERENT OBJECTS , PAPER FOLDING ORIGAMI

| Class: 3 | Curricular Goals (CG) CG12 | Competencies C12.3 B1 | Syllabus- (As per Prescribed book subject – Art and craft) | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools &Observatis |
|------------------------------|----------------------------|-----------------------|--|---|--|--|--|
| Month- June- July | | | Name of the book | (Basic Level) | HI students | Activity Based Learning- Paper folding activity | Asignments given to the students |
| (Approx No of Teaching Days) | | | Name of Publisher | Learn to draw a cat and do colouring | Help the students to dwar cat in easy way | Experiential Learning- | |
| 19 - 21 | | | Art and Craft PM Publisher Pvt.LTD | Making different objects with paper folding eg Cat, Dog, Rabbit, Butterfly. | Showing and explaining information about pet animals. Colouring worksheets on pet animals. | Feed and take care of animals in your locality when injured. | |
| No of Periods: | | | | (Listening Skill) | Wordsearch activity | Learning Spaces Indoor Outdoor | |
| 2 | | | | (Medium Level) | VI Students | | |
| | | | | (Speaking Skill) | Using a flash card and 3d picture (show and explain) | | |
| | | | | (Advanced Level) | Large font worksheet | | |
| | | | | Making origami objects on students imagination based | LD students | | |
| | | | | (Reading Skill) | Use a assistive technology | | |
| | | | | (Writing Skill) | Showing a video | | |
| | | | | | Autism | | |
| | | | | | Puzzle on animals | | |
| | | | | | Draw and speak about your favourite animal. | | |

DRAWING , RAKHI MAKING, DRAWING,CARD MAKING

| Class: 3 | Curricular Goals | Competencies | Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level National flag Drawing Rakhi Drawing, Rakhi making .greeting cards making on Independence Day. (Listening Skill) | CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students-Making Independence Day greeting cards. Rakhi Making with Thread and paper VI Students Rakhi Making with Thread and paper LD students DIY- paper puppet Autism Making worksheets on independence Day | Suggested Innovative Pedagogies Activity-Based Learning Making Greeting cards and Rakhis Learning Spaces- Indoor Outdoor | Suggested Assessment (Use of Assessment Tools & Observation) Assignments given to the students |
|--|------------------|--------------|---|--|---|---|---|
| Month- AUGUST (Approx No of Teaching Days) 19 - 21 No of Periods in this month: 7-8 | (CG) CG12 | C12.3 | Art and Craft PM Publisher Pvt.LTD | | | | |

LESSON 7 DRAWING PRACTICE BIRDS, BEST OUT OF WASTE

| | | | | | | | |
|--|--|---|--|---|--|--|---|
| <p>Class: 3</p> <p>Month- September</p> <p>(Approx No of Teaching Days) 19 - 21</p> <p>No of Periods in this month:7-8</p> | <p>Curricular Goals (CG) CG12</p> | <p>Competencies C12.1,D4</p> | <p>Syllabus- (As per Prescribed book subject – Art and craft)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>Art and Craft PM Publisher Pvt.LTD</p> | <p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Drawing and colouring practice Birds in easy way</p> <p>(Medium Level) Making Imagination paintings related to birds</p> <p>(Advanced Level) Best out of waste</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Show the flash cards of birds</p> <p>VI Students Worksheet on different birds</p> <p>LD students Autism Audio books</p> | <p>Suggested Innovative Pedagogies</p> <p>Theme-Based Learning- Draw birds with alphabets</p> <p>Experiential Learning- Best use of waste material</p> <p>Learning Spaces- Indoor Outdoor Playground</p> | <p>Suggested Assessment (Use of Assessment Tools-Observation)</p> <p>Assignments given to the students</p> |
|--|--|---|--|---|--|--|---|

Lesson 8 DIYA DRAWING, DIYA DECORATION, GREETING CARDS MAKING

| | | | | | | | |
|---|--|---|---|--|--|---|---|
| <p>Class: 3</p> <p>Month- OCTOBER</p> <p>(Approx No of Teaching Days) 20-21</p> <p>No of Periods in this month: 7-8</p> | <p>Curricular Goals (CG)</p> <p>CG12</p> | <p>Competencies</p> <p>C12.3 C2</p> | <p>Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>Art and Craft</p> <p>PM Publisher Pvt.LTD</p> <p>Grow more trees.</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level)</p> <p>Diwali diya drawing</p> <p>Diwali diya decoration activity</p> <p>(Listening Skill)</p> <p>(Medium Level)</p> <p>Role Play of a tree.</p> <p>(Speaking Skill)</p> <p>(Advanced Level)</p> <p>Making Diwali Hand made greeting cards</p> <p>(Reading Skill & Writing Skill)</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students-</p> <p>Flash card,</p> <p>Showing real Diyas and lamps for Diwali Festival.</p> <p>VI Students Showing real Diyas and lamps for Diwali Festival</p> <p>LD students</p> <p>Showing real Diyas and lamps for Diwali Festival</p> <p>Autism-</p> <p>Worksheet on diya decoration, card ,making</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Greeting cards making activity</p> <p>Theme- Based Learning- Know about Indian culture</p> <p>Experiential Learning</p> <p>Making diyas</p> <p>Learning Spaces Indoor</p> <p>Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students</p> |
|---|--|---|---|--|--|---|---|

LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING

| | | | | | | | |
|---|--|---------------------------------------|---|--|---|--|--|
| <p>Class: 3</p> <p>Month- November</p> <p>(Approx No of Teaching Days) 20-21</p> <p>No of Periodsin this month: 7-8</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY C12.1 B3</p> | <p>Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft)</p> <p>Name of the book</p> <p>Name of Publisher</p> <p>Art and Craft PM Publisher Pvt.LTD</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Making paper boat</p> <p>Mosaic art style</p> <p>(Listening Skill)</p> <p>(Medium Level) Making flower vase with paper</p> <p>(Speaking Skill)</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Explain how to make paper boat by giving demo by teacher</p> <p>Showing a video,related to paper craft</p> <p>, VI Students Making Mosaic Art with Tiles</p> <p>LD students</p> <p>Autism: Making paper boat</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity-Based Learning- How to make a paper boat, flower vase</p> <p>Learn warm and cool colours with mosaic painting</p> <p>Learning Spaces- Indoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students</p> |
|---|--|---------------------------------------|---|--|---|--|--|

LESSON 10 STORY TELLING PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

| | | | | | | | |
|---|-------------------------|-------------------|---|--|---|--|--|
| Class: 3 | Curricular Goals | COMPETENCY | Syllabus- (Syllabus- | Competency Based (Graded) Learning | CwSN | Suggested Innovative Pedagogies | Suggested Assessment |
| Month- December | (CG) CG12 | CG12.1 D4 | (As per Prescribed book subject – Art and craft) | (Tasks/Activities assigned for CW & HW) | Assistive Learning (In consultation with Special Educators) & Use of IE Room | Activity- Based Learning- | (Use of Assessment Tools- Observation) |
| (Approx No of Teaching Days) | | | Name of the book | (Basic Level) | CwSN -Assistive Learning:- | Enhance self expression | Asignments given to the students |
| 20-21 | | | Name of Publisher | Story telling painting | HI students- | Helps in socializing | |
| | | | Art and Craft | (Medium Level) | Making stiry telling worksheets. | Learning Spaces- | |
| No of Periods: | | | PM Publisher Pvt.LTD | Making Christmas and New year Greeting cards and persent it to your family members. | VI Students | Indoor | |
| 7-8 | | | | | LD students | | |
| | | | | | Autism | | |

APS Syllabus Bifurcation Overview
Academic Session 2023-24 (Summary)

Class: III

Subject: Physical Education

- ✓ Class – 3rd
- ✓ Age of Students – 8 to 9 Yrs
- ✓ Number of students – 35 (Approx.)
- ✓ Teaching Aim – To develop strength, speed and flexibility through engaging in a wide variety of physical actives.
 - ✓ Equipment used – Cones, bars, stopwatch, skipping ropes.
 - ✓ Safety – Very good warm-up, proper distance, clear instructions.
 - ✓ Syllabus plan for the year 2023-24 is mention below -

Introductory part – 05 minutes

Preparatory part – 05 minutes

Main part –25 minutes

Closing part – 05 minutes

| Term – 1 | | Term - 2 | |
|--|---|---|---|
| Apr to Jun | Jul to Sep | Oct to Dec | Jan to Mar |
| <ul style="list-style-type: none"> • Introduction of warmup and instant activity. • Introduction of Movement and fitness activity. • Introduction of Games (Football, Kho-Kho & Kabaddi) and practice. • Introduction of mental health exercises | <ul style="list-style-type: none"> • Introduction of Indoor games (Chess, Carrom board & Snake Ladder) • Introduction of Marching and march pass. • Introduction of Track and Field events in Athletics. (100 mtr race, 200 mtr race, Long Jump, Relay-race) | <ul style="list-style-type: none"> • Introduction of Yoga and meditation • Aerobic exercises (Running & Jogging, Cross Country) • Lezim and dumbbells exercises. • Annual Sports Meet | <ul style="list-style-type: none"> • Introduction and practice of cricket <ul style="list-style-type: none"> • Yoga and meditation. • Practice of term-1 games. • Introduction and practice of Basketball. |

| <u>Term I</u> | <u>Term II</u> |
|--|--|
| Month- content coverage | Month- content coverage |
| Apr- L-1 Introduction of Physical Education and adaptive physical edu. Importance of physical activities in daily life Gross motor skills and fine motor skills for all categories of students (CWSN) through inclusive edu. | October –Implementation of Indoor games. There rule terminology etc. Classwise matches to further nurture and train good students for future competitions as per age categories and practise Annual Athletic meet |
| May- Introduction of Yoga in play way method, And Adaptive Yoga for (CWSN) students and introduction of lazium and Dumbbells | November –Rehasarls for drills and athlectic events and conduct of Annuanlathlectic meet |
| June – Celeberation of Yoga Day(21 June) Introduction of indiginiuos&Outdoor games to enhance psychomotor skills , cognitive ability and assertiveness in child (kho-kho , pithuu, dog and the bone, postman football, basketball ,cricket etc) | December Meditational Yoga to enhance the concentration level of the students to perform well in the exams |
| July- implementationof Basic rules of all indigenious games to develop speed strength coordination flexibility and endurance .Fitness test for students | January Inter and Intra class matches of indoor and outdoor games |
| August- Medical test to check Postural deformities in children at early stage of life (knock Kness, flat foot, Bow legs etc.) and | February ,Fun and frolic activities,yoga session and maas PT to keep students fresh and active for upcoming exams |
| September- Introduction of indoor games chess carom,etc)Practise and Prepration for Athlectic meet | March – Annual Exams begins |

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT PHYSICAL EDUCATION)

Lesson 1- Physical Education and Yoga

| Class: 3 | Domains | Curricular Goals (CG) | Competencies (C:) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) (TOOLS) |
|--|--|--|---|---|---|--|--|--|
| Month- April - May (Approx No of Teaching Days) 08 No of Periods: 4 -8 | Learning- Cognitive or mental skills related to the knowledg e of movement and assertive ness | To use body as the main tools for educationg the students and to teach them how the sports can help the students to become good citizen of country and shoulder the responsibility of society and nation through Sports and games.which provide the Holistic development to the child . | C3.2 Learning about gross motor skills (introduction of use of big muscles for locomotion and doing big movements) and fine motor skills (use of small muscles in our hands and writs to do daily activity like holding,and writing etc. | Students will able to learn about the importance of physical education in their daily life. Students will able to learn about the basic rules to do yoga asanas as per the age category for eg.Padmaasana, tad asana ,vajarasanatrikonasa naandpaschimustaas ana etc. | (Basic Level) Children will try to practise implement and .the topic taught to them through demonstration Medium Level Children will able to do the basic postures with little or no difficulties. (Advanced Level) Students will able to do the postures in prefect way as taught by the trainer | Assistive Learning (In consultation with Special Educators) & Use of IE CwSN -Assistive Learning:- In addition to being an excellent form of exercise. Physical activities and Yoga are powerful form of therapy for children with disabilities. They get more curiosity to know about the history Yoga (through pictures and videos. | Activity Based Learning- Pictures, videos, live demonstration by the teacher. Theme-Based Learning- 1. To enable the student to have good health. 2. To practice mental hygiene 3. To possess emotional stability. 4.To integrate moral values. | (Use of Assessment Tools & Observation) (TOOLS) Fitness testing Skill assessment Reflection and feedback Portfolios |

Lesson 2- Summer Sports and Fitness Program And Rules

| Class: 3 | Domains | Curricular Goals (CG) | Competencies (C:) C3.1 | Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|--|---|---|--|--|--|---|---|--|
| Month- June - July (Approx No of Teaching Days) 08 No of Periods: 4-8 | Team building, Safety and first aid, Focusing on specific skills, Decision making | CG-3 Promoting physical fitness, Developing sports skills, enhancing speaking skills, cultural activities, tracking and evaluating progress. | Physical fitness: <i>Children should be able to develop their endurance, strength, flexibility, and balance through physical activity.</i> Coordination: <i>Children should be able to develop their coordination and control of their movements, such as eye-hand coordination, foot-eye coordination, and balance.</i> | 1. Improved physical fitness through regular physical activity 2. Enhanced motor skills, such as running, jumping, throwing, catching, and kicking 3. Increased coordination and control of movements 4. Teamwork and sportsmanship skills, including cooperation and integrity Leadership skills, such as communication, decision-making, and responsibility. | (Basic Level) Students will be introduced techniques related to physical activity. (Medium Level) Students will build upon skills learned at the basic level. (Advanced Level) Advanced yoga mastery explained in complex tasks. | Assistive Learning (In consultation with Special Educators) & Use of IE Room. CwSN -Assistive Learning:- Physical fitness and sports program can be provided through adapted equipment, modified activities, visual aids, peer support, individualized instruction, sensory integration techniques, assistive technology, breaks and accommodations, and fostering an inclusive environment in consultation with Special Educators. | Activity Based Learning- This pedagogy involves learning through hands-on experiences and participation in physical activities. Theme Based Learning- This pedagogy involves incorporating a theme into the program and designing learning activities around that theme. | Skill-Based Assessments, Safety Assessment, Peer and Self-Assessment. |

Lesson 3- Health and Fitness Activities

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|--|---|---|---|--|--|--|---|---|
| <p>Class: 3</p> <p>Month- August- September</p> <p>(Approx No of Teaching Days) 08</p> | <p>Domains</p> <p>Physical health, mental health, social health, emotional health, environmental health.</p> | <p>Curricular Goals (CG)</p> <p>CG-3</p> <p>Develop and maintain physical fitness through regular exercise and healthy lifestyle choices</p> <p>Improve overall health and well-being through physical activity, nutrition, and stress reduction techniques</p> | <p>Competencies (C:)</p> <p>C –3.2</p> <p>1. Physical Competency: The ability to perform various physical activities with proper form and technique, including cardiovascular and muscular endurance, flexibility, and balance.</p> <p>1. Leadership Competency: The ability to take initiative and provide guidance to others during physical activities.</p> | <p>Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level)</p> <p>1. Develop an understanding of the importance of physical activity for overall health and wellness patterns with proper form and technique.</p> <p>2. Identify and describe the benefits of different types of physical activity, such as aerobic exercise, strength training, and flexibility exercises.</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level)</p> <p>1. Health and Wellness Competency: Students will be able to identify basic health and wellness concepts such as proper nutrition, hydration, and sleep.</p> <p>(Medium Level)</p> <p>Students will demonstrate medium proficiency in various physical activities, including cardiovascular and muscular endurance, flexibility, and balance.</p> <p>(Advanced Level)</p> <p>Students will demonstrate mastery in advanced physical activities such as competitive sports, advanced yoga poses, or high-intensity interval training</p> | <p>CwSN Assistive Learning (In consultation with Special Educators)</p> <p>CwSN -Assistive Learning:-</p> <p>Adapted equipment, such as hand pedals for bikes, can enable students with physical disabilities to participate in physical activities</p> <p>1. Peer support: Pairing students with special needs with peer buddies can provide support and encouragement during physical activities.</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Outdoor learning: Utilizing outdoor spaces for learning and physical activities, such as nature hikes or outdoor yoga classes, can provide a refreshing change of scenery and a connection to nature.</p> <p>Fitness challenges: Incorporating fitness challenges, such as timed runs or obstacle courses, can add an element of fun and friendly competition to physical activities.</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Fitness assessments,</p> <p>Self-assessment,</p> <p>Skill assessments,</p> <p>Teacher observation.</p> |
|--|---|---|---|--|--|--|---|---|

Lesson 4- Annual Sports meet and indoor Games implementation

| Class: 3 | Domains | Curricular Goals (CG) | Competencies (C:) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|--|---|---|--|--|---|--|--|--|
| Month- October - November (Approx No of Teaching Days) 08 | Sportsmanship, Cultural awareness, Creativity and innovation | CG-3 To provide opportunities for students to develop their athletic skills and abilities in a supportive and encouraging environment. To promote physical fitness and encourage regular exercise among students | C3.4 Physical fitness and health (C1) Athletic skills and abilities (C2) Teamwork and collaboration (C3) Sportsmanship and fair play (C4) Leadership and responsibility (C5) | 1. LO1.1: Identify different types of athletic events and games 2. LO1.2: Demonstrate basic skills and techniques in selected athletic events and games LO1.3: Participate in team building activities and exercises 4. LO1.4: Understand and follow rules and regulations of different athletic events and games | Basic Level (BL): 1. BL: Identify different types of athletic events and games and their basic rules (Medium Level) Analyze and evaluate different types of athletic events and games Advance Level: Effectively lead and communicate with teammates and opponents during athletic events and games | Assistive Learning (In consultation with Special Educators) CwSN -Assistive Learning:- In annual athletic meet and indoor games are competitive in nature, there may not be specific assistive learning strategies for children with special needs. However, accommodations can be made to ensure their participation and inclusion in the events. | Activity Based Learning- For the annual athletic meet and indoor games implementation, activity-based learning can be a useful pedagogy to engage students in hands-on experiences related to the different sports and events. This can include practice sessions for various athletic events, drills and exercises to improve skills and technique, and team-building activities to foster collaboration and sportsmanship. | <ul style="list-style-type: none"> Tools: Rubrics, checklists, performance assessments Observations: Practice, competitions Focus: Individual and team performance, sportsmanship Feedback, inform instruction |

Lesson 5. Improving Academic Performance and Physical Health

| Class: 3 | Domains | Curricular Goals (CG3) | Competencies (C:) | Learning Outcomes | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN Assistive Learning (In consultation with Special Educators) | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools- Observation) |
|--|--|--|---|---|---|---|--|---|
| Month- December-January (Approx No of Teaching Days) 4-6 | Academic achievement and success. <ul style="list-style-type: none"> • Skill development and proficiency | A chakkar is a spinning circle or a turn or pirouette. It is an important part of the Kathak dance steps in the Lukhnow Gharana. | Develop skills and competencies that support both academic and physical success Enhance cognitive and academic skills Build resilience and stress management skills to cope with academic pressure and performance anxiety. | Graded Learning outcomes:- (LO 1- Basic level) Students will be able to identify at least one effective study strategy to implement in their daily routine. <ul style="list-style-type: none"> • Students will be able to identify at least one physical activity to engage in regularly for health improvement. | (Basic Level) Understanding the importance of physical activity in relation to academic performance and overall health (Medium Level) Applying knowledge of healthy eating habits and nutrition to develop a personal nutrition plan (Advanced Level) Analyzing the effects of physical activity and nutrition on academic performance and overall health | CwSN -Assistive Learning:- 1. Providing additional support and accommodations for students with disabilities to participate in physical activities and exercises, such as modifying activities, providing assistive devices, or using alternative modes of participation. | Activity-Based Learning- Mindfulness practices <ul style="list-style-type: none"> • Project-based learning related to health and wellness • Flipped classroom approach with a focus on physical activity and healthy habits | Formative Assessment and Self-Assessment. |

Preparing for Exams with Fun and Fitness

| Class: 3 | Domains | Curricular Goals (CG) | Competencies (C:) | Learning Outcomes | (Tasks/Activities assigned for CW & HW) | Competency Based (Graded) Learning (Basic Level) | CwSN Assistive Learning (In consultation with Special Educators) | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|---|---|--|---|---|---|---|--|---|--|
| Month- January-March Approx. No of Teaching Days) 08 | 1. Physical Fitness, 2. Time Management, Study Habits, 5. Learning Strategies, Test-Taking Strategies. | CG-1 Improving performance in specific exam-related subjects or areas CG-2 Boosting self-confidence and reducing exam-related anxiety CG-3 Improving memory retention and recall abilities | C- 1 Test-taking strategies C- 2 Study skills C-3 Self-motivation C-4 Goal-setting | Graded Learning outcomes:- (Basic level) Students will be able to describe different types of physical activities that can be incorporated into their exam preparation routine Students will be able to apply different relaxation techniques to manage exam stress and anxiety | 1. CW: Yoga Breaks - Start each class with a 5-10 minute yoga break to help students focus and reduce stress. You can assign different students to lead the yoga session each day. HW: Fitness Challenges - Assign students to complete fitness challenges at home, such as doing a certain number of push-ups or squats each day. | (Basic Level) Create a competency goal related to the exam material and one related to physical activity. (Medium Level) Create a more complex competency goal related to the exam material and one related to physical activity (Advanced Level) For advanced-level reflection on progress towards the competency goals, and incorporate self-evaluation, peer feedback, and mentorship. | CwSN -Assistive Learning:- Adapt physical activities to meet the needs of students with physical disabilities or impairments. Use multisensory learning activities that incorporate different senses to help students with different learning styles. | Project-based learning Flipped classroom Collaborative learning Collaborative learning | (Use of Assessment Tools & Observation) Performance-based assessment, Formative assessments Summative assessment Observation |

CENTRALISED SYLLABUS BIFURCATION FOR APSS (CLASS-III)

Subject: MUSIC

Frequency: Weekly One Period

| <u>Term I (APR-SEP)</u> | <u>Term II (OCT-MARCH)</u> |
|--|--|
| Month- content coverage | Month- content coverage |
| <u>Apr</u>-Introduction of Music and Swars | <u>Oct</u>-(Autumn Break-10 Days: 15-24 Oct 2023) Evaluation individually and preparation for Annual Function Prog. |
| <u>May</u>- National-Anthem & National Song and Marching songs in chorus. | <u>Nov</u>-Motivational Songs and Music Preparation for Annual- Function2023-24. |
| 15 May to 20 June 2023 (35 Days) Summer Vacation (Tentative) | <u>Dec</u>- Knowledge of Taala |
| <u>June</u>-Music Alankars. | <u>Jan</u>- (25 Days Winter Vacation: 20 Dec 2023-15 Jan2024) Knowledge saptak |
| <u>July</u>- Folk Music and listening to certain songs and local Instrumental tunes popular in the locality. | <u>Feb</u>-Evaluation individually. |
| <u>Aug</u>-The major families of musical instruments | <u>March</u>-Annual Examinations |
| <u>Sep</u>-Picutre of the major families of musical instruments to be pasted as project work. (15-30 Sep-Half Yearly Exams) | |

**PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL
STAGE – SUBJECT MUSIC**

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

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|---|---|--|---|--|---|--|--|
| <p>Class:3</p> <p>Month- April - May</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.2 A2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of Music and Swars.</p> <p>(Listening Skill) Demo of singing swaras of Music in music class</p> <p>(Medium Level) (Speaking Skill) By Involving kids in singing activities.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level) Training for singing in chorus will be provided to the students during class.</p> <p>(LO2- Medium level) After training these students will perform during morning assembly</p> <p>(LO3- Advanced level) Students will be added in school choir.</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Introducing swaras of Music with the help of Flash Cards.</p> <p>VI Students Singing in chorus or individually</p> <p>LD students Plyaingswaras of Music on instruments</p> <p>Autism Showing related Videos</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing Musical Notes</p> <p>Experiential Learning- Singing training of musical notes</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Writing names of musical notes in music copy</p> |
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Lesson 2- -NATIONAL-ANTHEM, NATIONAL SONG AND MARCHING SONGS

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|---|--|--|---|---|--|--|---|
| <p>Class:3</p> <p>Month- April - May</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.4 A1</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of National Anthem, National song and marching songs</p> <p>(Listening Skill) Writing and listening of these songs in Music copy</p> <p>(Medium Level) (Speaking Skill) Individually Singing of these songs with right pronunciation and timing during Music class.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Training for singing in chorus will be provided to the students during class.</p> <p>(LO2- Medium level) After training these students will perform during morning assembly</p> <p>(LO3- Advanced level) Students will be added in school choir.</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Introducing National Anthem/ National Song with the help of Flash Cards.</p> <p>VI Students Singing in chorus or individually</p> <p>LD students Plyaing these songs on instruments</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing and listening to the students individually</p> <p>Experiential Learning- Students will learn both songs by heart.</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students Making charts of National Anthem and National Songs during summer vacation</p> |
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Lesson 3- -MUSIC ALANKARS

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|---|--|--|---|---|--|--|---|
| <p>Class:3</p> <p>Month- June-July</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.2 A2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of Music Alankars</p> <p>(Listening Skill) Listenig and andWriting of these Alankars in Music copy</p> <p>(Medium Level) (Speaking Skill) Singing alankars with Taala /timing during Music class.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Atleast 3 to 4 Alankars will be dictated in the class</p> <p>(LO2- Medium level) students will be given training to sing with proper timing</p> <p>LO3- Advanced level) Singing of these alankars will be done with Harmonium/ Keyboard</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- To be included in Action songs/by colourful writing Alankars.</p> <p>VI Students Singing in chorus or individully</p> <p>LD students Plyaing these Alankars on instruments</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Listening alankars individually</p> <p>Experiential Learning- Training for creating alankars</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students Writing Alankars in Music copy</p> |
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Lesson 4- -LISTENING TO CERTAIN FOLK SONGS AND LOCAL INSTRUMENTAL TUNES POPULAR IN THE LOCALITY

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|---|--|--|---|--|--|--|--|
| <p>Class:3</p> <p>Month- June-July</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> | <p>COMPETENCY</p> <p>CG12.2 C2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Introduction of Folk Music</p> <p>(Listening Skill) Listenig to the folk tunes of lacity</p> <p>(Medium Level) (Speaking Skill) Singing folk songs during Music class.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Importance of our Folk Music and Folk Instruments</p> <p>(LO2- Medium level) Listening/singing of folk songs</p> <p>LO3- Advanced level) Singing of folk songs with folk instruments</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- To show videos of Folk Artists</p> <p>VI Students Audio tracks or singing folk songs/tunes</p> <p>LD students Videos of Folk Dance/songs</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing/training of Folk songs</p> <p>Experiential Learning- Folk Song presentation in Morning assembly</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Asignments given to the students Pasting pictures of Fok instruments</p> |
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Lesson 5- -THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS

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|---|---|------------------------------------|---|---|--|--|---|
| <p>Class:3</p> <p>Month- Aug-Sep</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY</p> <p>CG12.2 C2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level) Names of different Musical instruments</p> <p>(Listening Skill) Major categories of Instruments</p> <p>(Medium Level) (Speaking Skill) Reciting names of instruments category wise</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Knowledge of four major families of instruments</p> <p>(LO2- Medium level) Difference between each category of instruments</p> <p>LO3- Advanced level) Recognizing sounds of instruments categorically</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Playing of video tracks of instruments</p> <p>VI Students Playing of Sound tracks of instruments</p> <p>LD students Through pictures of instruments</p> <p>Autism Showing related Videos or audios</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Visit to music room</p> <p>Experiential Learning- Recognizing sounds/tunes of instruments categorically</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Preparing project file by pasting pictures of instruments (15-30 Sep-Half Yearly Exams)</p> |
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Lesson 6- -EVALUATION INDIVIDUALLY AND PREPARATION FOR ANNUAL FUNCTION PROG

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|--|--|---|--|---|--|---|--|
| <p>Class:3</p> <p>Month- Oct-Nov</p> <p>Approx No of teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY</p> <p align="center">12.2 E2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Evaluation of Term- 1 Preparation of patriotic/ motivational song for Annual Function (Oct/Nov- 2023)</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Dictation of songs</p> <p>(LO2- Medium level) Practice sessions of songs</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Involvement in action song</p> <p>VI Students Singing of selected songs</p> <p>LD students Involving in school choir</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Participation in school choir</p> <p>Experiential Learning- Motivating and guiding students to participate in school choir</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Writing songs to be presented during Annual Function</p> |
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Lesson 7- -KNOWLEDGE OF TAALA & SAPTAK

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|--|--|---|---|--|--|---|---|
| <p>Class:3 Month- Dec-Jan Approx No Teaching Days) 22- 25 No of Periods: 6</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY C12.2 C2</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Basic Level) Introduction of Taala and Saptak</p> <p>(Listening Skill) To develop listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music</p> <p>(Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental, Dadra and Kehrva</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level) Definition of Taala and Saptak</p> <p>(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and Kehrva</p> <p>(LO3- Medium level) Speaking beats of taal as with actual matra</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Involvement in showing bol of taala with hand (sam, Khali and tali)</p> <p>VI Students Reciting bol of taal as (sam, Khali and tali)</p> <p>LD students Showing/playing beats on Tabla</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Basic training of Rhythm</p> <p>Experiential Learning- Training of taal as on Rhythm instruments</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Assignments given to the students Pasing of Rhythm instruments in project file.</p> |
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Lesson 8- - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.

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|---|--|--------------------------|---|---|--|---|---|
| <p>Class:3</p> <p>Month- Feb-March</p> <p>(Approx No of Teaching Days) 22- 25</p> <p>No of Periods: 4 pds/month</p> | <p>Curricular Goals (CG) CG12</p> | <p>COMPETENCY</p> | <p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)</p> <p>Each student will be evaluated individually for grading for Term-II</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>Roll no wise evaluation in each section</p> | <p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>EVALUATION FOR TERM-II</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>EVALUATION FOR TERM-II</p> <p>Experiential Learning-</p> <p>Learning Spaces Indoor Outdoor</p> | <p>Suggested Assessment (Use of Assessment Tools & Observation)</p> <p>Annual Examinations in March-2024</p> |
|---|--|--------------------------|---|---|--|---|---|

Class: III

Subject:Kathak Dance

APS Syllabus Bifurcation Overview

| <u>Term I</u> | <u>Term II</u> |
|---|--|
| Month- content coverage | Month- content coverage |
| Apr- Introduction: 8form of Indian classical dances. *Story of Lord of dance (Natraj) Videos, pictures. *Mudras Pataka, tripataka, ardhpataka, kartrimukha. | Oct: Revision Dugunlaykaari on hands with bolas. |
| May- Mudras: Mayurakhyo, aradhchandra, arala. With their expression. | Nov : Revision Footwork :Tatkaar in teentaalekgun to dugun. |
| June – Revision Basic :Standing position Bhoomi parnam Mudras:Shuktundka,mushthishya,shikharkheshta. | Dec: Revision Evaluation of revision |
| July- Importance of taal in classical dance. *Recite teen taal theka with counting in slow laya on hand (sum, khali, tali) | Jan : Revision Half chakkar in kathak with tatkaar. |
| Aug :Revision Mudras: kapitha, katkamuka, suchimukha. *Footwork: Tatkaar in teen taal in slow laya on counting. | Feb : Revision Evaluation individually. |
| SEP: Revision Mudras :mrigsheersha, sinhmukha, chandrakala, pandamkosha, Teentaal on hands with bolas. With tabla beat. | March: Annual Examination. |

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT DANCE)

Lesson 1- History of Kathak +(Mudras)

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|---|---|--|---|---|---|---|---|
| <p>Class: 3</p> <p>Month- April - May</p> <p>Approx No Teaching Days) 06</p> | <p>Curricular Goals (CG) CG12</p> <p>Disciplined lifestyle as kids needs planned.</p> <p>Help children for representing the rich Indian culture and heriage.</p> <p>Mudras help to link the brain to the body, soothe pain, the mood and increase your vitality.</p> | <p>Competencies</p> <p>1. Explore and understand body movement and coordination</p> <p>2.Experience joy and eagerness to learn</p> <p>Learning Kathak dance helps in strengthening your mind and body.</p> <p>Also removes stage fear. It increases the ability to focus.</p> <p>It makes you physically and mentally strong.</p> <p>Kathal Mudras facilitate story telling and along with facial expressions, they make the tale easier to understand.</p> | <p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>Makes you a goodteam worker. Makes you a better story teller.</p> <p>Increases knowledge towards Indian culture and heritage.</p> <p>Hand Mudras in Kathak are very important as every Mudra has its own meaning which help to convey the story to the people in forms of Kathakdance easily.</p> | <p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level)</p> <p>Children may listen to the story and imagine that through their own thinking.</p> <p>For Mudras the children try out to make the Mudras by watching the live demonstration of the teacher.</p> <p>(Medium Level)</p> <p>Try to interelate the stories to the present learning for next practice.</p> <p>For Mudras they makeMudras by themselves by seeing the names of the Mudras on the board in class.</p> <p>(Advanced Level)</p> <p>Learning the main point of the story and then from that main content make the story or narrate the storyby themselves.</p> | <p>CwSN</p> <p>Assistive Learning</p> <p>(In consultation with Special Educators)</p> <p>& Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>In addition to being an excellent form of exercise.</p> <p>Dance is a powerful form of therapy for children with disabilities.</p> <p>They get more curiosity to know about the history of the artist (through pictures and videos.</p> <p>Children if practice Mudras regularly then it can help in curing the disability and disases.</p> <p>For Mudras the children will make the Mudras by themselves and speak out the name of the Mudras.</p> | <p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Pictures, videos, live demonstration by the teacher.</p> <p>Theme-Based Learning-</p> <p>Kathak dancers convey moral for god and goddesses they are basically learning and gaining knowledge about god and also they here get to know about the stories of god and their importance.</p> <p>With the help of Mudras a child can easily explain the roles and different faces of god.</p> | <p>Suggested Assessment</p> <p>(Use of Assessment Tools & Observation)</p> <p>Creating interest in India's culturalism.</p> <p>(TOOLS)</p> <p>Videos, pictures, teacher explanation.</p> <p>They can make different Mudras from their hands and also learn what shapes they are making although it is very interesting.</p> |
|---|---|--|---|---|---|---|---|

Lesson 2- Bhoomi Pranam+ Standing Position+ Importance of Teen Taal with Counting

| Class: 3 | Curricular Goals (CG 12) | Competencies C12.4 | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|--|--|---|---|---|---|---|--|
| Month- June - July | An acknowledgement of the sacred. The Standing position helps in being a confident performer and makes a good body posture. Develops your personality too. | Bhoomi Pranam- In Bhoomi Pranam students take permission from mother earth, that whatever footwork we are going to do is important in the Kathak dance, you allow us to tap our foot on the land over you. Standing Position- It increases your structure of the body to be in a position for performing. Taal- It helps to find out the composition similar to time signatures in music though in Indian music and dance the cyclic journey is what anchors a composition. | Bhoomi Pranam Respecting the Indian culture, the mother Earth, taking permission so that they can start doing dance (Kathak). Standing Position- They learn that they should be looking confident and straight + proud whenever performing. Taal- They get knowledge to interrelate taal when they are walking and it increases concentration skills. They also calculate beats one by one without pen or pencil, they do that orally. | (Basic Level) Students will look at the teacher whatever she is doing they will follow that and do. (Medium Level) The children will listen to counting, tal or instructions and do the same as told. Advanced Level) The children will speak out the countings and all. Also they will do those bhomi pranam, teen taal on hand by themselves. | Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- The child with special need does have so many benefits of this. When the teacher is giving the demonstration on the stage the child directly look at the teacher and start doing whatever the teacher is doing. When the teacher appreciates the child for this the child gets positivity in him or her that they are disabled but they can do everything like everybody. | Activity Based Learning- Live demonstration of the teacher step by step. Theme Based Learning- Saving the culture by learning such things. | Counting wise Taal and Bhoomi Pranam. |
| Approx No of Teaching Days) 06 | | | | | | | |
| No of Periods: 5-7 | Taal is a time cycle. It is the foundation of all compositions. | | | | | | |

Lesson 3- Mudras, Teen taal on hands with bolas in ekgunlaye

| Class: 3 | Domains | Curricular Goals (CG12) | Competencies (C12.2) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|-----------------------------|---------------------------------|---|--|---|---|---|---|---|
| Month- August-September | Language & Literacy Development | Mudras help to link the brain to the body, soothe pain, the mood and increases your vitality. | Kathak Mudras facilitate story telling with facial expressions, they make the tale easier to understand. Taal: | (LO 1- Basic level) Hand Mudras in Kathak are very important as every Mudra has its own meaning which helps to convey the story to the people in forms of Kathak dance easily. | (Basic Level) Children will try out making Mudras by watching the live demonstration of the teacher. Students will look that how the teacher is doing teentaal on hands with bolas. They will repeat the bolas with the teacher and do whatever the Teacher is doing. | Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- The child with special need does have so many benefits of this. When the teacher is giving the demonstration on the stage the child directly look at the teacher and start doing whatever the teacher is doing. When the teacher appreciates the child for this the child gets positivity in him or her that they are disabled but they can do everything like everybody. | Activity Based Learning- Live demonstration of the teacher step by step. Theme Based Learning- With the help of Mudras one can explain the storytelling easily. Teen Taal is used in their daily activities. | Creating interest in learning our Indian speciality. Tools- They can make different Mudras from their hands and also learn what shapes they ar making although it is very interesting. |
| Approx No Teaching Days) 08 | | Taal is a time cycle. It is the foundation of all compositions. | It is the composition similar to time signature in Indian musical dance. The cyclic journey is what anchors a composition. | Taal: They get knowledge to interrelate taal when they are walking and it increases concentration skills. They also calculate beats one by one without pen or pencil,they do that orally. | (Medium Level) They will make the Mudras by themselves by seeing the names of the mudras on the board in class. They will also listen to the instructions and perform. (Advanced Level) They speak out the names, bolas by themselves and perform. | | | |

Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal

| Class: 3 | Curricular Goals (CG12) | Competencies (C12.2) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment |
|---|---|--|---|---|---|---|---|
| Month- October - November Approx No Teaching Days) 06 | Taal is a time cycle. T is the foundation of all compositions. It is very useful as for counting the beats children use to multiply, add, divide or subtract the bolas verbly only which is a good thing. | <p>Taal-</p> <p>It helps to find out the composition similarly the time signature in Indian musical dance the cyclic journey is what anchors a composition.</p> <p>Tatkaar:</p> <p>The dance syllables that are produced from footwork are called Tatkaar. Tatkaar is very beneficial as it is the fundamental footwork from which all other foot sounds and compositions are created.</p> | <p>(LO 1- Basic level)</p> <p>Students can interrelate taal with their day to day, hour to hour work.</p> <p>Tatkaar: it is an integral part of Kathak.</p> <p>Tatkaar involves complete leg exercise, giving stress on hips, calves and knees. Taiyari or proficiency in Kathak demands countless Riyaz. this Practice session increases stamina and a com-plete form of work out.</p> | <p>(Basic Level)</p> <p>Students look and listen whatever the teacher is doing and speaking. Then further they will further hey will do as same as the teacher.</p> <p>(Medium Level)</p> <p>They will listen up to the bolas and instructions. Further they will do the same.</p> <p>Adavanced Level:</p> <p>They will themselves speak out the bolas and also perform the teentaal on hands and tatkaar on feet.</p> | <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>Footwork: the children with disabilities if do tatkaar, that is a better exercise for them. It also helps in the maintaining the acupressure. When they in front of their teacher they will be appreciated and then a positive mindset would attract them towards itself.</p> | <p>Activity Based Learning-</p> <p>Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.</p> | <p>(Use of Assessment Tools & Observation)</p> <p>Use of assessment and Tools: speakers for tabla beat.</p> |

Lesson 5. Half rotation in teentaal with ekgun to duguntatkaar

| Class: 3 | Curricular Goals (CG 12) | Competencies (C12.2) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning | CwSN | Suggested Innovative Pedagogies | Suggested Assessment |
|---|---|---|--|---|--|--|---|
| Month- December- January Approx No Teaching Days) 3-4 | <p>A chakkar is a spinning circle or a turn or pirouette. It is an important part of the Kathak dance steps in the Lucknow Gharana.</p> | <p>The chakkar in Kathak is a tool for completing a ritual in the larger frame of a spiritual journey called Performance. However, today it has emerged as a powerful tool to assert and individuals's power and ego as a means of sensational spectacles</p> | <p>(LO 1- Basic level)</p> <p>They work as an aerobic exercise. Bhrumari or Chakkar is speciality of Kathak that improves balance and stamina. Riyaz of Kathak makes you light feel and increase flexibility.</p> | <p>(Tasks/Activities assigned for CW & HW)</p> <p>(Basic Level)</p> <p>Students will look that how the teacher is doing. The child will follow whatever the teacher is doing.</p> <p>(Medium Level)</p> <p>They will listen to the instructions and further do the same as per the instructions.</p> <p>(Advanced Level)</p> <p>The student will learn the steps accordingly and then perform it.</p> | <p>Assistive Learning (In consultation with Special Educators) & Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>The child with special need does have so many benefits of this when the teacher is giving demonstration on the stage. The child directly looks at and start doing whatever the teacher is doing. When the teacher appreciates the child he or she may get a positive mindset.</p> | <p>Activity- Based Learning-</p> <p>Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats</p> | <p>(Use of Assessment Tools- Observation)</p> <p>Use of assessment and Tools: speakers for tabla beat.</p> |

Revision + Practices

| Class: 3 | Curricular Goals (CG12) | Competencies (C12.2) | Learning Outcomes Graded Learning outcomes:- | Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) | CwSN | Suggested Innovative Pedagogies | Suggested Assessment (Use of Assessment Tools & Observation) |
|--|---|--|---|---|---|---|--|
| Month- February- March Approx No Teaching Days) 04 | Kathak gives imphasionposes, expressions, grace, hand, eye and body movements when done together in revision. | Kathak is characterised by intricate footwork and precise rhythmic patterns that the dance articulates by controlling about 100 ankle bells. | (Basic level) level) It helps to make the body of an individual strong. It further helps in strengthening the muscle. | (Basic Level) They perform individually on the stage. Which also removes the stage fear. (Medium Level) The student can choose its own partner to perform with he or she is comfortable to perform. (Advanced Level) The student is being sent in a group to dance or perform with and then checked that he or she is coordinating or not. | Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- The child will not have stage fear after being performed individually. Then the child can also perform with his or her friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability. | Activity Based Learning- Speaker for the tatkaar (table beat) The students perform by themselves. | Uses of assesments and Tools: Speakers for table beat. |