

**SYLLABUS BIFURCATION PREPARATORY STAGE**

**Class 3**

# **CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3**

**Academic Session 2023-24**

Class: III

Subject: ENGLISH

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

Noun <b>Lesson-4</b> Noun: Singular and Plural <b>Lesson-5-</b> Gender	<b>Lesson-14</b> Tenses		Formal Letter Writing
<b>July-Literature:</b> <b>Lesson-3:</b> Save Water-Save the World <b>Poem- 3-</b> Ferry Me Across the Water	<b>1. Note Book Submission</b> <b>MM 25 (Weightage 5 Marks)</b> <b>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</b>		<b>Feb-Grammar:</b> Letter Writing Unseen Passage Comprehension
<b>Grammar:</b> <b>Lesson-6</b> Possessive Nouns <b>Lesson-7</b> Collective Nouns. <b>Lesson -10-</b> Adjectives			<b>1. Note Book Submission MM 25 (Weightage 5 Marks)</b> <b>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</b>

**REPORT CARD WILL CONSIST OF 100 MARKS**

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



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

		<p>skills for day-to-day interactions in two languages</p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>Recalls the characters and a few events in the story that is narrated and is able to retell in their own words</li> <li><b>Imagines and narrates personalized endings of the story</b></li> <li><b>Follows short simple instruction</b></li> </ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"> <li>Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story</li> <li><b>Narrates their own short stories with simple plots and characters</b></li> <li><b>Follows simple rules in school without adult reminders</b></li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Interprets the motivations of the author to write the story and retell the story as if they were the author</li> <li><b>Creates their own stories, with complex</b></li> </ul>	<p>Improved Pronunciation</p> <p><b>Emotional Skills</b></p> <p>Sympathy /Empathy</p> <p>(My family)</p> <p><b>Any Values /Ethics : (Schools to fill)</b></p> <p>Honesty</p>	<p>resources</p> <p><a href="https://youtu.be/kznvQ517WCo">https://youtu.be/kznvQ517WCo</a></p>	<p>concept of family.</p> <p>Draw a family tree.</p>	<p>study at home for discussion in class</p>	<ol style="list-style-type: none"> <li>Reading</li> <li>Worksheet</li> <li>Multiple-choice questions</li> </ol> <p><b>Suggestive resources/Activities:</b></p> <p>Draw and colour a family tree.</p> <p>Draw a flower and write values on its petals.</p>
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plots and multiple characters

- Follows Instructions/rules

Competency

Poetry

My Family

(Literary Device used – Rhyme)

**C10.6**

Reads short poems and begins to appreciate the poem for its choice of words and imagination.

**C4.1**

Starts recognising self as an individual belonging to a family and Community

**C4.2**

Recognises different emotions and make deliberate efforts to regulate them appropriately

Learning Outcomes:-

	<p><b>Poem-1: My Family</b></p> <p>(Literary Device used – Rhyme)</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>●Family as a unit of society</li> </ul> <p><b>Sub-Concepts:</b></p> <ul style="list-style-type: none"> <li>• Types of Family(nuclear,joint,extended)</li> <li>• Characteristics of a Family</li> <li>• Rhyming words</li> <li>• Antonyms</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Poetry</b></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><b>Curricular Goal:-</b></p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>CG-10</b></p> <p>Children develop fluency in reciting the poem.</p>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>●Recognises simple emotions.</li> <li>●Identifies relationship with family members</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>●Shows care for and joy in engaging with all life forms</li> <li>●Identifies names, and associates relationship with family and among extended family</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>●Expresses and conveys Empathy towards family, neighbourhood &amp; Community.</li> </ul> <p><b>Competency</b></p> <p><b>Grammar</b></p> <p><b>Lesson-17 Sentences</b></p> <p><b>Lesson-1 Common Noun</b></p> <p><b>Lesson-2 Proper Noun</b></p> <p><b>CG-10.4</b></p> <p>Read stories and passages with accuracy and fluency with</p>						
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	<p><b>Grammar:</b></p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>●Nouns</li> <li>●Sentence Identification</li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>●Types of sentences</li> <li>●Parts of a sentence</li> <li>●Identification of nouns</li> </ul>	<p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p>CG-10</p>	<p>appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Reads a few sentences of familiar words with accuracy</li> </ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"> <li>• Reads short passages accurately with appropriate intonation and pauses</li> </ul> <p><b>Advance:</b></p> <ul style="list-style-type: none"> <li>• Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</li> </ul>						
			<p><b>CWSN Assistive Learning: -</b></p> <p><b>For Visually Impaired Students</b></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"> <li>1. Support / stand by you in every good or worst situation.</li> <li>2. Logan care for other family</li> </ol>						

	<ul style="list-style-type: none"> <li>Types of nouns</li> </ul>	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"> <li>bold / large / embossed print flashcard of family and family member.</li> </ul> <p><b>For Hearing Impaired Students</b></p> <ul style="list-style-type: none"> <li>Flashcards of family and family members with caption.</li> </ul> <p>video with caption</p> <p><a href="https://youtu.be/tkatlyEeyJI">https://youtu.be/tkatlyEeyJI</a></p> <p><a href="https://youtu.be/UTKuTq_M5sA">https://youtu.be/UTKuTq_M5sA</a></p>						
<p>May</p> <p>(12-14 days)</p> <p>(12-14 pd)</p>	<p><b>Lit:</b></p> <p><b>Lesson-2: The story of the Aeroplane</b></p> <p>(Prose- Factual)</p> <p><b>Skills-</b> Listening and Speaking</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>History of</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Lesson-2: The story of the Aeroplane</b></p> <p>(Prose- Factual)</p> <p>Language and Literacy development</p> <p>Cognitive Development</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p>The story of the Aeroplane</p> <p>(Prose- Factual)</p> <p><b>C 7.3</b></p> <p>Uses appropriate tools and technology in daily life situations and for learning</p>	<p><b>5 C's</b></p> <p>Communication Skill</p> <p>Creative thinking</p> <p>Critical Thinking</p>	<p><b>Arts:-</b></p> <p>Make a paper plane and fly with a rubber-band.</p>	<p><b>Language:</b></p> <p><b>English</b></p> <p>Being able to identify different kinds of countable and uncountable nouns.</p> <p>Complete the lines</p>	<p><b>Learning Space</b></p> <p>Home and Classroom</p> <p>School play</p>	<p><b>Class assignments</b></p> <p>-Use of Dictionary</p> <p>- Discussion based on competency based learning skills.</p>	<p><b>Suggestive Pedagogies</b></p> <p>Story -telling</p> <p>Inquiry- based learning</p> <p>Experiential learning</p>

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

			<ul style="list-style-type: none"> <li>Important points on chart.</li> </ul> <p><a href="https://youtu.be/Wkflwinu4Os">https://youtu.be/Wkflwinu4Os</a></p> <p><a href="https://youtu.be/oj1WwPI1XUw">https://youtu.be/oj1WwPI1XUw</a></p>						
<p>July (22-25Days)</p> <p>(26-28 pds)</p>	<p><b>Lit:</b></p> <p><b>Lesson-3: Save Water-Save the World</b> (Prose- Narrative Parable)</p> <p><b>Skills-</b> Listening and Speaking</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Learning the value of water as a scarce resource on the Earth.</li> <li>Learning how to save water and use it wisely.</li> <li>Vocabulary building <ul style="list-style-type: none"> <li>Homophones</li> <li>Synonyms</li> </ul> </li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>Becoming alert to environmental needs and changes.</li> <li>Discuss the importance of</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><b>Lesson-3: Save Water-Save the World</b> (Prose- Narrative Parable)</p> <p>Language and Literacy development</p> <p>Socio-Emotional and Ethical Development ( Manomaya Kosha)</p> <p><b>Curricular Goal:-</b></p> <p><b>CG4</b></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><b>Competency</b></p> <p><b>Prose:</b></p> <p><b>Lesson-3: Save Water-Save the World</b> (Prose- Narrative Parable)</p> <p><b>C 4.5</b></p> <p>Understands and responds positively to social norms in the classroom and school</p> <p><b>C 6.1</b></p> <p>Shows care for and joy in engaging with all life forms</p> <p><b>C10.4</b></p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p>	<p><b>5 C's</b></p> <p>Collaboration</p> <p>Creative thinking</p> <p>Global awareness</p> <p><b>Life skills :</b></p> <p>Problem Solving</p> <p>Vocabulary Enrichment</p> <p><b>Social Skills</b></p> <p>Responsibility</p> <p><b>Emotional Skills</b></p> <p>Self-awareness/Sensitivity</p>	<p><b>Arts:-</b></p> <p>Make a collage on 'Save Water'.</p> <p><b>Scientific temper:-</b></p> <p>Critical Thinking</p> <p>Problem Solving</p> <p><b>Use Of Internet</b></p> <p>Video link <a href="https://youtu.be/s1bm9mGXnB">https://youtu.be/s1bm9mGXnB</a> <a href="#">M</a></p> <p>(Save Water-Save the World)</p>	<p><b>Language:</b></p> <p><b>English:-</b></p> <p>Writing five adjectives on water.</p> <p><b>Art:-</b></p> <p>Make an origami paper boat.</p> <p><b>EVS:-</b></p> <p>Write 5 ways to save the water.</p>	<p><b>Learning Space</b></p> <p>Home and Classroom</p>	<p><b>Class assignments</b></p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p><b>Home assignments:</b></p> <p>Complete the sentences.</p>	<p><b>Suggestive Pedagogies</b></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><b>Suggestive Assessment:</b></p> <p>-</p> <p>Worksheets,</p> <p>Multiple choice questions</p> <p>Oral quizzes</p>

	<p>water and its various uses. Its usage in homes, agriculture, industry, towns, cities and villages, and in sports.</p> <p><b>Poem- 3-Ferry Me Across the Water</b></p> <p>(Literary Device used – Rhyme)</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Understanding Rhyming words.</li> <li>Modes of water transport.</li> </ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"> <li>Rhyming words.</li> </ul>	<p><b>CG-6</b></p> <p>Children develop a positive regard for the natural environment around them</p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p> <p><b>DOMAIN:</b></p> <p><b>Poetry</b></p> <p><b>Ferry Me Across the Water</b></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"> <li>Follows simple rules in school without adult reminders.</li> <li>Explains the impact of one’s actions/ behaviour on others</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Shows care for and joy in engaging with all life forms</li> <li>Explains the concept of shared natural resources</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Explains the concept of shared natural resources.</li> <li>Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</li> </ul> <p><b>Competency</b></p> <p><b>Poetry</b></p> <p><b>Ferry Me Across the Water</b></p> <p>(Literary Device used – Rhyme)</p> <p><b>C10.6</b></p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>C4.2</b></p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p>	<p><b>Values /Ethics:</b></p> <p>Sensitisation towards the environment</p>	<p><a href="https://youtu.be/IR4arCieHyU">https://youtu.be/IR4arCieHyU</a></p> <p>(Ferry me across the water)</p>			<p>Write three slogans on ‘Saving Water’.</p>	<p><b>Suggestive resources/Activities:</b></p> <p>Poster making on save water</p>
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	<p><b>Grammar:</b></p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Understanding and identification of Adjectives.</li> <li>Understanding of Collective Nouns.</li> <li>Understanding</li> </ul>	<p>Development ( Manomaya Kosha)</p> <p><b>Curricular Goal:-</b></p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p>Language and Literacy</p>	<p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Mimics and reproduces syllabic sounds</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Identifies the beginning and end syllables in words</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Explains the concept of shared natural resources.</li> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul> <p><b>Competency</b></p> <p>Grammar</p> <p>Lesson-6 Possessive Nouns</p> <p>Lesson-7 Collective Nouns.</p> <p>Lesson 10- Adjectives</p> <p><b>CG-10.5</b></p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Reads a few sentences of</li> </ul>						
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<p>g of Possessive Nouns.</p> <p><b>Sub Concepts:</b></p> <ul style="list-style-type: none"> <li>● Identification and usage of different degrees of adjectives</li> <li>● Differentiation of plural nouns and possessive noun forms.</li> <li>● Usage of Collective Nouns.</li> <li>● Usage of Possessive Nouns</li> </ul>	<p>development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p>familiar words with accuracy</p> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>● Writes aksharas with accuracy and forms simple words and sentences</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>● Reads short news items, and publicity pamphlets, and explains the content</li> </ul>							
		<p><b>CWSN Assistive Learning: -</b></p> <p><b>Children with Autism (Learning Assistance)</b></p> <p>☑ Teach the story using flow charts with connectors.</p> <p>☑ Use storyboards.</p> <p>☑ Refer apps for learning.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☑ Teach the story using visual and concrete aids (flash cards, picture cards, puppets).</p> <p><a href="https://youtu.be/s1bm9mGXnBM">https://youtu.be/s1bm9mGXnBM</a></p> <p><a href="https://youtu.be/IR4arCieHyU">https://youtu.be/IR4arCieHyU</a></p> <p><a href="https://youtu.be/zijGflzT5Ss">https://youtu.be/zijGflzT5Ss</a></p>							

			<a href="https://youtu.be/k_9HuL3_tTA">https://youtu.be/k_9HuL3_tTA</a> <a href="https://youtu.be/iQTbFHOBjI4">https://youtu.be/iQTbFHOBjI4</a>						
August (22-25Days)  (26-28 pds)	<p><b>Lit:</b></p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p>Skills- Reading and writing</p> <p><b>CONCEPT: -</b></p> <p>●Enjoying the idea of travel in space – the exciting idea of exploring the unknown.</p> <ul style="list-style-type: none"> <li>Learning to use one’s imagination, humour, etc.</li> <li>Living in harmony with the Universe.</li> <li>Prefixes-in,-im</li> </ul> <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> <li>Listening, reading, understanding and answering questions orally and in writing.</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p>Language and Literacy development</p> <p>Cognitive Development (Vijnanamaya kosha)</p> <hr/> <p><b>Curricular Goal:-</b></p> <p><b>CG7</b></p> <p>Children make sense of the world around through observation and logical thinking.</p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p>Lesson-4A journey in space (Prose- Fable)</p> <p><b>C7.2</b></p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p><b>C10.5</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Recognises simple emotions.</li> <li>Explains the impact of one’s actions/ behaviour</li> </ul>	<p><b>5 C’s</b></p> <p>Communication Skill</p> <p>Creative Writing</p> <p>Critical Thinking</p> <p><b>Life skills</b></p> <p><b>Problem Solving</b></p> <p>Vocabulary Enrichment</p> <p><b>Social Skills</b></p> <p>Communication</p> <p><b>Emotional Skills</b></p> <p>Sympathy /Empathy/Sensitivity</p> <p><b>Values /Ethics :</b></p>	<p><b>Arts:-</b></p> <p>Draw and colour a ladybird.</p> <p><b>Scientific temper:-</b></p> <p>Exploring space and applying rational thinking.</p> <p>Problem Solving</p> <p><b>Use of Internet:</b></p> <p>PPT</p> <p>Video link</p> <p><a href="https://youtu.be/IMt7GwFd0WE">https://youtu.be/IMt7GwFd0WE</a></p> <p>(Upside down)</p>	<p><b>Language:</b></p> <p><b>English:-</b></p> <p>Reading and comprehending a paragraph.</p> <p><b>Art:-</b></p> <p>Draw and colour a rocket and paste stars around it.</p> <p><b>EVS-</b></p> <p>Write the names of the planets of the solar system</p>	<p><b>Learning Space</b></p> <p>Classroom/ Activity Room /Home</p>	<p><b>Class assignments</b></p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Writing Skills</p> <p><b>Home assignments</b></p> <p>Write 5 sentences on the given picture (Alien, Rocket)</p>	<p><b>Suggestive Pedagogies</b></p> <p>Project -based learning</p> <p>(Make a model of a solar system with the help of dough/clay, balls/newspaper etc.)</p> <p>Story telling</p> <p><b>Suggestive Assessment :-</b></p> <p>Dictation</p>

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

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

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

<ul style="list-style-type: none"> <li>dictionary skills, usage, pronunciation of words</li> </ul> <p>Revision of HY</p> <p>Half Yearly Examinations</p>			<p>story in a different form</p> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.</li> </ul> <p><b>CWSN Assistive Learning:-</b></p> <p><b>Visual Impairment students assistance:</b></p> <ul style="list-style-type: none"> <li>Record the specific points of the chapter and allow the child to listen separately.</li> <li>Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</li> <li>Provide specific points of the chapter in Braille format.</li> </ul> <p><b>Hearing Impairment students assistance:</b></p> <ul style="list-style-type: none"> <li>Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class.</li> <li>Make visible charts related to the</li> </ul>						

			<p>topic with subtitles.</p> <p>☑ Refer apps for learning.</p> <p><a href="https://youtu.be/QCHXUXOibXc">https://youtu.be/QCHXUXOibXc</a></p> <p><a href="https://youtu.be/79K60mNmPKE">https://youtu.be/79K60mNmPKE</a></p> <p><a href="https://youtu.be/AUz4m4hvhPw">https://youtu.be/AUz4m4hvhPw</a></p>						
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**TERM-II**

<p>October (22-25Days)</p> <p>(18-21 pds)</p>	<p><b>Lit:</b></p> <p><a href="#">Lesson6- World Animal Day</a> (Prose-Fable)</p> <p><b>Skills</b>-Listening, Reading and Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Learning to love animals; kindness to animals; living in harmony with animals.</li> <li>Reading picture stories and being observant about the background, characters, etc.</li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>Listening, reading, understanding and answering the questions orally</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><a href="#">Lesson6- World Animal Day</a> (Prose-Fable)</p> <p>Language and Literacy development</p> <p>Socio- Emotional and Ethical Development (Manomaya kosha)</p> <hr/> <p><b>Curricular Goal:-</b></p> <p><b>Lesson6</b> <b>CG10</b></p> <p>Children develop fluency in</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p><b>Lesson6</b></p> <p><a href="#">Lesson6- World Animal Day</a> (Prose-Fable)</p> <p><b>C6.1</b></p> <p>Shows care for and joy in engaging with all life forms</p> <p><b>10.5</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p><b>Learning Outcomes:-</b></p>	<p><b>5 C's</b></p> <p>Collaboration</p> <p>Critical thinking</p> <p>Communication</p> <p><b>Life skills :</b></p> <p>Decision making</p> <p>Vocabulary Enrichment</p> <p><b>Social Skills</b></p> <p>Responsibility</p> <p>Inter personal Skill</p> <p><b>Emotional Skills</b></p>	<p><b>Arts:-</b></p> <p>Make an animal mask from an origami paper.</p> <p><b>Scientific temper:-</b></p> <p>Critical Thinking</p> <p>Inquisitiveness</p> <p><b>Use Of Internet</b></p> <p>Video link</p> <p><a href="https://youtu.be/T-V5XS9F0e4">https://youtu.be/T-V5XS9F0e4</a></p> <p>(World Animal</p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>Write three ways in which we can show love, care and concern for animals.</p> <p><b>Maths:-</b>Make a pie-chart with three shades of green.</p> <p><b>EVS:-</b>Different types of plants.</p>	<p><b>Learning Space</b></p> <p>Classroom/ herbal garden / School Kitchen Garden//Home</p>	<p><b>Class assignments</b></p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p><b>Home assignments:</b></p> <p>Art integrated activities and</p>	<p><b>Suggestive Pedagogies</b></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"> <li>Words – meanings, dictionary skills, usage, pronunciation of words</li> <li>Learning to speak and converse correctly.</li> </ul> <p><b>Lit:</b></p> <p><a href="#">Lesson7- A role model- Dr. A.P.J. Abdul Kalam</a> (Prose-Biography)</p> <p><b>Skills</b>-Listening, Reading and Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Learning from the life of a great Indian – the value of biography.</li> <li>Overcoming poverty, failure and setbacks to achieve something</li> </ul>	<p>reading and writing in English</p> <p><b>CG6</b></p> <p>Children develop a positive regard for the natural environment around them</p> <p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><a href="#">Lesson7- A role model- Dr. A.P.J. Abdul Kalam</a> (Prose-Biography)</p> <p>Language and Literacy development</p>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Does not harm plants and animals unnecessarily.</li> <li>Listens attentively to stories for a short period of time.</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Shows joy in engaging with plants and animals in the local environment.</li> </ul> <p><b>Advance</b></p> <p>Takes responsibility for tending to and caring for animals like kittens, puppies, chicken.</p> <p><b>Competency</b></p> <p><b>Prose:</b></p> <p><a href="#">Lesson7-A role model- Dr. A.P.J. Abdul Kalam</a> (Prose-Biography)</p> <p><b>C 9.7</b></p> <p>Knows and uses enough words to</p>	<p>Sensitivity</p> <p><b>Values /Ethics :</b></p> <p>Be kind to animals.</p> <p>Work hard to achieve your dreams.</p>	<p>Day)</p> <p><a href="https://youtu.be/oplfmUaKpHQ">https://youtu.be/oplfmUaKpHQ</a></p> <p>(A Role Model- Dr. A.P.J. Abdul)</p> <p><a href="https://youtu.be/yVj2wGJR058">https://youtu.be/yVj2wGJR058</a></p> <p>(How Many Greens?)</p>	<p><b>Music:</b></p> <p>Enjoying poem recitation on particular tune.</p>		worksheets.	<p><b>Suggestive Assessment :</b></p> <p>Worksheets</p> <p>Class Tests</p> <p>Dictations</p> <p><b>Suggestive resources/Activities:</b></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><b>Sub-Concepts:</b> -</p> <ul style="list-style-type: none"> <li>• Listening, reading, understanding and answering the questions orally and in writing.</li> <li>• Learning to speak and converse correctly.</li> </ul> <p><b>Poem- 5-How Many Greens?</b></p> <p>(Literary Device used – Personification)</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>• Appreciating nature and the shades of greens.</li> <li>• Trees as saviour and friends.</li> </ul>	<p><b>Curricular Goal:-</b></p> <p><b>CG10</b> Children develop fluency in reading and writing in English</p> <p><b>CG9</b> 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><b>C-10.7</b> Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>• Listens attentively to stories for a short period of time.</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Engages in conversations based on events, stories, or their needs and asks questions.</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>• Begins “Independent Reading” of books of more textual content than visual content</li> </ul> <p><b>Competency</b></p> <p><b>Poetry</b></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"> <li>Emphasizes everyone's ability to bring joy to the world, no matter their size.</li> </ul> <p><b>Grammar:</b></p> <p>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p><b>CONCEPT: -</b></p> <ul style="list-style-type: none"> <li>Understanding of Compound words.</li> <li>Understanding of Contractions.</li> <li>Understanding and Identification of tense in a sentence</li> </ul>	<p><b>DOMAIN:</b></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><b>Curricular Goal:-</b></p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p>	<p>Poem- 5-How Many Greens?</p> <p><b>C10.6</b></p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>Learning Outcomes:-</b></p> <p>Basic</p> <ul style="list-style-type: none"> <li>Shows curiosity in observing plants and animals</li> </ul> <p>Medium</p> <ul style="list-style-type: none"> <li>Shows joy in engaging with plants and animals in the local environment</li> </ul> <p>Advance</p> <ul style="list-style-type: none"> <li>Takes responsibility for tending and caring for saplings and plants.</li> </ul> <p><b>Competency</b></p>						
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	<p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>● Identification and usage of simple past tense, past continuous tense and future tense in a sentence.</li> <li>● Formation and usage of Compound words.</li> <li>● Usage of Contractions.</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Grammar</b></p> <p><b>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</b></p> <p><b>Lesson-8 Compound words.</b></p>	<p><b>Grammar</b></p> <p><b>Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense</b></p> <p><b>Lesson-8 Compound words.</b></p> <p><b>C-9.7</b></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>Language and Literacy development</p>	<p><b>Learning Outcomes:-</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>● Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li> </ul>						
		<p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages.</p>	<p><b>Medium:</b></p> <ul style="list-style-type: none"> <li>● Uses expanded vocabulary with intentional use of action words, descriptive words, tenses</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>● Uses children's dictionaries to identify meanings of unknown words encountered in texts</li> </ul>						

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

pds)	<p><b>Skills-</b> Listening , Speaking, Reading, Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Learning about a classic story – ‘Alice in Wonderland’ and its sequel ‘Through the Looking Glass’.</li> <li>Learning how to enjoy the imaginative use of language and ideas.</li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>Importance of social behaviour.</li> <li>Importance of positive traits in a society.</li> </ul>	<p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>( Manomaya Kosha)</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p>	<p><b>C-4.2</b></p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p><b>C-10.5</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Recognizes simple emotions (fear, joy, sadness).</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Describes their feelings and their causes</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Consciously uses</li> </ul>	<p><b>Life skills :</b></p> <p>Decision making</p> <p>Problem Solving</p> <p><b>Social Skills</b></p> <p>Inter personal Skill</p> <p><b>Emotional Skills</b></p> <p>Self -awareness</p> <p><b>Values /Ethics :</b></p> <p>Be polite and respectful to others.</p>	<p><b>Scientific temper:-</b></p> <p>Inquisitiveness</p> <p><b>Use of Internet</b></p> <p><b>Video link</b></p> <p><a href="https://youtu.be/D2aTSgFvLgc">https://youtu.be/D2aTSgFvLgc</a></p> <p>(Humpty Dumpty)</p> <p><a href="https://youtu.be/N2CnnoF6mZQ">https://youtu.be/N2CnnoF6mZQ</a></p> <p>( A Song About Myself)</p>	<p>from the given words.</p> <p>Make new words adding suffixes.</p> <p><b>Math:-</b>Draw and colour three objects with oval shape.</p> <p>.</p> <p><b>Music:</b>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><b>Home assignments:</b></p> <p>Art integrated activities</p> <p>Book Exercises</p>	<p>Dumpty finger puppet)</p> <p><b>Suggestive Assessment :</b></p> <p>Worksheet</p> <p>Multiple Choice Questions</p> <p><b>Suggestive resources/Activities:</b></p> <p>Identifying oval shaped objects at home and school surroundings.</p>
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	<p>Poem- 5-A Song About Myself</p> <p>(Literary Device used – Rhyme)</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>The relationship of the self with the nature and universe.</li> <li>Understanding Rhyming words.</li> </ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"> <li>The identification of the self with other selves.</li> <li>Rhyming words.</li> </ul>	<p><b>DOMAIN:</b></p> <p>Poetry</p> <p>Poem- 5-A Song About Myself</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><b>Curricular Goal:-</b></p> <p><b>CG4</b></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><b>CG-10</b></p> <p>Children develop fluency in</p>	<p>strategies to calm themselves down</p> <p><b>Competency</b></p> <p>Poetry</p> <p>Poem- 5-A Song About Myself</p> <p>(Literary Device used – Rhyme)</p> <p><b>C10.6</b></p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>C-4.2</b></p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p><b>Learning Outcomes:</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>Reads short poems and narrates the literal meaning of the poem</li> </ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"> <li>Reads short poems and infers the imagination of the poet</li> </ul> <p><b>Advance:</b></p>						
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	<p><b>Grammar:</b> Lesson-12 Articles</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Understanding and usage of articles.</li> </ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"> <li>Usage of articles (a,an,the)in a sentence.</li> </ul>	<p>reading and writing.</p> <p><b>DOMAIN:</b> Grammar Lesson-12 Articles</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b> CG-11 Children begin to read and write in Language2</p>	<ul style="list-style-type: none"> <li>Able to frame a poem on their own.</li> </ul> <p><b>Competency</b> Grammar Lesson-12 Articles</p> <p><b>CG-11.2</b> Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Reads simple two-syllable words that are familiar and with known letters.</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Writes down short words on dictation</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Recognizes as sight words commonly used articles, pronouns, and connecting words</li> </ul>						
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			<p><b>CWSN Assistive Learning:-</b></p> <p><b>Visual Impairment students assistance:</b></p> <ul style="list-style-type: none"> <li>☑ Specific points of the topics in audio form.</li> <li>☑ Use of Bold and Large font pictures book.</li> <li>☑ Use of embossed flash cards of adverbs.</li> <li>☑ Words cutouts for formation of sentences.</li> </ul> <p><b>Hearing Impairment students assistance:</b></p> <p><a href="https://youtu.be/D2aTSgFvLgc">https://youtu.be/D2aTSgFvLgc</a></p> <p><a href="https://youtu.be/N2CnnoF6mZQ">https://youtu.be/N2CnnoF6mZQ</a></p> <p><a href="https://youtu.be/83ujFcGrxHI">https://youtu.be/83ujFcGrxHI</a></p>						
<p>Decem ber (22- 25Days)</p> <p>(24-28 pds)</p>	<p><b>Literature:</b></p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p><b>Skills-</b> Listening, Speaking, Reading and writing</p> <p><b>CONCEPT: -</b></p>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p>Language and Literacy development</p> <p>Physical Development</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p>Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)</p> <p><b>C-3.2</b></p> <p>Shows balance, coordination, and flexibility in various physical activities</p>	<p><b>5 C's</b></p> <p>Collaboration</p> <p>Communication</p> <p>Critical Thinking</p> <p><b>Life skills :</b></p> <p>Decision making</p>	<p><b>Arts:-</b></p> <p>Role Play and Drama</p> <p>Draw and colour three items of a cricket kit.</p> <p><b>Scientific temper:-</b></p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>Story telling</p> <p>Fill in the blanks using appropriate preposition and conjunction.</p>	<p><b>Learning Space</b></p> <p>Home</p> <p>Classroom</p> <p>Playground</p>	<p><b>Class assignments</b></p> <p>Worksheets based on conjunctions and prepositions</p> <p>Value based questions.</p>	<p><b>Suggestive Pedagogies</b></p> <p>(Cut a few pictures related to a cricket match from a newspaper and paste it in your notebook)</p>

<p>●Learning about the spirit of sportsmanship – winning and losing and how to take both with dignity</p> <ul style="list-style-type: none"> <li>Learning about the spirit of sportsmanship and how to take success and failure gracefully.</li> </ul> <p>Sub-Concepts: -</p> <ul style="list-style-type: none"> <li>Listening, reading, understanding and answering questions orally and in writing.</li> <li>Importance of dedication and teamwork.</li> <li>Cooperation and teamwork bring its positive reward.</li> </ul> <p><b>Grammar:</b></p>	<p>Socio-Emotional and Ethical Development (Manomaya kosha)</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-3</b> Children develop a fit and flexible body</p> <p><b>CG-4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>CG-10</b> Children develop fluency in reading and writing.</p>	<p><b>C-4.2</b> Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p><b>CG-10.4</b> Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Carries simple weights and moves with them</li> <li>Recognizes simple emotions (fear, joy, sadness).</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Shows willingness to exert their strength for tasks that require use of the large muscle groups</li> <li>Describes their feelings and their causes</li> </ul>	<p><b>Social Skills</b></p> <p>Commitment</p> <p>Cooperation</p> <p><b>Compassion</b></p> <p><b>Emotional Skills</b></p> <p>Self-discipline</p> <p><b>Values /Ethics :</b></p> <p>Sportsman Spirit</p> <p>Appreciation</p>	<p>Critical Thinking</p> <p>Observational Skill</p> <p><b>Use of Internet</b></p> <p>Video link</p> <p><a href="https://youtu.be/2J72hm67qjg">https://youtu.be/2J72hm67qjg</a></p> <p>(An Exciting Cricket Match)</p>	<p>Complete the word puzzle.</p> <p><b>Sports-Cricket match</b></p>	<p><b>Home assignments:</b></p> <p>Write names of the current members of the Indian cricket team.</p> <p>Book Exercises</p>	<p>Dictation</p> <p>Class Tests.</p> <p><b>Suggestive Assessment :</b></p> <p>Dictation</p> <p>Reading Assessment</p>	<p><b>Suggestive</b></p>
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	<p>Lesson-16 Preposition Lesson-18 Conjunction</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>• Prepositions [position words] and conjunctions [joining words] Understanding and their usage</li> </ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"> <li>• Identification and usage of conjunctions to join a sentence.</li> <li>• Identification and usage of preposition in a sentence.</li> </ul>	<p><b>DOMAIN:</b> Grammar Lesson-16 Preposition Lesson-18 Conjunction</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b> CG-11 Children begin to read and write in Language 2</p>	<p>Advance</p> <ul style="list-style-type: none"> <li>• Shows strength and endurance in work and play situations</li> <li>• Consciously uses strategies to calm themselves down.</li> </ul> <p><b>Competency</b></p> <p><b>Grammar</b></p> <p>Lesson-16 Preposition Lesson-18 Conjunction</p> <p><b>CG-11.2</b> Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>• Begins to visually recognize and connect letters to corresponding sounds</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Recognizes as sight words their names and labels of objects in their environment</li> </ul>						<p><b>resources/Activities:</b></p> <p>Discussion about Cricket.</p>
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**Advance**

- Recognizes as sight words commonly used articles, pronouns, and connecting words

**CWSN Assistive Learning:-**

December

**Visual Impairment students assistance:**

☑ 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.

**Children with Autism (Learning Assistance)**

☑ Teach the story and grammar using visual and

concrete aids (flash cards, picture cards,

			<p>puppets).</p> <ul style="list-style-type: none"> <li>☑ Use storyboards.</li> <li>☑ Refer apps for learning.</li> </ul> <p><a href="https://youtu.be/2J72hm67qig">https://youtu.be/2J72hm67qig</a></p> <p><a href="https://youtu.be/qVo6N4vMPfl">https://youtu.be/qVo6N4vMPfl</a></p> <p><a href="https://youtu.be/nNGiDfCX7PI">https://youtu.be/nNGiDfCX7PI</a></p>						
<p>January (22-25Days)</p> <p>(18-21 pds)</p>	<p><b>Literature:</b></p> <p><b>Lesson10-Birbal wins Again</b> (Prose- folk tales)</p> <p><b>Skills-</b> Listening, Speaking, Reading and writing</p> <p><b>CONCEPT: -</b></p> <ul style="list-style-type: none"> <li>• Learning about the stage and enactment of plays.</li> <li>• Learning how to use one's wit wisely.</li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>• Importance of wisdom and problem-solving techniques</li> <li>• Applying presence of mind, and intelligence in</li> </ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><b>Lesson10-Birbal wins Again</b> (Prose- folk tales)</p> <p>Language and Literacy development</p> <p>Cognitive Development (Vijnanamaya kosha)</p> <hr/> <p><b>Curricular Goal:-</b></p> <p><b>CG-7</b></p> <p>Children make sense of world around through observation and logical thinking</p> <p><b>CG-9</b></p> <p>Children develop effective</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p><b>Lesson10-Birbal wins Again</b> (Prose- folk tales)</p> <p><b>C-7.2</b></p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p><b>CG-9.5</b></p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p><b>Learning Outcomes:-</b></p>	<p><b>5 C's</b></p> <p>Critical thinking</p> <p>Communication</p> <p><b>Life skills :</b></p> <p>Analysis</p> <p>Problem Solving</p> <p><b>Social Skills</b></p> <p>Decision making</p> <p><b>Emotional Skills</b></p> <p>Expression of emotions</p>	<p><b>Arts:-</b></p> <p>Draw pictures according to the given preposition.</p> <p><b>Scientific temper:-</b></p> <p>Inquisitiveness</p> <p>Critical Thinking:</p> <p>understanding to do and say right things at right time.</p> <p><b>Use Of Internet</b></p> <p>Video link <a href="https://youtu.be">https://youtu.be</a></p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>Write five sentences about Birbal.</p> <p>Write a leave application to your Principal/Coordinator.</p>	<p><b>Learning Space</b></p> <p>Home</p> <p>Classroom</p>	<p><b>Class assignments</b></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><b>Home assignments:</b></p> <p>Worksheet based on adverbs.</p>	<p><b>Suggestive Pedagogies</b></p> <p>Story –telling</p> <p>Role play</p> <p><b>Suggestive Assessment :</b></p> <p>Dictation</p>

	<p>coping with everyday situations.</p> <ul style="list-style-type: none"> <li>Listening, reading, understanding and answering questions orally and in writing.</li> </ul> <p><b>Grammar:</b> Lesson-15 Adverbs Formal Letter Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"> <li>Adverbs [they add something to the verbs] and their usage.</li> <li>Format of</li> </ul>	<p>communication skills for day-to-day interactions in two languages</p> <p><b>DOMAIN:</b> Grammar Lesson-15 Adverbs Formal Letter Writing</p>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Listens to “Read Aloud” and responds to questions posed by the Teacher</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Participates in “Guided Reading” along with the Teacher and in discussions about the reading.</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Applies their understanding to solve simple problems.</li> <li>Reads and identifies characters, plots, sequences, and point of view of the author</li> </ul> <p><b>Competency</b> Grammar Lesson-15 Adverbs Formal Letter Writing</p>	<p><b>Values /Ethics :</b></p> <p>Importance of wit, wisdom and presence of mind.</p> <p>To make good decisions</p>	<p><a href="#">/9QMljZFA6VU</a></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><b>Suggestive resources/Activities:</b></p> <p>Role Play</p>
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	<p>formal letter.</p> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"> <li>• Identification and usage of adverbs in a sentence..</li> <li>• Writing a leave application.</li> </ul>	<p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p><b>C-10.3</b></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><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <p>Follows words from left to right and from top to bottom on a printed page</p> <p><b>Medium</b></p> <p>Recognizes simple punctuation marks (full stop, question mark)</p> <p><b>Advance</b></p> <p>Uses simple punctuation marks (full stop, question mark) appropriately</p> <p><b>CWSN Assistive Learning:-</b></p> <p><b>Visual Impairment students assistance:</b></p> <p>☑ 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> <p>☑ Use Flash cards having larger fonts to help the child read the words.</p> <p>☑ Use felt/flannel / alphabet cut outs to help form the words.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☑ Take some videos of sign language expert, videos with captions which are related to the chapter.</p> <p>☑ Use Visual aids like flash cards of different games, siblings with captions .</p> <p>☑ Refer apps for learning.</p> <p><a href="https://youtu.be/9QMIjZFA6VU">https://youtu.be/9QMIjZFA6VU</a></p>						
February (20-25Days)	<p><b>Grammar:</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p><b>CONCEPT:-</b></p> <p>Reading with comprehension</p>	<p><b>DOMAIN:</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p>Language and Literacy Development</p>	<p><b>Competency</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p><b>C-9.7</b></p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing</p>	<p><b>5 C's</b></p> <p>Communication</p> <p><b>Life skills</b></p> <p><b>Social Skills</b></p>	<p><b>Arts:-</b></p> <p><b>Technology:-</b></p> <p>Online Communications.</p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>To be able to answer the questions from the given passage</p>	<p><b>Learning Space</b></p> <p>Home</p> <p>Classroom</p>	<p><b>Class assignments</b></p> <p>Competency based worksheets</p> <p><b>Home assignments</b></p> <p>Book</p>	<p><b>Suggestive Pedagogies</b></p> <p>Critical Thinking</p>

	<p><b>Sub Concepts:</b></p> <p>Learning to communicate through letters.</p> <p><b>Revision of Annual Examinations</b></p> <p><b>Annual Examinations</b></p>	<p><b>Curricular Goal:-</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p> <p><b>CG-11</b></p> <p>Children begin to read and write in Language2</p>	<p>vocabulary</p> <p><b>C-11.2</b></p> <p>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><b>Learning Outcomes:-</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li> <li>• Recognizes as sight words their names and labels of objects in their environment</li> </ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"> <li>• Predicts meaning of unknown words in texts using picture and context cues</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>• Uses children's</li> </ul>	<p>Effective communication skills</p>				<p>Exercises</p>	<p><b>Suggestive Assessment :</b></p> <p>Class Test</p> <p>Oral Quizzes</p> <p><b>Suggestive resources/Activities:</b></p> <p>Practice of Letter Writing</p> <p>Unseen Passage Comprehension</p>
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dictionaries to identify meanings of unknown words encountered in texts

**CWSN**

**Visual Impairment students assistance:**

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

**Hearing Impairment students assistance:**

<https://youtu.be/8H14fOg4sfE>

<https://youtu.be/ePxNKUKWNDM>

**आर्मी पब्लिक स्कूल धौला कुआँ का केंद्रीकृत पाठ्यक्रम विभाजन ( कक्षा-तीन)**

**पाठ्य पुस्तक : गुंजन/व्याकरण वाटिका**

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September					entire syllabus of Term II	
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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 शा (संकेतात्मक)
	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 धैर्य व्याकरण हमारीभाषा, वर्णऔर शब्द अवधारणा - भाषा के अनेक रूपों से परिचय	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. कोशः प्राणमय CG-10. Children develop fluency in reading and writing in language	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 रंगो, खुशबू व आकार के बारे में जान सकेंगे। मध्यम: फूलों की उपयोगिता के बारे में आधारभूत जानकारी प्राप्त कर सकेंगे। उन्नत: छात्र एक जैसी आवाज वाले शब्दों अथवा तक वाले शब्दों केबारेमेंजानसकेंगे 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	जीवन कौशल समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर करना।	कला:- कागज के फूलों की क्यारी। खेल:- वैज्ञानिक स्वभाव:- विभिन्न प्रकार के फूलों, वनस्पतियों के बारे में जानकारी। प्रौद्योगिकीतकनीकी यूट्यूब लिंक का प्रयोग <a href="https://youtu.be/JStdskfjyQ">https://youtu.be/JStdskfjyQ</a>	अंग्रेजी भाषा:- फूलों की उपयोगिता का गद्यांश। गणित:- कलाकागज के फूलों की क्यारी। संगीत:- सुर और लय के साथ गायन। <a href="https://youtu.be/Rn0dKVWhDE">https://youtu.be/Rn0dKVWhDE</a>	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 र ज्ञान:- समस्या हल सांकेतिक मू • क • मू प्र • व श

<p>मई (15 दिन)</p>	<p>वर्णमाला का ज्ञान</p> <p><b>उपअवधारणा</b></p> <p>भाषा के रूप लिखित, मौखिक और सांकेतिक</p> <p>स्वर तथा व्यंजन का ज्ञान</p> <p>पाठसंख्या - २</p> <p>कालांशोंकीसंख्या- ४</p> <p>पाठकानाम - रूपा डरी नहीं</p> <p>अवधारणा:- बहादुरी व निडरता</p>	<p><b>भाषा और साक्षरता विकास</b></p> <p><b>CG-7 Children make sense of the world around through observation and logical thinking.</b></p> <p><b>CG-9.5:</b> Comprehends narrated/read out stories and identifies characters, storyline and what the author wants to say.</p> <p><b>कोश:</b> अन्नमय</p> <p><b>ज्ञान क्षेत्र :</b></p> <p><b>CG -10:</b> Childrendevelop fluency in reading and writing.</p> <p><b>पाठ्यक्रम लक्ष्य-C-9.1</b>Listens to and appreciates songs,rhymes and</p>	<p>हैं।</p> <p><b>सीखने का परिणाम मूल रूप-</b></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><b>माध्यमिक</b></p> <p>अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।</p> <p><b>उच्चतर</b></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><b>अधिगम परिणाम</b></p> <p><b>मूल रूप :</b>छात्र उपहार एवंपुरस्कार में अंतर समझ सकेंगे।</p> <p><b>मध्यम :</b>छात्र पुरस्कार का महत्व जान सकेंगे।</p> <p><b>विकसित:</b> (क) देश में दिए जाने वाले राष्ट्रीय</p>	<p>समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर</p>	<p><b>कला:-</b>26 जनवरी की परेडकेचित्रों का एक एलबम बनाना।</p> <p><b>खेल:</b> चोर-सिपाही का खेल खेलना।</p> <p><b>वैज्ञानिक स्वभाव:-</b></p> <p>खोज करना और खेल खेलना जो परिवार एक साथ खेलते हैं।</p>	<p><b>अंग्रेजी भाषा:-</b> लड़का -लड़की में भेद को समाप्तकरने की पहल, तात्कालिक भाषण प्रतियोगिता।</p> <p><b>गणित:-</b></p>	<p>रोल प्ले के लिए गतिविधि कक्ष।</p> <p>विद्यालय प्रांगण</p>	<p><b>कक्षा कार्य:</b> (क) पाठ का पठन-पाठन (ख) कठिन शब्द रेखांकित करना। (ग) पीछे का अभ्यास (घ) प्रश्न/उत्तर (ङ) वाक्य बनाओ</p> <p><b>गृह कार्य :-</b> (क) शब्दार्थ लिखिए। (ख) प्रश्न/उत्तर याद करें।</p>	<p><b>परियोजना व ज्ञान:-</b></p> <p>समस्या हल</p>
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<p><b>जुलाई</b> (२३ दिन)</p>	<p><b>उपअवधारणाएँ</b> अन्याय का विरोध जीवन शैली धैर्य सूझ-बूझ सहायताकरना</p> <p><b>व्याकरण :</b> विलोम शब्द अनेकार्थक शब्द शब्द-रचना</p> <p><b>अवधारणा</b> विलोम शब्द को विपरीतार्थक शब्द भी कहते हैं।</p> <p><b>उपअवधारणाएँ</b> 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><b>पाठसंख्या -</b> ३ <b>पाठकानाम - तीन</b> <b>गुड़ियाँ (गैर विस्तृत)</b></p> <p><b>पाठसंख्या -</b> ४ <b>कालांशोंकीसंख्या</b> ३</p> <p><b>पाठकानाम - समय</b> का मोल</p>	<p>songs.</p> <p><b>C-10.6</b>Read short poem and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>C-10.8</b>Writes a paragraph to express their outstanding and experiences</p> <p><b>कोश:विज्ञानमय</b></p> <p><b>ज्ञान क्षेत्र :</b></p> <p><b>CG-5</b>Children develop a positive attitude towards the productive work and service 'seva'.</p> <p><b>पाठ्यक्रम लक्ष्य-</b> <b>C-5.1 :</b> Demonstrates willingness and participation in age appropriate physical work towards</p>	<p>पुरस्कारों की जानकारी प्राप्त कर सकेंगे। (ख) हर मुसीबत या मुश्किल के समय में साहस हिम्मत एवं निडरता से उसका सामनाकरना।</p> <p><b>सीखने का परिणाम मूल रूप-</b> 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><b>माध्यमिक</b> अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।</p> <p><b>उच्चतर</b></p> <p><b>अधिगम परिणाम</b> <b>मूल रूप :</b>समय के मूल्य को समझना। <b>मध्यम :</b>एकता, प्रकृति प्रेम और समय के मूल्य जैसे गुणों को अपनाना।</p>	<p>सतत विकास, गुणवत्तापूर्ण शिक्षा</p>	<p><b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/liM9VWZtK0Y">https://youtu.be/liM9VWZtK0Y</a></p> <p><b>कला:-</b> गते का प्रयोग करके घड़ी बनाना <b>खेल:-</b> दिनचर्या का चार्ट बनाकरमित्रों के समय के साथ तुलना। <b>वैज्ञानिक स्वभाव:-</b> दिल्ली और जयपुर में जंतर-मंतर दर्शनीय स्थल है। यहाँ सूर्य की</p>	<p><b>कला:-</b> बहादुरी पुरस्कारों का एलबम बनाना।</p> <p><b>संगीत:-</b> <a href="https://youtu.be/Gv7jSiE4DNE">https://youtu.be/Gv7jSiE4DNE</a></p> <p><b>अंग्रेजी भाषा:-</b> समय की कीमत का गदयांश <b>गणित:-</b> <b>कला:-</b>गते का प्रयोग करके घड़ी</p>	<p>बगीचा, विद्यालय प्रांगण</p>	<p><b>कक्षा कार्य:-</b> अध्यापिका द्वारा कविता का सस्वर वाचन।</p> <p><b>गृह कार्य :-</b> तुकबंदी वाले शब्द।</p>	<p><b>संकेतात्मक</b></p> <ul style="list-style-type: none"> <li>• क</li> <li>• मू</li> <li>• प्र</li> <li>• व</li> </ul> <p><b>परियोजना व ज्ञान:-</b> समस्या हल</p> <p><b>संकेतात्मक</b></p> <ul style="list-style-type: none"> <li>• क</li> <li>• मू</li> </ul>
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<p>अगस्त(२ ० दिन)</p>	<p><b>अवधारणा:-</b> समयकामहत्व <b>उपअवधारणाएँ :</b> हरछोटीचीजकामहत्व</p> <p><b>पाठसंख्या –५</b> <b>कालांशोंकीसंख्या४</b> <b>पाठकानाम –</b> राजेंद्रबाबू <b>अवधारणा:-</b></p> <ul style="list-style-type: none"> <li>बड़प्पन की भावना</li> </ul> <p><b>उप अवधारणा</b></p> <ul style="list-style-type: none"> <li>सादगीपूर्ण जीवन</li> <li>सामाजिक समानता</li> </ul>	<p>helping others <b>कोषा:</b> आनंदमय</p> <p><b>ज्ञान क्षेत्र :</b></p> <p><b>CG -9 :</b> Children develop effective communication skills for day to day interactions in two languages</p> <p><b>CG-1:</b> Children develop habits that keep them healthy and safe.</p> <p><b>पाठ्यक्रम लक्ष्य-</b></p> <p><b>C-9.5</b> :Comprehends narrated/read out stories and identifies characters,</p>	<p><b>विकसित:</b> छोटी-छोटी वस्तुओं का मूल्य समझना। <b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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>Socio emotional and ethical development</p> <p><b>अधिगम परिणाम</b></p> <p><b>मूल रूप :</b> महानविभूतियों के विषय में जानना।</p> <p><b>मध्यम :</b> सामाजिक समानता का महत्व समझना।</p>	<p>सामाजिक एवं जीवन कौशल</p>	<p>रोशनीके आधार पर समय की जानकारी दी जाएगी। <b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/7ZeVdzqe">https://youtu.be/7ZeVdzqe</a></p> <p><b>कला:-</b> भारत के किन्हीं पांच राष्ट्रपतियों के चित्र चिपकाइए।</p> <p><b>खेल:-</b> <b>वैज्ञानिक स्वभाव:-</b> भारत रत्नों की जानकारी <a href="https://youtu.be/77jwBBPNMA">https://youtu.be/77jwBBPNMA</a></p>	<p>बनाना</p> <p><b>संगीत:-</b> <a href="https://youtu.be/xJBek5XCeXW">https://youtu.be/xJBek5XCeXW</a></p> <p><b>अंग्रेजी भाषा:-</b> भारत के पहले 5 राष्ट्रपतियों के नाम और उनका कार्यकाल का समय।<b>कला:-</b> भारत के पाँच राष्ट्रपतियों के चित्र चिपकाकर उनके नाम लिखिए।</p>	<p>ए.वी. कक्ष- कक्षा</p>	<p><b>कक्षा कार्य:-</b> (क) पाठ का पठन- पाठन (ख) कठिन शब्दरेखांकित करना। (ग) पीछे का अभ्यास (घ) प्रश्न उत्तर (ङ) वाक्य बनाओ</p> <p><b>गृह कार्य :-</b> (क) शब्दार्थ लिखिए। (ख) प्रश्न उत्तर याद करें।</p>	<p>प्र</p> <p><b>परियोजना</b></p> <p><b>ज्ञान:-</b> भारत सम्मानित पौधों व्यक्तियों की एकत्रित करें।</p> <p><b>समस्या हल विचारोत्तेजक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> </ul> <p>प्र</p>
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<p>अगस्त(२ ० दिन)</p>	<p>अवधि २ गुंजन पाठ 6, 7, 8 व्याकरण -संज्ञा ,सर्वनाम ,विराम चिह्न चित्र वर्णन, कविता लेखन पाठसंख्या –६ कालांशोंकीसंख्या ५ पाठकानाम - दूध का रंग अवधारणा:-छात्र दूध का महत्व समझेंगे। उपअवधारणाएँ :स्वस्थ जीवन शैली। व्याकरण: पाठ-३ नाम शब्द-संज्ञा पाठ -४नाम की जगह-</p>	<p>storyline and what the author wants to say.कोषा:विज्ञानमय</p> <p>ज्ञानक्षेत्र :-Children develop emotional intelligence, i.e, the ability to understand and manage their own emotions and responds positive to social norms</p> <p>पाठ्यक्रम लक्ष्य: C-4.5 Understands responds positively to social norms in the classroom and school. C4.2 Understands</p>	<p><b>विकसित:</b> सादगी के साथ जीवन-यापन करना।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>अधिगम परिणाम</b></p> <p><b>मूल रूप :</b>दूध पीने के महत्व को समझना। <b>मध्यम :</b>वैज्ञानिक दृष्टिकोण का विकास। <b>विकसित:</b> विवेकशीलतास्वस्थ जीवन शैली को अपनाना। <b>विकसित:</b> छोटी-छोटी वस्तुओं का मूल्य</p>	<p>शारीरिक विकास एवं जीवन कौशल वैज्ञानिक दृष्टिकोण</p>	<p>A</p> <p><b>तकनीकी प्रौद्योगिकी :-</b> गूगल, टेलीविजन अन्य पुस्तकें।</p> <p><b>कला:-</b> दूध से बनी हुई चीज़ोंके चित्र और सूची। <b>खेल:-</b></p>	<p><b>संगीत:-</b> <a href="https://youtu.be/ZGtrHNla_cw">https://youtu.be/ZGtrHNla_cw</a></p> <p><b>अंग्रेजी भाषा:-</b> <b>गणित:-</b></p>	<p>विज्ञान प्रयोगशाला ए.वी कक्ष</p>	<p><b>कक्षा कार्य:-</b> (क) पाठ का पठन-पाठन (ख) कठिन शब्दरेखांकित करना। (ग) पाठके अंतमेंदियागया अभ्यास-कार्य (घ) प्रश्न/उत्तर (ङ) वाक्य बनाओ</p> <p><b>गृह कार्य :-</b> (क) शब्दार्थ लिखिए। (ख) प्रश्न/उत्तर याद करें।</p>	<p>विचारोत्तेजक</p> <p><b>परियोजना व ज्ञान:-</b> <b>विचारोत्तेजक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>• क</li> <li>• मू</li> <li>प्र</li> </ul>
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<p>सितंबर (२३दिन)</p>	<p>सर्वनाम <b>अवधारणा – भाषा के अनेक रूपों से परिचय</b> <b>उपअवधारणा</b> संज्ञा के प्रकार: व्यक्तिवाचक संज्ञा जातिवाचक संज्ञा <b>भाववाचक संज्ञा</b></p> <p><b>पाठसंख्या --७</b> <b>कालांशोंकीसंख्या</b> ५ <b>पाठकानाम -</b> डामन और पिथियस</p> <p><b>अवधारणा:-</b></p> <ul style="list-style-type: none"> <li>• मित्रता</li> <li>• बलिदान</li> <li>•</li> </ul> <p><b>उपअवधारणाएँ :</b></p> <ul style="list-style-type: none"> <li>• घर-परिवार से प्रेम</li> <li>• समय का पालन</li> </ul> <p><b>व्याकरण:-</b> पाठ-७ विराम-चिह्न पाठ-१४रचनात्मक लेखन (चित्र-वर्णन)</p>	<p>and responds positively to different thoughts preferences and emotional needs of other children.</p> <p><b>कोषा:</b> आनंदमय</p> <p><b>ज्ञानक्षेत्र :-</b>भाषा और साहित्य का विकास</p> <p><b>पाठ्यक्रम लक्ष्य:-</b> <b>CG-5 Children develop a positive attitude towards productive work and service or 'seva'</b> <b>CG-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others.</b></p> <p><b>कोषा:-</b>मनोमय</p>	<p>समझना।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>सीखने का परिणाम</b> <b>मूल रूप-</b>छात्रों का व्याकरण के नियमों से परिचय होना। छात्र नाम वाले शब्दों को जान पाएंगे।</p> <p><b>माध्यमिक</b></p> <p>संज्ञा की परिभाषा से परिचित होंगे। संज्ञा के भेदों की जानकारी होगी। व्यवहारिक व्याकरण का ज्ञान</p> <p><b>उच्चतर:</b>संज्ञा शब्दों का दैनिक जीवन में प्रयोग</p> <p><b>योग्यता / अधिगमकापरिणाम</b> <b>CG10.6</b> लघु कथाएँ पढ़ना, कहानी के पात्रों की पहचान करना और लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका अर्थ समझना। <b>अधिगमकापरिणाममूलरूप</b> मित्रतापूर्ण व्यवहार करना। <b>मध्यम</b> घर-परिवार में सबसे मिलजुलकर रहना सीखेंगे।</p>	<p>सहयोगिता एवं सामाजिक कौशल का विकास</p>	<p><b>वैज्ञानिक स्वभाव:-</b> दूध की पौष्टिकताके बारेमें जानकारी।</p> <p><b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/0UamOgZhL6A">https://youtu.be/0UamOgZhL6A</a></p> <p><b>कला:-</b>अपने प्रिय मित्र को एक कार्ड बना कर देंगे उसमें लिखेंगे कि बच्चे अपने मित्र को क्यों पसंद करते हैं।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिकस्वभाव:-</b>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 हाल ने शुरू किया था।</p> <p><b>तकनीकी प्रौद्योगिक</b></p>	<p><b>कला:-</b>दूध से बनी हुई चीजों के चित्र और सूची।</p> <p><b>अंग्रेजी भाषा:-</b>मित्रता निबंध लिखवाया जाएगा। <b>गणित:-</b> <b>कला:-</b>कार्ड बनाना</p> <p><b>संगीत:-</b> <a href="https://youtu.be/ugS9zWPowfQ">https://youtu.be/ugS9zWPowfQ</a></p>	<p>ए.वी कक्ष, कक्षा</p>	<p><b>कक्षाकार्य:</b> शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर, विराम चिह्न <b>गृहकार्य:-</b> कृष्ण और सुदामा के अतिरिक्त और किस-किस की मित्रता की किस से प्रसिद्ध है लिखिए।</p>	<p><b>परियोजना 3 :-</b> <b>समस्याहल</b> <b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>• क</li> <li>• मू</li> </ul> <p>मौखिक और उत्तर</p> <p><b>सांकेतिक सं</b></p>
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<p>अक्टूबर (२२दिन)</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><b>ज्ञान क्षेत्र:-</b> <b>Aesthetic and cultural development</b> <b>CG9.1</b> Listens to and appreciates simple songs, rhymes <b>पाठ्यक्रम लक्ष्य-</b> <b>CG1.2-</b> Children develop abilities and sensibilities in visual and performing arts in meaningful and joyful ways. <b>CG1.3</b> Children develop habits of learning that allow them to engage actively in informal learning environment like a school classroom. <b>कोषा:-</b> विज्ञानमय</p>	<p><b>विकसित:</b> समय का सदुपयोग। तरह- तरह की कहानियों रचनाओं की भाषा की बारीकियों ( जैसे शब्दों की पुनरावृत्ति संज्ञा, सर्वनाम विभिन्न विराम -चिन्ह का प्रयोग आदि )की पहचान और प्रयोग करते हैं।  <b>CG10.6</b> लघु कथाएँ पढ़ना , कहानी के पात्रों की पहचान करना और लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका अर्थ समझना। <b>अधिगमकापरिणाम</b> <b>मूलरूप</b> चिड़ियाघर की जानकारी। <b>मध्यम</b> पशु प्रेम व संरक्षण।<b>विकसित:</b> पालतू जानवर और जंगली जानवरों में अंतर समझना। सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों शीर्षक, आदि के बारे में बातचीत करते हैं। प्रश्न पूछते हैं ,अपनी</p>	<p>तकनीकी साक्षरता कौशल वातावरण एवं पशु पक्षी के बचाव में पहल उत्पादकता</p>	<p><b>कला:-</b> पालतू जानवरों एवं जंगली जानवरों का के चित्रों का एल्बम बनाएं। <b>खेल:-</b> घुड़-दौड़, स्लेज डाग दौड़। <b>वैज्ञानिकस्वभाव:-</b> जानवरों के प्राकृतिक आवास के बारे में जानकारी।<b>तकनीकीप्रौद्योगिकी</b><a href="https://youtu.be/VqW11kYxe9g">https://youtu.be/VqW11kYxe9g</a></p>	<p><b>अंग्रेजीभाषा:-</b> चिड़ियाघर की सैर निबंध लिखवाया जाएगा। <b>गणित:-</b> <b>कला:-</b> पालतू जानवर और जंगली जानवरों के चित्र चिपकाए और एक एल्बम तैयार करें। <b>संगीत:-</b> <a href="https://youtu.be/7OF-9qYM2PQ">https://youtu.be/7OF-9qYM2PQ</a></p>	<p>ए.वी कक्ष, कक्षा</p>	<p><b>कक्षाकार्य:</b> शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द। <b>गृहकार्य :-</b> चिड़ियाघर में कौन-कौन से जानवर देखे?उनकी सूची बनाइए। चित्र-वर्णन</p>	<p><b>परियोजना3 :-</b> <b>समस्याहल संकेतात्मक</b> <b>मूल्यांकन:-</b> कार्यपत्रकमूल मौखिक और उत्तरसांकेतिक</p>
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<p><b>नवंबर (22दिन)</b></p>	<p><b>अवधि ३ गुंजन :- पाठ 9 ,10 ,11, 12 व्याकरण :-विशेषण, क्रिया ,पर्यायवाची</b></p> <p><b>पाठसंख्या:-९</b></p> <p><b>कालांशकीसंख्या:-३</b></p> <p><b>पाठका नाम:-शून्य</b></p> <p><b>अवधारणा:- छोटी वस्तु का महत्व। उपअवधारणा:- समानता का भाव</b></p> <p><b>पाठसंख्या १०</b></p> <p><b>कालांश की संख्या:- २</b></p> <p><b>पाठ का नाम:- अनोखी चिड़िया अवधारणा</b></p>	<p><b>ज्ञान क्षेत्र:</b></p> <p><b>CG-7</b> Children make sense of world around through observation and logical thinking.</p> <p><b>पाठ्यक्रम लक्ष्य-</b></p> <p><b>C7.2</b> Observes and understands cause and effects relationships in nature by forming simple hypothesis and use observations to explain their hypothesis.</p> <p><b>कोषा:-</b>विज्ञानमय</p>	<p>प्रतिक्रिया देते हैं ,राय बताते हैं, अपने तरीके से अपनी भाषा में व्यक्त करते हैं।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>अधिगम परिणाम</b></p> <p><b>मूल रूप</b> शब्द भंडार में वृद्धि।</p> <p><b>मध्यम</b> सुर और लय में कविता। <b>विकसित</b> 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><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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</p>		<p><b>कला:-</b></p> <p>शून्य के प्रयोग से चित्र बनाना।</p> <p><b>खेल:-</b></p> <p>अंको का खेल</p> <p><b>वैज्ञानिक स्वभाव:-तकनीकी प्रौद्योगिकी :</b></p> <p><a href="https://youtu.be/ltD4ZVi68-k">https://youtu.be/ltD4ZVi68-k</a></p> <p><b>कला:-</b> कागज के प्रयोग से मोर</p>	<p><b>अंग्रेजी भाषा:-</b></p> <p><b>गणित:-</b></p> <p>शून्य की उपयोगिता।</p> <p><b>कला:-</b></p> <p><b>संगीत:-</b></p> <p><b>कविता का गायन</b></p>	<p>गणित प्रयोगशाला कक्ष</p> <p>विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)</p>	<p><b>कक्षा कार्य:</b></p> <p>योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक</p> <p><b>गृह कार्य :-</b></p> <p>दिए गए अंकों के बराबर कोई वस्तु बनाओ व उस शब्द की गिनती को हिन्दी में</p> <p><b>कक्षा कार्य:</b></p> <p>योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक</p> <p><b>गृहकार्य:</b></p> <p>अपने घर के आस-पास</p>	<p><b>परियोजना</b></p> <p><b>ज्ञान:-</b></p> <p><b>समस्या हल</b></p> <p><b>मूल्यांकन:-</b></p> <p><b>सांकेतिक सं</b></p> <p>कार्य पत्रक मूल्यपरक प्र वाक्य निर्माण गिनती</p>
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<ul style="list-style-type: none"> <li>पर्यावरण संरक्षण</li> </ul> <p><b>उपअवधारणा</b></p> <ul style="list-style-type: none"> <li>प्रकृति प्रेम</li> <li>पक्षी प्रेम</li> </ul>	<p><b>ज्ञानक्षेत्र:</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing in Language</p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-6</b></p> <p>Children develop a positive regards for the natural environment around them.</p> <p><b>C-6.1</b></p> <p>Shows care for and joy in engaging with all life norms.</p> <p><b>कोषा:</b> अन्नमय</p> <p><b>CG-9.</b> Children develop effective communication skills for day to day interactions in two</p>	<p>लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>CG-6</b>Children develop a positive regards for the natural environment around them.</p> <p><b>अधिगम परिणाम मूल रूप</b></p> <ul style="list-style-type: none"> <li>विभिन्न पक्षियों के बारे में जानकारी अर्जन</li> </ul> <p><b>मध्यम</b></p> <ul style="list-style-type: none"> <li>प्रकृति और पक्षी प्रेम जागृत</li> </ul> <p><b>विकसित</b></p> <ul style="list-style-type: none"> <li>शुद्ध पठन, शब्द भंडार में वृद्धि</li> </ul> <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><b>भाषा और साहित्य का विकास।</b> <b>पाठ्यक्रम लक्ष्य- सीखने का परिणाम</b></p> <p><b>मूल रूप</b></p> <ul style="list-style-type: none"> <li>लघुकथा का महत्व उसकी लघुता में है जो वह कथा को प्रदान करती है</li> <li>पर्यायवाची शब्दों के अर्थ लगभग समान होते हैं अतः उन्हें समानार्थी के रूप में पहचान सकेंगे।</li> </ul> <p><b>विकसित</b></p> <ul style="list-style-type: none"> <li>छोटी-छोटी बातों में बड़े अर्थ निकाल</li> </ul>	<p>वातावरण एवं पक्षियों के बचाव में उत्पादकता</p> <p>मानसिक विकास</p> <p>सहयोग</p> <p>वार्तालाप</p>	<p>बनाना ।</p> <p><b>खेल:-</b> <a href="https://youtu.be/7y4Q1WJPQa">https://youtu.be/7y4Q1WJPQa</a></p> <p><b>वैज्ञानिक स्वभाव:-</b> कीवी के रहन-सहन की जानकारी।</p> <p><b>तकनीकी प्रौद्योगिकीय:-</b> पीपीटी, यू-ट्यूब लिंक <a href="https://youtu.be/QArM9hepT8I">https://youtu.be/QArM9hepT8I</a></p>	<p><b>अंग्रेजी भाषा:-</b> कीवी पक्षी का अनुच्छेद</p> <p><b>गणित:-</b> <b>कला:-</b> कागज के प्रयोग से मोर बनाना ।</p> <p><b>संगीत:-</b> पक्षियोंके स्वरों को सुनना।</p>	<p>आने वाले पक्षियोंकेचित्र एकचार्टपरचित्रचिपकाओ।</p> <p><b>कक्षा कार्य:</b> अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें।मुहावरो का प्रयोग करते हुए वाक्य बनाइए। <b>गृह कार्य :-</b> वाक्य बनाना, शब्दकोश क्रम</p>	<p><b>परियोजना</b></p> <p><b>ज्ञान:-</b></p> <p><b>समस्या हल</b></p> <p><b>मूल्यांकन:-</b></p> <p><b>सांकेतिक स</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> <li>प्र</li> <li>व</li> <li>नि</li> </ul>
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<p>नवंबर (22दिन)</p>	<p>शैली उपदेश की प्रधानता।</p> <p>कालांशोंकीसंख्या- ६पाठ११पाठ का नाम:-पिकनिक अवधारणा:-</p> <p>परोपकार</p> <p>उपअवधारणाएँ</p> <p>सूझ- बूझ</p> <p>सहायता करना</p>	<p>languages.</p> <p><b>CG-10.</b> Children develop fluency in reading and writing in language – 1.</p> <p><b>कोश</b> आनंदमयी कोश मनोमय कोश</p> <p><b>ज्ञान क्षेत्र:</b></p> <p><b>CG-7</b>Children make sense of world around through observation and logical thinking</p> <p><b>पाठ्यक्रम लक्ष्य-</b></p> <p><b>C-7.2</b>Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</p> <p><b>कोषा:-</b>आनंदमय</p>	<p>पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे</p> <ul style="list-style-type: none"> <li>अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे</li> </ul> <p><b>उच्चस्तरीय</b></p> <ul style="list-style-type: none"> <li>लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है।</li> <li>पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे।</li> </ul> <p><b>CG-10</b>Children develop fluency in reading and writing in Language</p> <p><b>C10.4</b>Children develop fluency in reading and writing in language.</p> <p><b>अधिगम का परिणाममूल रूप</b> छात्रों को परिवार के साथ पिकनिक का अनुभव।</p> <p><b>मध्यम</b> गलत काम को रोकना।</p> <p><b>विकसित:</b> 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।</p> <p><b>विशेष आवश्यकता वाले बच्चों के लिए सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअक्ष</p>	<p>नेतृत्व तार्किक चिंतन एवं जीवन से आगे बढ़ते हुए आई समस्या को सुलझाना।</p>	<p><b>कला:-</b>जहाँ पिकनिक मनाने गए वहाँ का चित्र बनाएं।</p> <p><b>वैज्ञानिक स्वभाव:-</b> बैडमिंटन, चोर-सिपाही का खेल</p> <p><b>तकनीकीप्रौद्योगिकी</b><a href="https://youtu.be/mDp9zUpVVVo">https://youtu.be/mDp9zUpVVVo</a></p>	<p><b>अंग्रेजी भाषा:-</b> पिकनिक के विषय में 5 पंक्तियां लिखें।</p> <p><b>गणित:-</b></p> <p><b>कला:-</b>पिकनिक में जो भी दृश्य देखे गए उनके चित्र बनाएँ।</p> <p>संगीत:-</p>	<p>विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)</p>	<p><b>कक्षाकार्य:</b> शब्द ज्ञान, श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</p> <p><b>गृहकार्य :-</b> (क)समान तुक वाले शब्द । (ख) प्रश्नउत्तरयादकरें ।</p>	<p><b>परियोजनाउ</b> :-</p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> <li>मौ</li> <li>लि</li> <li>उ</li> </ul> <p><b>सांकेतिकसं</b></p>
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	<p>पाठश्रकालांशकी संख्या २</p> <p>पाठकानाम:-दीप से दीप जलाओ</p> <p>अवधारणा</p> <ul style="list-style-type: none"> <li>साफ सफाई और सजावट से प्रेम</li> </ul> <p>उपअवधारणा</p> <ul style="list-style-type: none"> <li>भारतीय संस्कृति से प्रेम स्वस्थ जीवन शैली</li> </ul>	<p>logical thinking.</p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>C-7.2</b> Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</p> <p><b>कोषा:-</b>आनंदमय</p>			<p><b>कला:-</b>दिया और मोमबत्ती से संबंधित चित्र बनाएं।</p> <p><b>खेल:-</b>बचे हुए बचे हुए दिए से छोटे-छोटे तराजू बनाएंगे।</p> <p><b>वैज्ञानिकस्वभाव:-</b>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><b>तकनीकीप्रौद्योगिकी:-</b></p> <p><a href="https://youtu.be/mYJ5wy6hbWc">https://youtu.be/mYJ5wy6hbWc</a></p>	<p><b>अंग्रेजीभाषा:-</b></p> <p>दीपावली की विशेषता बताते हुए गद्यांश लिखवाया जाएगा।<b>गणित:-</b></p> <p><b>कला:-</b>कंदील बनवाना।<b>संगीत:-</b></p> <p>यू-ट्यूब लिंक</p> <p><a href="https://youtu.be/vhGsu898QFA">https://youtu.be/vhGsu898QFA</a></p>			<p>परियोजना 3 :-</p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> <li>मौ</li> <li>लि</li> <li>उ</li> </ul> <p><b>सांकेतिकसं</b></p>
अवधि ४ गुंजन पाठ 13, 14, 15, 16	<b>ज्ञानक्षेत्र:</b>	<b>CG10.7</b> Reads and comprehends	नवाचार, महत्व सोच, वैज्ञानिक	<b>कला:-</b> वृक्षों की उपयोगिता बताते हुए	<b>अंग्रेजीभाषा:-</b> पौधों के विषय में	विद्यालय	<b>कक्षाकार्य:</b>	परियोजना 3	

<p>दिसंबर (23 दिन)</p> <p>जनवरी (21 दिन)</p>	<p><b>व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन, योजक शब्द, अशुद्धि शोधन, कहानी लेखन</b> पाठसंख्या-१३</p> <p>कालांश की संख्या-४</p> <p><b>पाठकानाम:-</b>पौधों का जीवन</p> <p><b>अवधारणा:-</b> प्रकृति प्रेम</p> <p><b>उपअवधारणा :-</b></p> <ul style="list-style-type: none"> <li>वैज्ञानिक दृष्टिकोण</li> <li>पर्यावरण संरक्षण</li> </ul> <p><b>व्याकरण पाठ-८ :- शब्द भंडार ( वाक्यांश के लिए एक शब्द)</b></p> <p><b>पाठ-११:- मुहावरे</b></p> <p><b>अवधारणा:-</b> जब कोई वाक्यांश अपने सामान्य अर्थ को छोड़कर किसी विशेष अर्थ में रूढ़ हो जाता है उसे मुहावरा कहते हैं।</p> <p><b>पाठ संख्या-१४</b></p> <p><b>कालांश की संख्या:</b> ६</p>	<p><b>CG-10</b> Children develop fluency in reading and writing in Language</p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-6</b> Children develop a positive regards for the natural environment around them.</p> <p><b>C-6.1</b> Shows care for and joy in engaging with all life norms.</p> <p><b>कोषा:</b> अन्नमय</p> <p><b>CG-9.</b> Children develop effective communication skills for day to day interactions in two languages.</p> <p><b>CG-10.</b> Children develop fluency in reading and writing in language – 1.</p> <p>आनंदमयी कोश मनोमय कोश</p> <p><b>ज्ञान क्षेत्र:</b> Language and Literacy development</p>	<p>meaning of short news item instructions and recipes and publicity material.</p> <p><b>अधिगमकापरिणाम मूलरूप</b> वृक्षारोपण करना सीखेंगे।</p> <p><b>मध्यम</b> पेड़ पौधों के बारे में जानकारीयां।</p> <p><b>विकसित:</b> 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।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>ICG10.4</b> Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>अधिगमकापरिणाम मूलरूप</b> मुहावरों का अर्थ उनके वाक्यार्थ से भिन्न होता है</p> <p><b>मध्यम</b> किसी विशेष अर्थ में रूढ़ हो जाता है।</p> <p><b>विकसित:</b> मुहावरों के प्रयोग से भाषा में सौंदर्य एवं चुटीलापन आ जाता है।</p> <p><b>CG10.4</b> Reads stories and passages</p>	<p>दृष्टिकोण</p> <p>सामाजिक कौशल, अधिगम कौशल</p> <p>विभिन्न उद्देश्यों के लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे दोस्त को पत्र लिखना पत्रिका के</p>	<p>चित्र बनाएं।</p> <p><b>खेल:-</b>बगीचे में खेलते हुए कोई पेड़ पौधे ना टूटे उसका ध्यान रखेंगे।</p> <p><b>वैज्ञानिकस्वभाव:-</b>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><a href="https://youtu.be/5pyRxOZQqHg">https://youtu.be/5pyRxOZQqHg</a> <a href="https://youtu.be/UTZiHlee76g">https://youtu.be/UTZiHlee76g</a></p> <p><b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/aN8yhLaYYMY">https://youtu.be/aN8yhLaYYMY</a></p> <p><b>कला:-</b>चिट्ठी डालने का लिफाफा बनवाया जाएगा।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिकस्वभाव:-</b> विश्व का सबसे बड़ा पुस्तक मेला जर्मनी में लगता है इसका नाम है</p>	<p>5 पंक्तियां लिखें।</p> <p><b>गणित:-</b></p> <p><b>कला:-</b>सूखे पत्तों से छोटे-छोटे जानवर और फूल बनाना।</p> <p><b>संगीत:-</b></p> <p><b>अंग्रेजीभाषा:-</b>पत्र लेखन</p> <p><b>गणित:-</b></p> <p><b>कला:-</b></p> <p><b>संगीत:-</b></p>	<p>परिसर का प्रांगण</p> <p><b>गृहकार्य :-</b> अनाज के छोटे छोटे पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम लिखिए।</p> <p><b>कक्षाकार्य:</b> शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर</p>	<p>शब्द ज्ञान, श्रुतलेख, मौखिक एवं लिखित प्रश्न उत्तर एक शब्द।</p> <p><b>गृहकार्य :-</b> अनाज के छोटे छोटे पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम लिखिए।</p>	<p><b>:-</b></p> <p><b>समस्याहल संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> <li>मौ</li> <li>लि</li> <li>उ</li> </ul> <p><b>परियोजनाउ :-</b></p> <p><b>समस्याहल संकेतात्मक मूल्यांकन:-</b></p>
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<p>फरवरी (22दिन)</p>	<p><b>पाठ कानाम :</b> विश्व पुस्तक मेला</p> <p><b>अवधारणा:-</b></p> <ul style="list-style-type: none"> <li>किताबों का महत्व</li> </ul> <p><b>उप अवधारणाएँ:-</b></p> <ul style="list-style-type: none"> <li>व्यवहारिक ज्ञान</li> <li>मेले का आनंद</li> <li>उपहार देना</li> </ul> <p><b>व्याकरण</b></p> <p><b>पाठ-१०</b>वाक्य</p> <p><b>पाठ-१४</b>रचनात्मक लेखन (पत्र-लेखन)</p> <p><b>अवधारणा:-</b></p> <p>किसी भाव या विचार को पूरी तरह से व्यक्त करने के लिए हम वाक्यों का प्रयोग करते हैं।</p> <p><b>पाठसंख्या</b> १५</p> <p><b>कालांश की संख्या:</b> २</p> <p><b>पाठकानाम :</b> सबसे बढ़कर हम(२)</p> <p><b>अवधारणा:-</b></p>	<p><b>पाठ्यक्रम लक्ष्य-</b></p> <p><b>CG-10</b>Children develop fluency in reading and writing in Language.</p> <p><b>C10.3</b>-Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words.</p> <p><b>C10.8</b>Writes a paragraph to express their understanding and experiences</p> <p><b>कोषा:</b> विज्ञानमय <b>Language and Literacy development पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-9</b>Children develop effective communication skills for day to day interaction in two languages.</p> <p><b>C9.5</b>-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.</p> <p><b>ज्ञानक्षेत्र: Language and Literacy</b></p>	<p>with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>अधिगमकापरिणाम</b></p> <p><b>मूलरूप</b></p> <p>पजल खिलौने की उपयोगिता को समझेंगे।</p> <p><b>मध्यम</b></p> <p>अपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे।</p> <p><b>विकसित:</b></p> <p>मेले का आनंद और उपहार देना बच्चे सीख पाएंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>C-9.3</b>Converse fluently and can hold a</p>	<p>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 प्रयोग करते हैं।</p>	<p>फ्रैंकफर्ट पुस्तक मेला।</p> <p><a href="https://youtu.be/sAfyy-kHqxN4">https://youtu.be/sAfyy-kHqxN4</a></p> <p><b>तकनीकी प्रौद्योगिकी :-</b>पत्र भेजने के नए तरीके इंटरनेट और ई-मेल को बच्चे जान सकेंगे।</p> <p><a href="https://youtu.be/WP1L2S0-1Qg">https://youtu.be/WP1L2S0-1Qg</a></p> <p><b>कला:-</b>सजीव निर्जीव चीजों के चित्र बनाओ।</p> <p><b>खेल:-</b>क्रिकेट ,वालीबॉल आदि गेंद से खेले जाने वाले खेल।</p> <p><b>वैज्ञानिक स्वभाव:-</b> 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</p>	<p><b>अंग्रेजी भाषा:-</b>सजीव और निर्जीव चीजों के बारे में लिखो।</p> <p><b>गणित:-</b> <b>कला:-</b>मानव शरीर का चित्र एक चार्ट पेपर पर बनाएं।</p> <p><b>संगीत:-</b> <a href="https://youtu.be/g9pzGjwsdAg">https://youtu.be/g9pzGjwsdAg</a></p>	<p>विद्यालय पुस्तकालय</p> <p>विद्यालय परिसर का प्रांगण</p>	<p><b>गृहकार्य :-</b> ईमेल कैसे भेजते हैं ,पता लगाओ।</p> <p><b>कक्षाकार्य:</b> अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें।</p> <p><b>गृहकार्य :-</b> वाक्य बनाना, शब्दकोश क्रम, सही गुणों का चयन</p>	<p>• क • मू • मी लि उ</p> <p><b>सांकेतिक सं</b></p> <p><b>परियोजना 3 :-</b> <b>समस्याहल</b> <b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> </ul>
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	<ul style="list-style-type: none"> <li>क्षमताओं का ज्ञान</li> </ul> <p><b>उप अवधारणा:-</b></p> <ul style="list-style-type: none"> <li>प्रसन्नता</li> <li>उत्साह</li> </ul>	<p><b>development</b></p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-9</b>Children develop effective communication skills for day to day interaction in two languages.</p> <p><b>C9.5</b>-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.</p> <p><b>कोषा:-</b>मनोमय</p>	<p>meaning full conversation.</p> <p><b>अधिगमकापरिणाम</b></p> <p><b>मूलरूप</b></p> <p>कविता का लय युक्त वचन</p> <p><b>मध्यम</b></p> <p>सजीव निर्जीव चीजों का ज्ञान।</p> <p><b>विकसित:</b></p> <p>बच्चे अपनी क्षमताओं को जानेंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b></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><b>श्रवण बाधित छात्रों की सहायता:</b></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>दांतों की सफाई भी करती है। शरीर के अन्य अंगों की तुलना में जीभ पर लगी चोट जल्दी ठीक हो जाती है। <a href="https://youtu.be/PkOshBFLy6A">https://youtu.be/PkOshBFLy6A</a></p> <p><b>तकनीकी प्रौद्योगिकी :-</b></p> <p><a href="https://youtu.be/W0_K-g5sBeQ">https://youtu.be/W0_K-g5sBeQ</a></p>				<ul style="list-style-type: none"> <li>मौलिक</li> <li>उत्साह</li> </ul> <p><b>सांकेतिक</b></p>
<p><b>फरवरी (22दिन)</b></p>	<p><b>पाठसंख्या - १६</b></p> <p><b>कालांशोंकीसंख्या ४</b></p> <p><b>पाठकानाम –</b></p> <p><b>माइकलफैराडे</b></p> <p><b>अवधारणा</b></p> <ul style="list-style-type: none"> <li>परिश्रम और धैर्य</li> </ul> <p><b>उपअवधारणा</b></p> <ul style="list-style-type: none"> <li>वैज्ञानिकदृष्टिकोण</li> </ul>	<p><b>ज्ञानक्षेत्र :Language and Literacy development</b></p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG 10</b>Children develop fluency in reading and writing in Languages.</p> <p><b>CG-7</b> Children make sense of</p>	<p>CG-10.4Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>अधिगमकापरिणाम</b></p> <p><b>मूलरूप:</b> माइकल फैराडे के बारे में जानकारी</p> <p><b>मध्यम:-</b>बिजली से संबंधित सभी जानकारीयां।</p> <p><b>विकसित:</b></p> <p>बिजली का बल्ब,ट्यूबलाइट पंखे ,प्रेस आदि</p>	<p>व्यावहारिक कौशल का विकास लक्ष्य की प्राप्ति करने में आई समस्या को सुलझाने का निरंतर प्रयास।</p>	<p><b>कला:-</b>भारतीय पाँच महान वैज्ञानिकों के नाम चार्ट पेपर पर सचित्र लिखें।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिकस्वभाव:-</b></p> <p><a href="https://youtu.be/Aesm5mXkoww">https://youtu.be/Aesm5mXkoww</a></p>	<p><b>अंग्रेजीभाषा:-</b>माइकल फैराडे की जीवनी</p> <p><b>गणित:-</b></p> <p>महान गणितज्ञ आर्यभट्ट और रामानुजन के बारे में जानकारी।</p> <p><b>कला:</b></p>	<p>ए.वी कक्ष</p>	<p><b>कक्षाकार्य:</b></p> <p>शब्द ज्ञान,</p> <p>श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</p> <p><b>गृहकार्य :-</b></p> <p>(क)समान तुक वाले शब्द ।</p> <p>(ख) प्रश्नउत्तरयादकरें ।</p>	<p><b>परियोजनाअवधारणा:-</b></p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक</b></p> <ul style="list-style-type: none"> <li>क</li> <li>मू</li> </ul> <p><b>संकेतात्मक</b></p>

	<ul style="list-style-type: none"> <li>कभी हार ना मानना।</li> </ul> <p><b>व्याकरण</b></p> <p>पाठ-९ योजक शब्द</p> <p>पाठ-१२ अशुद्धि शोधन</p> <p>पाठ-१४ रचनात्मक लेखन (संवाद लेखन, कहानी लेखन)</p>	<p><b>world around through observation and logical thinking</b></p> <p><b>C7.2 Observes and understands cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis.</b></p> <p><b>कोषा:-विज्ञानमय</b></p>	<p>कैसे काम करते हैं सब के बारे में जानकारी प्राप्त कर सकेंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> 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><b>श्रवण बाधित छात्रों की सहायता:</b> 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><b>तकनीकी प्रौद्योगिकी :-</b></p> <p><a href="https://youtu.be/hEKgtsfBCW8">https://youtu.be/hEKgtsfBCW8</a></p>	<p><b>संगीत:-</b> यू-ट्यूब लिंक</p> <p><a href="https://youtu.be/hEKgtsfBCW8">https://youtu.be/hEKgtsfBCW8</a></p>			
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## APS Syllabus Bifurcation Overview

**Academic Session 2023-24**

**Class: ...III.....**

**Subject: Maths**

**Term I**

**Report Card will consist of 100 marks**

**Term II**

**Report Card will consist of 100 marks**

<b><u>Periodic Test I- July</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Half- Yearly Exam- September</u></b> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<b><u>Periodic Test II- December</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Annual Exam- March</u></b> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)
<b>Apr-Unit 1- Number and Numeration</b>	<b>Aug- Unit 5 Multiplication</b>	<b>Oct-Unit 8 Measurements</b>	<b>Dec-Unit 10 Time</b>
	<b>Unit 6 Division</b>		
<b>May-Unit 3 Addition</b>			
	<b>Sep-Unit 7 Fractions</b>	<b>Nov-Unit 9 Geometrical Shapes</b>	<b>Jan-Unit 11 Money</b>
<b>July-Unit 2 Roman Numerals</b>			<b>Unit 12 Symmetry and Patterns</b>
			<b>Feb- Unit 13 Data Handling</b>
<b>Unit 4 Subtraction</b>	<ol style="list-style-type: none"> <li>1. Note Book Submission MM 25 (Weightage 5 Marks)</li> <li>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</li> </ol>		<ol style="list-style-type: none"> <li>1. Note Book Submission MM 25 (Weightage 5 Marks)</li> <li>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</li> </ol>

**REPORT CARD WILL CONSIST OF 100 MARKS**

**REPORT CARD WILL CONSIST OF 100 MARKS**

<b>Evaluation</b>	<b>% syllabus</b>	<b>Maximum marks</b>	<b>Weightage</b>	<b>Evaluation</b>	<b>% syllabus</b>	<b>Maximum marks</b>	<b>Weightage</b>
<b>Periodic Test I- July</b>	<b>30%</b>	<b>40 marks</b>	<b>10 marks</b>	<b>Periodic Test II- December</b>	<b>30%</b>	<b>40 marks</b>	<b>10 marks</b>
<b>Note Book Submission</b>	<b>---</b>	<b>25 marks</b>	<b>5 marks</b>	<b>Note Book Submission</b>	<b>---</b>	<b>25 marks</b>	<b>5 marks</b>
<b>Subject Enrichment Activity</b>	<b>----</b>	<b>25 marks</b>	<b>5 marks</b>	<b>Subject Enrichment Activity</b>	<b>----</b>	<b>25 marks</b>	<b>5 marks</b>

<b>Half Yearly - September</b>	<b>50%</b>	<b>80 marks</b>	<b>80 marks</b>	<b>Annual Exam - March</b>	<b>10% syllabus of Term I and entire syllabus of Term II</b>	<b>80 marks</b>	<b>80 marks</b>
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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
April PT 1	<b>UNIT - 1</b> <b>Name:- Number and Numeration</b> <b>CONCEPT: Forming 4-Digit Numbers and writing their Number Names</b>  <b>Sub-Concept:</b> * Place Value and Face Value * Expanded form and short form * Successor and Predecessor * Comparison of numbers * Formation of greatest and smallest 4- digit numbers * Skip Counting * Rounding off numbers	<b>Domain:</b> Cognitive Development  <b>Curricular Goal:-</b> 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 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.	<b>Competency</b> 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 quantities.(Numbers)  <b>Learning Outcomes:-</b>  <b>Basic:</b> Read and write numbers up to 9999.  <b>Medium:</b> Count large number of objects from their surroundings by making groups of	Develop concept and communication amongst children through play activities and real life examples. <b>Activity :</b> 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 Find the smallest number	<b>C's</b> Communication Critical Thinking  <b>Life skills:</b> *Basic knowledge of Numbers. *Understanding relationship of the numbers.	<b>Arts:-</b> Represent numbers in Abacus.  <b>Sports:-</b> Starting race at level 1000 and crossing successive levels.  <b>Scientific temper:-</b> Comparison of different numbers, Number Tambola  <b>Technology:-</b> Use of PPT and video links.	<b>Language English:-</b> Reading the numbers written on blackboard.  <b>EVS:</b> Using the knowledge of numbers in daily life situations.  <b>Art:-</b> Showing 4-Digit Numbers on Abacus.		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. * Arrange numbers in ascending and descending order.  Home assignments * Guess the number based on	Project - based learning Design Tambola game with 4-digit numbers.  Problem solving  Suggestive resources/Activities *Write the year of your brother's , sister's birth, current year Write the number names of these years and arrange them in

			100,10 and ones.  Advance: Compare numbers up to 9999 for their value based on their place value.				Music:- Number Song			hints given. *Insert >,< or = sign. * Observe the pattern and complete the blanks. *Match the number to its name.	ascending order.
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	Unit - 2 Lesson Number - 2 Lesson Name - Roman Numerals  Sub Concept: *Roman Numerals Identification * Rules for writing numerals *Use of Roman Numerals *Addition of Roman Numerals upto 10	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 - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning  LearningOutcomes:-  Basic (CG7) Identify roman numerals upto 10  Medium (CG7) Usage of roman numerals  Advance (CG8)Addition of Roman numerals"	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.	C's Communication Critical thinking  Life skills Problem solving Quantitative reasoning	Arts:- Drawing of a clock with Roman numerals on it  Sports:- Arrange the pre numbered balls ( numbers in roman numerals) in ascending order  Scientific temper:- Explaining the 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	Language English:- Read out or learn a paragraph on roman history  EVS- Write important dates pertaining to freedom movement in Roman numerals  Art:- Use colourful strips to		Classroom Maths lab Surroundings	Class assignments  Book exercises  Home assignments Write in roman numerals a) A century and 20 more can be written in Roman as _____ b) Your age _____. c) I am thrice of 5_____	<a href="#">Project - based learning</a>  <a href="#">Problem solving</a>  <a href="#">Suggestive Assessment :- Quiz, google form, worksheet</a>  <a href="#">Suggestive resources/Activities</a> <a href="#">Liveworksheets.com</a> <a href="#">Games on wordwall.net</a>

		is best addressed for this age group through art and culture.				Roman Numerals for numbers of your choice.	write roman numerals from 1 to 10  Music:- Nil				
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 digits *Adding 4 digit numbers(with regrouping) *Addition of more than two numbers *Addition Facts *Word Problems *Estimating the sum *Framing Word Problems	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 - *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.	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:-  Basic :Add the given numbers  Medium -Able to solve the problems related to addition  Advance:Frame the addition stories based on daily life situations	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  Technology:-Make a PPT of 5-7 slides about addition facts	Language English:- Framing word problems  EVS:Add the 4 digit vehicle numbers of two neighbours.  Art:- Draw abacus and add the given numbers  Music:- Song related to addition		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  Suggestive resources/A ctivities: Liveworksh eets Games on wordwall



		experience of transcendence is best addressed for this age group through art and culture.	given numbers.  Medium - Able to solve the problems related to subtraction.  Advance:Frame the subtraction stories based on daily life situations.			Technology: Make a PPT of 5-7 slides about subtraction facts					
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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
August Half yearly	Unit Number -5 Name- Multiplication.  Concept - Multiplication as repeated addition  Sub Concepts - *Multiplication of 2,3&4 digit number by 1digit number	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.  Kosha -	Competency C-8.7 Recognises multiplication as repeated addition C-8.13 Formulates and solve simple mathematical problems related to the basic concept of multiplication .  Learning Outcome	<a href="#">Develop concept and communication amongst children through play activity and real life examples.</a>  <a href="#">Activity : Children will be divided in equal groups and then finding out total number of students using repeated addition and multiplication as well.</a>  <a href="#">CWSN ASSISTIVE LEARNING :  https://youtu.be/BZ41Fh2MEVw</a>	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.  Scientific temper:- Framing word problems	Language English:- Reading and vocabulary development  EVS :- Multiplication is the basic operation used to find distance if speed and time is given.		Classroom Mathematics Lab Playground.	Class assignments : Discussion of word problems related to multiplication.  Home assignments : Framing word problems related to	Learning by doing  Problem solving  Suggestive Assessment/Activities :- 1.Worksheet  2. Multiple-choice questions  3. Lower order thinking skills questions  4. HOTS

	<p>*Multiplication of 2&amp;3 digit number by 2 digit number</p> <p>*Word Problems</p> <p>*Lattice multiplication .</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>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>related to multiplication.</p> <p>Technology:- Solving online worksheets related to multiplication.</p>	<p>Art:- Drawing square grids for doing lattice multiplication</p> <p>Music:- Learning tables 2 to 10 in rhythmic way.</p>			<p>multiplication.</p>	<p>questions</p> <p>Suggestive Resources/Activities</p> <p>liveworksheets.com</p>
Month	<p>UNIT/ LESSON:-</p> <p>Number-Lesson No</p> <p>Name:-</p> <p>CONCEPT:-</p>	<p>Domain &amp; Curricular Goals (mapping with Foundational stage)</p>	<p>Competency &amp; Learning Outcome</p>	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
August Half Yearly	<p>Unit Number -6</p> <p>Unit Name- Division</p> <p>Concept - Division as repeated subtraction/ equal sharing</p> <p>Sub Concepts</p>	<p>Domain: Cognitive Development</p> <p>Developing Positive Learning Habits</p> <p>Curricular Goal:-</p> <p>CG-7 Children make sense of the world around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical</p>	<p>Competency C-8.7 Recognises division as equal sharing and repeated subtraction</p> <p>Learning Outcomes</p> <p>Basic: Understands meaning of division and terms</p>	<p>Develop concept and communication amongst children through play activities and real life examples.</p> <p>Activity : Few eatables / stationery items such as toffees / scale etc will be displayed on a table.</p> <p>The child will be</p>	<p>C's Creativity</p> <p>Critical Thinking, Collaboration.</p> <p>Life skills : Decision making</p> <p>Problem Solving.</p>	<p>Arts:- To find the division facts using 10by 10 multiplication grid.</p> <p>Use of Paper folding activities, Tangram activities , Cake</p>	<p>Language English:- Reading and understanding the theme of Unity in Strength and the implications of division ( eg the</p>	9	Classroom Mathematics Lab	<p>Class assignments :</p> <p>Discussion of problems related to division given in the book.</p> <p>Home assignments :</p>	<p>Project based learning (Discussing real life problems)</p> <p>Keeping a specified number of chocolates in a carton and dividing them equally among the students present</p>

	<p><b>*Meaning of Division and terms associated with division</b></p> <p><b>*Dividing 2&amp;3 three digit numbers by 1 digit number (with and without remainder)</b></p> <p><b>*Dividing 2&amp;3digit numbers by 1 digit number by regrouping.</b></p> <p><b>*Division by 10.</b></p> <p><b>*Word problems</b></p> <p><b>*Framing word problems</b></p>	<p>understanding and abilities to recognize the world through quantities.</p> <p>Kosha -</p> <p><b>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</b></p> <p><b>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</b></p>	<p>associated with division.</p> <p><b>Medium: Experience equal sharing and grouping and connecting them mathematically in their own context. For example, sharing of equal number of sweets among children.</b></p> <p><b>Advance: Solve real life problems using division facts like how to handle money, how to get equal share etc.,</b></p>	<p>asked to start dividing the items equally among two children.</p> <p><b>*Youtube video, explaining the concept of division through animation, taking real life examples.</b></p> <p><a href="https://youtu.be/wbkhv9zcGhI">https://youtu.be/wbkhv9zcGhI</a></p>		<p>slicing activities, to emphasize the concept of Division.</p> <p><b>Sports:- Using balls ( or members in a team) to explain the concept of division as repeated subtraction.</b></p> <p><b>Scientific temper:- Relationship between multiplication and division, Finding out division facts from given multiplication facts. Discussing various real life situations and identifying which out of the two, Multiplication/</b></p>	<p>story of a bundle of sticks)</p> <p><b>EVS- To share food items like cake, pizza etc., equally among friends, family</b></p> <p><b>Art:-To find the division facts using 10 by 10 multiplication grid. ( Colouring as per a division pattern to get different patterns in the grid)</b></p> <p><b>Music:- Learning multiplication tables from 2 to 10 in rhythmic way. ( Dividing a song into</b></p>			<p><b>Framing word problems related to division and solving online worksheets available. Printed worksheets, having easy, medium and complex problems of Division.</b></p>	<p>in the class.</p> <p><b>How many does each get?</b></p> <p><b>Problem solving Suggestive Assessment :-</b></p> <ol style="list-style-type: none"> <li><b>1.Worksheets</b></li> <li><b>2. Multiple-choice questions</b></li> <li><b>3. Lower order thinking skills questions</b> <b>For example: Draw 10 cherries. Make groups( by drawing circles) to divide these equally among 5 children.</b></li> <li><b>4.HOTS questions Suggestive resources/Activities</b> <b>Live worksheets.com</b></li> </ol>
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						Division would be used. Technology:-PPT, Video links.	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 Fractions *Ascending and descending order	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." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.	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. C-7.3 Uses appropriate tools and technology in daily life situations	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 and identify fractions in nature.	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 given fraction.  Music: A song related to		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

			<p><b>Learning Outcomes:-</b>  <b>Basic :</b>  Understands the basic format of the fraction ( Numerator , Denominator)</p> <p><b>Medium :</b>  Differentiate between like and unlike fractions, find equivalent fraction and compare the given fractions.</p> <p><b>Advance:</b> Use the knowledge of fractions in day to day life and solve the given questions on their own.</p>			<p><b>Technology:-</b>PPT and related videos will be shown.</p>	fractions.				
<b>Month:</b>	<b>UNIT/ LESSON:-</b> <b>Number- 8</b> <b>Name:-</b> <b>Measurements</b>	<b>Domain &amp; Curricular Goals (mapping with Foundational stage)</b>	<b>Competency &amp;</b>  <b>Learning Outcome</b>	CWSN	<b>21st Century skills</b>	<b>Integration</b>	<b>Inter-disciplinary integration</b>	<b>Periods</b>	<b>Learning Space</b>	<b>Assignments</b>	<b>Suggestive Pedagogies</b>
<b>October</b>  <b>PT-2</b>	<b>No 8</b> <b>Unit Name :</b> <b>Measurements</b> <b>CONCEPT:</b> <b>Measurement</b>	<b>Domain:</b> <b>Cognitive Development</b> <b>Developing Positive Learning Habits</b> <b>Curricular Goal:-</b> <b>CG-7 Children make</b>	<b>Competency - C-7.1</b> <b>Observes and understands different categories of objects and</b>	Develop concept and communication amongst children through play activities and real life examples Please ask	<b>C's :</b> <b>Creativity</b> <b>Communication</b> <b>Critical thinking</b> <b>Collaboration</b>  <b>Life skills:</b>	<b>Arts:-</b> <b>Draw two objects each measured in centimetre</b>	<b>Language English:-</b> <b>Reading word problems</b>  <b>EVS:-</b>		<b>Maths Lab Classroom, surroundings</b>	<b>Class assignments :</b> <b>Book Exercises</b>  <b>Home</b>	<b>Project -based learning</b>  <b>Problem solving</b>  <b>Suggestive Assessment :</b>

	<p><b>Length, Mass and Capacity</b>  <b>Sub Concepts:-</b>  *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 Problems based on four basic operations of units of Weight  *Units of</p>	<p>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."  *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>relationships between them.  C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic:(CG7)</b> Identifies units of length, mass and capacity.</p> <p><b>Medium: (CG8)</b> Add, subtract, multiply and divide units of length, mass and capacity.</p> <p><b>Advance: (CG8)</b> Solves word problems based on units of length, mass and capacity.</p>	<p>the Special Educator by means of Story telling and use of visuals</p>	<p><b>Problem solving</b></p>	<p>, grams and millilitres</p> <p><b>Sports:-</b> Relay Race to be organised for the concept of length</p> <p><b>Scientific temper:-</b> Estimating the measurements, weighing different objects in math lab</p> <p><b>Technology:-</b> Make PPT on Non Standard Units of Measurement, Activity to measure the length of maths lab with Standard and non standard methods of measurement</p>	<p><b>Measure the height of family members using Handspan</b></p> <p><b>Art:-</b> Draw and colour the objects measured in cm,grams and ml</p> <p><b>Music:</b> Composing and singing a poem on Measurement</p>			<p><b>assignments:</b> Estimate the length of different objects using non standard units</p>	<p><b>Worksheet , Measure length of your dining table and bed</b></p> <p><b>Suggestive Resources /Activities Liveworksheets Measuring Activities , Byju's videos available on YouTube</b> </p>
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	Capacity *Conversion s of units of Capacity *Addition, Subtraction, Multiplicatio n and Division of units of Capacity *Word Problems based on four basic operations of units of Capacity										
Month:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome	CWSN	21st Century skills	Integration	Inter- discipinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Novem ber  PT-2	Unit No 9 Unit Name: Geometrical Shapes *Plane shapes * Solid Shapes * Tiling * Tangrams  Sub- Concepts *2- Dimensional shapes *3- Dimensional shapes * Edges,	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. Kosha -	Competency C 8.8 Recognises basic geometric shapes and their observable properties C8.12 Develops adequate vocabulary for comprehen ding concepts and procedures related to shapes.	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 make a design  HI VI LD Autism Cerebral palsy	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 blocks available like cones, rectangles, balls and make a hurdle race	Language - English:- Vocabular y developm ent, reading  EVS:- Find buildings in your surroundi ng which have different shapes  Art:-	6	Class- room Maths- lab Playgrou nd	Class assignme nts - *Discuss the objects having different shapes *To join the different tangram pieces to make the animals such as goat , dog, camel	Project -based learning Learning by doing  Problem solving- matching of shape with real life objects.  Suggestive Assessment :- Class test, online quizzes  Suggestive resources/ Activities :

	<p>corners, faces of shapes</p> <p>*Comparison of shapes</p> <p>*Examples of 2-D and 3-D shapes</p>	<p>Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p><b>Learning Outcomes:-</b></p> <p>* <b>Basic: (CG7)</b></p> <p>Determine about Line segment, Ray, curved lines, Straight line etc..</p> <p>Demonstrate and apply the concepts with daily life situations</p> <p>*</p> <p><b>Medium:(CG7)</b></p> <p>Identify and differentiate between 2D and 3D shapes around themselves , compare the third dimension added to shapes</p> <p>*<b>Advance: (CG 8)</b></p> <p>Measure different shapes using standard and non standard measures</p>	<p>Speech disability</p>		<p><b>Scientific temper:</b></p> <p>Helping students to develop scientific temper for shapes by finding shapes in their surroundings, buildings, objects.</p> <p><b>Technology:-</b>Make a PPT of shapes</p>	<p><b>Drawing of a scenery</b></p> <p>using different shapes</p> <p>Use Mandala art</p> <p>Draw a joker using different shapes</p> <p><b>Music:-</b></p> <p>Poem based on shapes will be recited.</p>			<p>etc.</p> <p><b>Art integrated activity</b></p> <p>Home assignments-</p> <p>*Make any one tiling pattern found in your surroundings.</p> <p>*Collect two examples of each cuboidal , conical and spherical shapes.</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>
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

Decem ber	<b>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 Knuckle Trick * Calendar Conversions - Months into</b>	<b>Domain: Cognitive Development</b>  <b>Curricular Goal</b> 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, or experience of transcendence is best addressed for this age group through art and culture.	<b>Competency :</b> <b>C-8.10</b> <b>Performs simple measurements of time in minutes, hours, day, weeks, and months</b> <b>C-13.1</b> <b>Attention and intentional action:</b> <b>Acquires skills to plan, focus attention, and direct activities to achieve specific goals</b>  <b>Learning Outcomes:-</b> <b>Basic : Use of vocabulary about Time and Calendar through discussion and story telling.</b>  <b>Medium : To read a clock and calendar.</b>  <b>Advance: *</b> <b>Reads the time correctly to the hour using a clock/watch.</b>	<p>Explain the concept of Time with the use of real clock and taking real life situations.</p> <p>Activity : To show different times on the model of clock.</p>	<b>C's :</b> <b>Communication</b> <b>Collaboration</b> <b>Creative thinking</b> <b>Critical thinking</b> <b>Connectedness</b>  <b>Life skills :</b> <b>* Problem solving</b> <b>* Analytical thinking</b> <b>* Time management</b>	<b>Arts:-</b> <b>Show beautifully the names of all the months in a year.</b> - 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.  <b>Sports:-</b> <b>Note the time taken to complete 1m race in minutes. Convert this time in seconds and hours.</b>	<b>Language English:-</b> <b>Reading Time and Calendar EVS- Planning day-to-day activities</b>  <b>Art:-</b> <b>Colour the birth dates of your family members on calendar .</b>  <b>Music:</b> <b>Poem on 'Time'</b>	10	<b>Classroom Maths Lab Activity Room</b>	<b>Class assignments :</b> <b>Book Exercises</b>  <b>Home assignments :</b> <b>Plan your day, mentioning time at which you will carry out all the activities.</b>	<b>Project -based learning :</b> <b>Make a model of the clock.</b> <b>Make calendar of your birthday month.</b> <b>Problem solving</b>  <b>Suggestive Assessment :-</b> <b>Worksheet with all the concepts explained</b>  <b>Suggestive resources/Activities :</b> <b>Quizzes</b> <b>Story telling</b>
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	Days - Weeks into Days - Days into Hours * Time Line		* Identifies a particular day and date on a calendar.			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 - * Identification of various denominations	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.  Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive	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.  Learning Outcomes:- Basic : (CG 7)To be able	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 temper:- Understanding money operations in daily life	Language English:- Make a conversation about purchasing a toy from a shop EVS- Discuss the importance of money  Art:- Trace coins and have fun  Music: Sing 2 songs		Maths Lab Surroundings	Class assignments : Book exercises  Home assignments : Role play shopkeeper and customer with your parents	<a href="#">Project-based learning : Problem solving</a>  <a href="#">Suggestive Assessment :- Worksheet with all the concepts explained</a>  <a href="#">Suggestive resources/Activities : Quizzes, liveworksheet.com</a>

	<p>* Adding up given denomination in rupees/coins</p> <p>* Writing given amount in figures</p> <p>* Writing given amount in words</p> <p>* Conversion of money</p> <p>* Addition and subtraction of money</p> <p>* Word problems</p> <p>* Making bills</p> <p>* Data Interpretation</p>	<p>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>to identify various denominations of money available in the market</p> <p>Medium : (CG8)To be able to understand and do basic operations on money</p> <p>Advance: (CG8)To be able to make bills and read data.</p>			<p>situations&gt; Children can do role play or scene of a marketplace where one of them is a shopkeeper and another one is a customer.</p> <p>Technology: Make a PPT to show coins and denominations used in earlier times</p>	<p>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
Jan Annual Exam	UNIT/ LESSON:- Number- 12 Name:- Symmetry and Patterns Concept: Importance and usage	Domain: Cognitive Development Developing Positive Learning Habits  Curricular Goal CG-7 Children make sense of the world	Competency : C-7.1 Observes and understands different categories of objects and relationships between	Explain the concept of symmetry and patterns with real life situations.  Activity : A sheet with a half drawn butterfly will be	C's : Collaboration Critical Thinking  Life skills : Problem Solving Decision Making	Arts:- Draw a flower , tree and smiley , draw a line of symmetry to divide in two parts.	Language English:- Speak on importance of symmetry , patterns in our lives and		Maths Lab  Surroundings	Class assignments :  *Complete the given pattern *Solve	Project -based learning : Problem solving  Suggestive Assessment :- Worksheet with all the

	<p>of Symmetry and Patterns in day to day life.</p> <p>Sub Concept -</p> <ul style="list-style-type: none"> <li>* Line of symmetry</li> <li>* Symmetry in English Alphabets</li> <li>* Patterns in numbers.</li> <li>* Patterns in alphabets.</li> <li>* Patterns in designs</li> <li>* Odd and even numbers</li> <li>* Rules with odd and even numbers.</li> </ul>	<p>around through observation and logical thinking</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.</p> <p>Kosha -</p> <ul style="list-style-type: none"> <li>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</li> <li>*Anandmayakosha, o rexperience of transcendence is best addressed for this age group through art and culture.</li> </ul>	<p>them.</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers.</p> <p>Learning Outcomes:-</p> <p>Basic : To be able to identify symmetrical objects and patterns around in surroundings.</p> <p>Medium :</p> <p>Enlist symmetrical alphabets , numbers and complete the patterns in alphabets , numbers , designs.</p> <p>Advance:</p> <p>Solve the given problems on their own related to symmetry and patterns .</p>	<p>provided to the students , the child to draw the other half of butterfly on dotted line and colour as per their choice.</p>	<p>Creative thinking</p>	<p>Sports:-</p> <p>The students to do skipping for odd and even number of times , and announce the highest scorer as the winner.</p> <p>Scientific temper:-</p> <p>The students to enlist the patterns seen in nature.</p> <p>Technology: The students to make pattern using shapes on desktop.</p>	<p>communicate on the topic.</p> <p>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>the book exercises.</p> <p>Home assignments :</p> <p>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>concepts explained</p> <p>Suggestive resources/Activities :</p> <p>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
Feb Annual Exam	UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph	<p><b>Domain:</b> 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</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><b>Competency :</b> 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 related questions. Advance: Representing the given data using</p>	<p>Develop concept and communication amongst children through play activities and real life examples.</p> <p>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:___</p>	<p><b>C's :</b> Collaboration Communication</p> <p>Life skills : Decision Making Problem Solving</p>	<p><b>Arts:-</b> Draw a pictograph of liking of eatables (5 types) of your friends.</p> <p><b>Sports:-</b> Different sports items such as bat , rings , skipping ropes ,basketball s to be kept. Related questions will be asked.</p> <p><b>Scientific temper:-</b> Explaining the students about the importanc e of knowledge of the graphs in life.</p>	<p><b>Language English:-</b> A story to be formed on the given pictograp h data with a moral value.</p> <p><b>EVS- Age of family members will be shown on graph by taking a proper scale.</b></p> <p><b>Art:-</b> Collect the informati on of liking of different tiffin items of your 5 friends. Draw a pictograp h and colour it.</p>		<p><b>Maths Lab</b></p> <p><b>Surroun dings</b></p>	<p><b>Class assignme nts :</b> Book exercises</p> <p><b>Home assignme nts :</b> 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.</p>	<p><b>Project -based learning :</b> Problem solving</p> <p><b>Suggestive Assessment :-</b> Worksheet Suggestive resources/Activi ties : Mental Maths worksheet</p>

			pictograph and bar graph.			Technology: An exercise of Compu Maths given in textbook to be done. Page number 207 of Learning Maths 3					
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Class: III

Subject: EVS

<b><u>Term I</u></b> <b><u>Report Card will consist of 100 marks</u></b>		<b><u>Term II</u></b> <b><u>Report Card will consist of 100 marks</u></b>	
<b><u>Periodic Test I- July</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Half- Yearly Exam- September</u></b> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<b><u>Periodic Test II- December</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Annual Exam- March</u></b> (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	
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



Periods									
<p>April 22-25Days</p> <p>8 to 9 periods</p>	<p><u>Lessonno.1</u></p> <p>Name- My Family</p> <p><u>Concept:</u></p> <p>Family and Friends</p> <p><u>Sub-Concepts-</u></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><u>Domain:</u></p> <p>Socio Emotional and Ethical Development</p> <p><u>Curricular Goal:</u></p> <p>CG-4:</p> <p>Children develop emotional intelligence</p>	<p><u>PANCHKOSHAVIKAS:</u></p> <p><u>MANOMAYAKOSHA</u></p> <p><u>C4.1</u></p> <p>Starts recognizing 'self' as an individual belonging to a family and community</p> <p><u>Learning Outcome:</u></p> <p><u>Basic:</u></p> <p>Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree.</p> <p><u>Medium:</u></p> <p>Exhibits values and habits appreciate qualities and skills of family members.</p> <p><u>Advance:</u></p> <p>Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.</p>	<p><u>LifeSkills:</u></p> <p>Social skills</p> <p>Communication skill</p> <p>Flexibility</p>	<p><u>Arts:</u></p> <p>Identifying traditional art forms as a family tradition and culture in India.</p> <p><u>Sports:</u></p> <p>Exploring and playing games that family play together.</p> <p><u>Scientific temper:</u></p> <p>Exploring family believes and applying rational thinking.</p> <p><u>Technology:</u></p> <p>Analyze the hereditary traits of family members in physical appearance.</p>	<p><u>English:</u></p> <p>Change the gender of given relations</p> <p><u>Maths:</u></p> <p>Find the birth year of all the family members and calculate their age in years.</p> <p><u>Music:</u></p> <p>Play antakshari with family members.</p>	<p>Classroom</p> <p>Assembly area or activity room for role play</p>	<p><u>Classroom Activity:</u></p> <p>Making a Thank you card for grandparents.</p> <p><u>Home Assignment:</u></p> <p>Exploring from elders about extended family, narrating stories related to festivals.</p> <p><u>Flipped classroom:</u></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>

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)
April	<u>Lesson2</u>  <u>Name:</u> <u>Plants Around Us</u>  <u>Concept</u> Plant Diversity  <u>Sub-Concepts:</u>  Types of plants around us.  Uses of plants. New plants grown in India.	<u>Domain:</u>  Cognitive Domain   CG-7: Children make sense of world around through observation and logical thinking  Domain : Socio- Emotional and Ethical Development  <u>Curricular Goal:</u> <u>CG6</u>  Children develop a positive regard for the natural environment around them	<u>PANSHKOSHAVIKAS:</u> <u>VIJNANAMAYAKOSH</u>  A  C-7.1: Observes and understands different categories of objects and relationships between them  <u>MANOMAYA KOSHA</u>  <u>C4.6</u> Shows kindness and helpfulness to others (including animals, plants)when they are in need.  <u>LearningOutcome:</u>  <u>Basic:</u> Identifies plants according to their size ,shape ,colour ,Aroma and where they grow.  <u>Medium:</u> Gives examples for different types of plants. List uses of plants  <u>Advance:</u> Grows plants, nurtures them and protects them.	<u>LifeSkills</u> :  Critical Thinking  Social Skills  Initiative	<u>Arts:</u>  Draw an example of each type of plant.  <u>Scientific temper:</u>  Observation of different plants around ,compare and classification based on Simple characteristics of a plant.  <u>Technology:</u>  Take photos of plants around your home and write their names	<u>English:</u>  Common Noun And Proper Noun under the category of plants  <u>Maths:</u>  Count the number of trees in your school.  <u>Music:</u>  Sing a song or Poem on plants in assembly	Assembly area classroom.  School Campus- garden	<u>Classroom Activity:</u>  Discussion onusesofplants.  <u>Home Assignment:</u>  Exploring new plants in the locality and collect their leaves  <u>Flipped classroom:</u>  Giving notes to study at home for discussion in class	Brainstormin g sessions  Joyful learning  Project- based learning  Role-playing  <u>Suggestive Assessment</u> :- 1. Reading2. Worksheet 3. Multiple- choice questions. 4. Lower order thinking skills questions. 5. HOTS question s  ( PI refer to Revised Bloom's Taxonomy)
Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)

Periods		stage)							
MAY (20 Days - 22 Days) 8 to 9 periods	Lesson-3  Name: Leaves in Our Lives Concept: Leaf Diversity and its Function s Sub- Concept s : • Parts and Function s of Leaves • Variety of Leaves Around Us • Uses of Leaves	<b>Domain:</b>  <b>Cognitive Domain</b>  CG-7: Children make sense of world around through observation and logical thinking  Domain : Socio-  Emotional and  Ethical  Development  <b>Curricular Goal:</b> <b>CG6</b>  CG 6 Children develop a positive regard for the natural environment around them	<b>PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA</b> C-7.1: Observes and understands different categories of objects and relationships between them <b>C 6.1</b> Shows care for joy in engaging with all life forms. <b>Learning Outcome: Basic:</b> Represents the parts of leaves through a real example or diagram. <b>Medium:</b> 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 <b>Advance:</b> Analyse the reasons as why some plants do not have green coloured leaves Shape of the leaf depends on topography (hills/ deserts etc.)	<b>LifeSkills</b>  Social Skills  Creative  Initiative  Critical Thinking	<b>Arts:</b>  Make a bandhanwar using the Mango or Ashoka leaves. OR  Shade the shapes of leaves to make greeting cards and book covers/ book marks  Applying mehndi on the palms in different designs. <b>Scientific temper:</b> Experiment on Photosynthesis:Su nlight Is Necessary For Photosynthesis- Covering leaf with black paper partially Observation ,Collection of different leaves, smelling different plant leaves.	<b>English:</b> Opposites ( eg Simple/ Compound, Rough/ Smooth}  <b>Maths:</b> Make a pattern using leaf  <b>Music:</b>	Assembly area for a role play or song on importance of plants.  Classroom for quiz activity.  Botanical garden for showing different types of plants	<b>Classroom Activity:</b> 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. <b>Home Assignment:</b> Collect leaves of different shapes in sizes. paste them on colourful sheets <b>Flipped classroom :</b> Giving notes to study at home	Brainstormin g sessions  Joyful learning  Project- based learning  Role-playing  <b>Suggestive Assessment :-</b> 1. Reading2. Worksheet 6. Multiple- choice questions. 7. Lower order thinking skills questions. 8. HOTS question s  ( Pl refer to Revised Bloom's Taxonomy)



Periods		stage)							
<b>JULY</b> (22 Days-24 Days) <b>No. of Periods=</b> 10	<b>Lesson:5</b> <b>Name</b> :Birds Our Feather Friends <b>Concept:</b> Important features of a bird <b>Sub-Concepts</b> : Common Birds around us • Part of bird's body Types of Feathers Beaksof Birds • Feet and Claws of Birds • Flight of Birds	<b>Domain:</b> Socio- Emotional and Ethical Development Curricular <b>Goal:</b> CG 6 Children develop a positive regard for the natural environment around them	<b>PANSHKOSHA</b> <b>VIKAS:</b> <b>VIJNANAMAYA</b> <b>KOSHA</b> C 6.1 Shows care for joy in engaging with all life forms.  <b>Learning Outcome:</b> <b>Basic:</b> Recognizes and name the common birds around them  <b>Medium:</b> Differentiate the feathers in their types. Summarizes the uses of beaks  <b>Advance:</b> 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	<b>Life Skills:</b>  Collaborative  Adaptability  Social Skills  Initiative  Critical Thinking	<b>Arts:</b> Make a bird feeder with waste water bottles for your garden or balcony.  Draw and colour your favourite bird  <b>Scientific temper:</b> Analyze the Physical features of birds for adaptation	<b>Language:</b> <b>English:</b> Narrate a story on birds with a moral value  <b>Math</b> Find the weight of five birds and arrange them in ascending order  <b>Music:</b> 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.	<b>Classroom Activity:</b> 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.  <b>Home Assignment:</b> 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  <b>Flipped classroom :</b> Giving notes to study at home for discussion in class	Brainstorming sessions  Joyful learning  Project-based learning  Role-playing  <b>Suggestive Assessment</b> :- 1. Reading 2 .Worksheet 11. Multiple -choice questions. 12. Lower order thinking skills questions. 14. HOT S questions  ( PI refer to Revised Bloom's Taxonomy)



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

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

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>	onand logicalthinking.	<p><b>Basic:</b></p> <p>Identify Houses on the basis of material used.</p> <p><b>Medium:</b></p> <p>Identify Houses depending upon the culture and climate of the place.</p> <p><b>Advance:</b></p> <p>Understand the need of a clean and ideal house and shelter for all other creatures</p>		materials used for building houses at different geographical places.	<p><b>Technology:</b></p> <p>Make a house using 3D paint.</p>	Field trip inside the school to show different structures and proper management of waste in the school.	<p><b>Home Assignment:</b></p> <p>Know your peer-prepare four questions each related to house and ask your friend.</p> <p><b>Flipped classroom:</b></p> <p>Giving notes to study at home for discussion in class</p>	<p>Peer teaching</p> <p><b>Suggestive Assessment:-</b></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)
October No. of Periods =9	<p><b>Lesson 10</b></p> <p><b>Name-</b></p> <p><b>Our Neighborhood.</b></p> <p><b>Concept:</b></p> <p>Mapping my neighbourhood</p> <p><b>Sub-concepts</b></p> <p>Neighbourhood, Places</p>	<p>Domain: Cognitive Development</p> <p><b>Curricular Goal:</b></p> <p><b>CG-7</b></p> <p><b>Children make sense of the world around them through observation and logical thinking</b></p>	<p><b>PANCHKOSHAVIKA S: VIJNANAMAYAKO SH</b></p> <p><b>C-7.3</b></p> <p>Uses appropriate tools and technology in daily life situations and for learning.</p> <p><b>Learning Outcome:</b></p> <p><b>Basic:</b></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><b>Arts:</b></p> <p>Draw a map of the route from your house to the nearest shop.</p> <p><b>Scientific temper:</b></p> <p>Observe and make a list of the landmarks in your locality and also write</p>	<p><b>Maths:</b></p> <p>Write their own house address with PIN code</p> <p><b>Music:</b></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><b>Classroom Activity:</b></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><b>Suggestive Assessment:-</b></p>

	inourneighbour hood  Directions,sketc hesandmaps.		outthecardinal pointsusing differentmethods. <b>Medium:</b> Learners will beable todifferentiatebetweensketch ,planandamap  <b>Advance:</b> Learners will beable to make aplan of aparticular place and also be abletomakeamapoftheir colonyincluding all theneighbourhoodservices		te theirdirections.  <b>Technology:</b>  Locateyourschool on Google map		of the school.  <b>HomeAssignment:</b>  Draw a sketch of your classroom and mark the directions of the object in the classroom.  <b>Flippedclassroom:</b>  Givingnotes tpstudy at home fordiscussioninclass	1.Reading2. Worksheet 3.Multiple-choice questions 4.Lower orderthinkings killsquestions 5.HOTSqu 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  21DAYS  No. ofPeriods= 12	<b>Lesson11</b>  <b>Name-</b> <b>TheWaterWe Drink.</b>  <b>Concept:</b> conservation water for all.  <b>Sub-concepts</b>  Importance andsourcesof water.  Waterforplant sandanimals.  How tosavewater ? Rainwaterharvesting, storageofwater.	<b>Domain:</b> Cognitive and Socio-Emotional andEthicalDevelopment  <b>Curricular Goal:</b>  <b>CG6</b>  Childrendevelop apositiveregardfor the naturalenvironmentaroundthem.  <b>SDG-6</b>  Ensureavailability andsustainablema	<b>ANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-6.1</b>  Show care forand joy inengagingwithalllifeforms.  <b>LearningOutcome:</b>  <b>Basic:</b> Learners will beable to identifythe uses andsourcesofwater. And save water  <b>Medium:</b> Learners will beable to examinetheimportanceof drinking safewater and thewaystoconservewater.  <b>Advance:</b> Learners will be able to take initiative and create awareness about the conservation of water in	Collaboration  Adaptability  Leadership  Initiative  Criticalthinking  Creativity	<b>Arts:</b>  Make aposter onsavingwater andplaceitonthe waterpoints.  <b>Scientifictemper:</b>  Make waterfiltersusingcotton, garden soil,sand andpebbles.  Takeinitiative tobecomeJalMitra tocreateawarenesson theimportanceofdrinking cleanwaterin theirlocality	<b>English:</b>  Write fivesentencesonthe importance ofwater for plantsandanimals.  <b>Maths:</b> <b>Activity</b>  How many glasses of water will fill a jug?	Classroom or postermaking and mathsactivity.    Field tripinside theschool tosee theproperwater management in theschool.	<b>ClassroomActivity:</b>  Postermakingand mathactivity.  Groupdiscussiononsources, usesof water andstorage ofwater.  <b>HomeAssignment:</b>  Makeawaterfilter.  <b>Flippedclassroom:</b>  Giving notes tostudy at home fordiscussion in class	Joyfulmethodoflearning  Project-basedlearning  Problemsolving  Role-playingPeerteaching  <b>SuggestiveAssessment:-</b> 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu

		management of water and sanitation for all.	their localities. Also become sensitive towards the sustainable usage of resources.						estions ( PI refer to Revised Bloom's Taxonomy)
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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. of Periods = 9	<p><u>Lesson 12</u></p> <p><u>Name-Going Places</u></p> <p><b>Concept:</b> means of transport</p> <p><u>Sub-concepts</u></p> <p>Need for travel Means to transport for far and near by places Newer ways of travelling Some special means of transport. Modern transport and pollution</p>	<p>Domain: Cognitive Development</p> <p><u>Curricular Goal:</u></p> <p><u>CG-7</u></p> <p>Children make sense of the world around them through observation and logical thinking</p>	<p><u>PANCHKOSHAVIKAS: VIJ NANAMAYAKOSH</u></p> <p><u>C-7.3</u></p> <p>Observes and understands different categories of objects and relationships between them.</p> <p><u>Learning Outcome:</u></p> <p><b>Basic:</b> Identify different means of transport with their examples.</p> <p><b>Medium:</b> Learners will be able to understand the uses of all the three means of transport. Also identify newer and some special means of transport.</p> <p><b>Advance:</b> Learners will be able to be sensitive towards judicious usage of means of transport. Also be able to find out the ways to reduce traffic pollution.</p>	<p>Initiative</p> <p>Responsibility.</p> <p>Critical thinking</p> <p>Adaptability</p>	<p><b>Arts:</b></p> <p>Draw an example of each type of means of transport.</p> <p><b>Scientific temper:</b></p> <p>Observation of activities at the station, airport, and bus stop.</p>	<p><b>Maths:</b></p> <p>Write down the means of transport in order of their speed from the slowest to the fastest.</p> <p><b>Music:</b></p> <p>Poem on means of transport.</p>	<p>Classroom for drawing.</p> <p>Observation at railway station, airport, bus stand.</p> <p>Home as a place for learning.</p> <p>Assembly hall for poems.</p>	<p><u>Classroom Activity:</u></p> <p>Discuss with students about how they travel to and from school.</p> <p><u>Home Assignment:</u></p> <p>Collect pictures of different modes of transport and classify the different types of transport.</p> <p>Write down the means of transport in order of their speed from the slowest to the fastest.</p> <p><u>Flipped classroom:</u></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><b>Suggestive Assessment:-</b></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Worksheet</li> <li>3. Multiple-choice Questions</li> <li>4. Lower order thinking skills questions</li> <li>5. HOTS questions</li> </ol> <p>( PI refer to Revised Bloom's Taxonomy)</p>

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)
December  20Days  No. of Periods =9	<b>Lesson13</b>  <b>Name- Communication</b>  <b>Concept:</b> MeansofCommunication.  <b>Sub-concepts</b>  Talkingwithout speaking.  Mailing aletter.  Othermeansofcommunication.	<b>Domain:</b> CognitiveDevelopment  <b>CurricularGoal:</b>  <b>CG-7</b>  Children make sense of the world around them through observation and logical thinking	<b>PANCHKOSHAVIKAS:VIJNANAMAYAKOSH</b>  <b>C-7.3</b>  Usesappropriatetools andtechnology indaily lifesituationsandforlearning.  <b>LearningOutcome:</b> <b>Basic:</b> Identify differentmeans ofcommunicationwith theirexamples. <b>Medium:</b> Learners will beable to telltheuses of all thethree means ofcommunication. <b>Advance:</b> Learners will beable to learnaboutthecultureand traditions ofother countriesthrough meansofcommunication.	Criticalthinking  Adaptability  Communication  Socialskills	<b>Arts:</b>  Draw anexample ofeachtypeof means ofcommunication .  <b>Sports:</b>  Play Dum charades  <b>Technology:</b>  Findoutthe namesofIndian satellite currentlyworking oncommunication.	<b>English:</b>  Be a news anchor and present news on current topics.  <b>Art:</b>  Use differenthand gestures toshow differentmotions.  <b>Music:</b>  Communitysinging indifferentlanguages.	Classroomfordrawing.  Homeforlearning.  Assemblyhall forcommunity singing.  Computerlab  AV Roomforprojection	<b>ClassroomActivity:</b>  Play dumbcharades.  Discussionandspeaking.  Computer lab:how to usevariousapplicationsforonlineclasses.  <b>HomeAssignment:</b>  Write down thecity code alongwiththecountrycode.  <b>Flippedclassroom:</b>  Giving notes tostudy at home fordiscussioninclass	Joyfulmethodoflearning  Project-basedlearning  ProblemsolvingRole-playingPeerteaching  <b>SuggestiveAssessment:-</b> 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSquestions  ( PI refer toRevisedBloom'sTaxonomy)

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 meetbasicneeds ofhumanbeing making s.  Art ofpottery  Uses ofpots  Steps ofmakingpots	<u>Domain:</u> Aesthetics andCulturalDevelopment  <u>CurricularGoal:</u>  <u>CG-12</u>  Childrendevelopabilities andsensibilities invisual andperformingartsand expresstheir emotionsthrough art inmeaningfulandjoyful 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 decorative items as it provides livelihood to the local artisans.	Criticalthinking  Adaptability  Responsibility  Problem-solving  creativity	<u>Arts:</u>  Draw andcolourthings made ofclay.  <u>Scientificcompetence:</u>  Experimenting andcreatingnew potsand colourthem.	<u>Maths:</u>  Identify differentshape andsizesof pots.  <u>Art:</u>  Observeanddraw designs onpottery itemsfamousin Khurja.(UP)  <u>Music:</u>  Beatand createmusic usingearthenpots.	Classroomfor groupdiscussion  Exhibitiononhandmade potteryitemsand metalhandicrafts.  Also discuss them  AV Roomfor projection.  Field trip to theschoolground to collectdifferent types ofsoil.	<u>ClassroomActivity:</u>  Extempore onwhyweshoulduse earthenpottery.  Groupdiscussion onhow clay itemsaregoodforthe environment.  <u>HomeAssignment:</u>  Makingdifferenttypes of potsusing wheel, pinch, slab, andcoiled methods. with the help ofplasticine clayor mouldingclay.  <u>Flippedclassroom:</u>  Giving notes to study at home fordiscussionin class.	Joyfulmethodof learning  Project- basedlearning  Problem-solving Role- playingPeer teaching  <u>Suggestive Assessment:-</u> 1. Reading 2. Worksheet 3. Multiple- choice Questions 4. Lower order thinking skills questions 5. HOTS questions  ( PI refer toRevised 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><b>Lesson 15</b></p> <p><b>Name:</b> <b>Textiles</b></p> <p><b>Concept:</b> Things we make and do.</p> <p><b>Sub-concepts:</b></p> <p>Importance of clothes. Different ways of making clothes. Ways of making patterns. Wearing clothes. Unstitched clothes.</p>	<p><b>Domain:</b> Aesthetic and Cultural Development</p> <p><b>Curricular Goal:</b></p> <p><b>CG-12</b></p> <p>Children develop abilities and sensibilities in visual and performing arts and express their emotion through art in meaningful and joyful ways.</p>	<p><b>PANCHKOSHAVIKAS: Anandamavakasha C-12.1 &amp; C-12.5</b></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><b>Learning Outcome:</b></p> <p><b>Basic:</b> Learners will be able to identify different types of fabrics. Name different processes involved in making clothes.</p> <p><b>Medium:</b> Learners will be able to colour the clothes in dyes. Make patterns using vegetable blocks and tie and dye art.</p> <p><b>Advance:</b> 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><b>Arts:</b></p> <p>Making different designs and patterns on clothes.</p> <p><b>Scientific temper:</b></p> <p>Observe and create pattern using vegetables.</p> <p><b>Technology</b></p> <p>Using Paint make a digital floral pattern</p>	<p><b>English:</b></p> <p>Write the names of clothes worn by men and women in India. Also name some unstitched clothes worn by people.</p> <p><b>Maths:</b></p> <p>Observe the shape and size of knitting needles. Make different shapes and patterns on handkerchief using stencils</p> <p><b>Art:</b></p> <p>Collect information about the special clothes of India.</p> <p>Kanjivaram sarees. Pashmina shawl Banarasi sarees.</p>	<p>Classroom 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><b>Classroom Activity:</b></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><b>Home Assignment:</b></p> <p>Observe the shape and size of knitting needles.</p> <p>Make different shapes and patterns on handkerchief using stencils.</p> <p><b>Flipped classroom:</b></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><b>Suggestive Assessment:-</b></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>

## CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3 SUBJECT COMPUTER

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

Academic Session 2023-24

Class: ...III

Subject: COMPUTER

<b><u>Term I</u></b>		<b><u>Term II</u></b>	
<b><u>Periodic Test I</u></b> Month and content coverage	<b><u>MID TERM Exam</u></b> Month and content coverage	<b><u>Periodic Test I</u></b> Month and content coverage	<b><u>Annual Exam</u></b> Month and content coverage
<b>Apr-Lesson 1 Computer and its components</b>	<b>Aug- Lesson 4 Word Processors (MSWord 2016)</b>	<b>Oct-Lesson 5 Internet Concepts:</b>	<b>Dec-Lesson 7 Scratch 3.0 Concepts</b>
<b>May- Lesson 2 Windows Operating System</b>	<b>Sep - Revisions and Lab Practicals</b>	<b>Nov-Lesson 6 Algorithm and sequence</b>	<b>Jan- Lesson 8 AI Vs Human Intelligence</b>
<b>July- Lesson 3 Paint 3D</b>			<b>Feb- Revisions and Lab Practicals</b>
Schedule of <b><u>Periodic Test I</u></b> to be scheduled in the month of <b><u>July(third week)</u></b>	Schedule of <b><u>Mid term exam</u></b> to be scheduled in the month of <b><u>Sep (third week)</u></b>	Schedule of <b><u>Periodic Test II</u></b> to be scheduled in the month of <b><u>Dec (first week)</u></b>	Schedule of <b><u>Annual exam</u></b> to be scheduled in the month of <b><u>Mar (first week)</u></b>
<b>Formative assessment in the class :</b> 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)		<b>Formative assessment in the class :</b> 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 Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(S uggestive) (Observation, Checklist, Worksheets,R ubrics,Portfolios)	Pedagogies (Suggestive)
No of Periods									
6. Periodic tests(5 marks)				6. Periodic tests(5 marks)					

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

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

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

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

		observation and logical thinking	<p><b>Medium</b></p> <p>Reads short items and uses information in work situations</p> <p><b>Advance</b></p> <p>Reads short pieces of information and explains the content</p> <p>CwSN Assistive Learning</p>						
<p><b>NOVEMBER2023</b> <b>(23 days)</b> <b>No of Periods = 8</b></p>	<p><b>Name</b> Ch-6Algorithm and sequence</p> <p><b>Concept</b></p> <ul style="list-style-type: none"> <li>Understand algorithm and sequencing</li> <li>Branching if- then situations</li> <li>Abstractions</li> <li>Debugging</li> </ul>	<p><b>Domain</b> <b>Cognitive domain</b></p> <p><b>Kosha:</b> Vijnanamaya Kosha</p> <p><b>Curricular Goal</b> <b>CG-8</b> Children develop logical thinking and understanding and abilities to</p>	<p><b>Competency C-8.2</b></p> <ul style="list-style-type: none"> <li>Identifies and logically sequences simple patterns of different situations in their surroundings</li> </ul> <p><b>Learning Outcomes</b></p> <p><b>Basic</b> Recognises and repeats the sequence</p>	<ul style="list-style-type: none"> <li>Cognitive skills</li> <li>Logical Thinking</li> <li>Spatial Skills</li> <li>Development of sorting, sequencing and spatial intelligence</li> </ul>			Classroom Computer lab Home environment	<p><b>Class Assignment:</b> Understand about algorithm and sequencing. Learn about branching (if then) statement Learn about abstraction and</p>	<p><b>Methodology:</b> Explanation &amp; Discussion, Contextual Examples</p> <p><b>Activity:</b> Write an algorithm to make Maggie Noodles.</p>

		recognise the world through the use of sorting and sequencing	of a given situation  <b>Medium</b> Describes the sequence of the given situation and creates a new situation  <b>Advance</b> Describes the rule of the sequence and applies it on abstract situations					debugging.	
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<p><b>DECEMBER2023</b> <b>3</b> <b>(19 days)</b> <b>No of Periods = 8</b></p>	<p><b>Name</b> <b>Chapter 7- Scratch 3.0</b> <b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Meaning of Scratch</li> <li>• Components of Scratch 3 Window</li> <li>• Work with Scratch blocks</li> </ul> <p>Working on a Scratch Programme</p>	<p><b>Domain Cognitive Domain</b></p> <p><b>Kosha:</b> Vijnanamaya Kosha</p> <p><b>Curricular Goal CG-8</b></p> <p>Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures</p>	<p><b>Competency C-8.12</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements</p> <p><b>Learning Outcomes</b></p> <p><b>Basic</b> Creates a variety of visual imagery and sound explorations to symbolize objects, people and emotional experiences</p> <p><b>Medium</b> Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas</p> <p><b>Advance</b> Pays attention to thematic details, material properties</p>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Skill of Aesthetic Appreciation</li> <li>• Programming skills.</li> <li>• Cognitive skills</li> <li>• Understanding skills.</li> </ul>		<p>Classroom Computer lab Home environment</p>	<p><b>Teacher's observation rubrics</b></p> <p>Understand the meaning and advantages of scratch.</p> <ul style="list-style-type: none"> <li>• Understand components of scratch 3 window.</li> <li>• Identify and work with scratch blocks.</li> <li>• Create run a scratch program.</li> <li>• Save a scratch project.</li> </ul>	<p><b>Methodology:</b> Explanat ion &amp; Discussion, Contextual Examples,</p> <p><b>Experiential Learning.</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Draw and Label the components of scratch window.</li> </ul>
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<p><b>JANUARY 2024</b> <b>(21 days)</b> <b>No of Periods = 8</b></p>	<p><b>Name:</b> <b>Lesson 8</b>– AI Vs Human Intelligence</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Meaning and features of Human Intelligence</li> <li>• Difference between AI and Human Intelligence</li> </ul> <p>Weak AI and Strong AI</p>	<p><b>Domain</b> <b>Cognitive Domain</b></p> <p><b>Kosha:</b> Vijnanamaya Kosha</p> <p><b>Curricular Goal</b> <b>CG-7</b> Children make sense of the world through observation and logical thinking</p>	<p><b>Competency C-7.2</b> Observes and understands different categories of objects and relationship between them</p> <p><b>Learning Outcome</b></p> <p><b>Basic</b> Identifies and describes common objects/ people on their own</p> <p><b>Medium</b> Notifies and describes details of characteristics of common people and compares with the characteristics of robots</p> <p><b>Advance</b> 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"> <li>• Critical thinking</li> <li>• Creativity and Innovation</li> <li>• Spatial Understanding</li> <li>• Technological Literacy</li> </ul>	<p><b>Technology</b> : Children understand the usage and applicability of technological inventions in daily life</p>	<p>Classroom Computer lab Home environment Atal Tinkering Lab</p>	<p><b>Teacher's observation rubrics</b> Understand the meaning and features of human Intelligence.</p> <ul style="list-style-type: none"> <li>• Differentiate between human Intelligence and AI.</li> <li>• Learn about weak AI and Strong AI.</li> <li>• Understand how to play quick, Draw.</li> </ul>	<p><b>Methodology:</b> Explanation &amp; Discussion, Contextual Examples,</p> <p><b>Experiential Learning.</b></p> <p><b>Activity:</b>Demonstration of quick, draw! and familiarization of various tools</p>
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<b>FEBRUARY 2024 (19days) No of Periods = 8</b>	<b>Revisions and Lab Practicals</b>			•					
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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>
Month- content coverage	Month- content coverage
<b>Apr-</b> L-1 Introduction of Art and craft <b>Craft L-1 Sunflower Craft with paper plate</b>	<b>October –Art</b> L-8 Diya Drawing and Colouring, Craft L-8 Diya Decoration,GreetingCardsMaking
<b>May-Art</b> L -2 Primary Colours, L- 3 Fun with lines Craft 1-2 Mother Day Greeting Card	November –Art L-9 Mosaic painting Craft – L-9 Fun with craft- Save Mother Earth
<b>June – Art</b> L 4 fun with letters Craft L-4 Know about Shapes	<b>December Art</b> L-10Story telling painting <b>Craft : L- 10 Christmas, New year Greeting cards making</b>
<b>July-</b> Art L-5 Sketching of different objects, <b>Craft L-5 Origami (Paper Folding)</b>	January Art L-11 Fun with colours Blow painting Craft L-12 Fun with Craft – Flower vase, paper boat
<b>August – Art</b> L-6 Flag Drawing, Rakhi making Craft L-6 – Rakhi making ,Independenc day      greeting card making activity	<b>February , March:-Art- L-12 Vegetable Printing</b> <b>Craft :- L-12 Holi Greeting Cards making</b>
<b>September-</b> 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**

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

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

**GREETING CARDS**

**Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER**

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

**Lesson 4 FUN WITH LETTERS, KNOW ABOUT SHAPES**

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

**Lesson 5- SKETCHING OF DIFFERENT OBJECTS , PAPER FOLDING ORIGAMI**

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

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

## LESSON 7 DRAWING PRACTICE BIRDS, BEST OUT OF WASTE

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

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

## LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING

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

**10  
TELLING**

<b>Class: 3</b>	<b>Curricular Goals (CG)</b> <b>CG12</b>	<b>COMPETENCY</b>  <b>CG12.1 D4</b>	<b>Syllabus-</b> <b>(Syllabus-</b> <b>(As per Prescribed book subject –</b>	<b>Competency Based (Graded) Learning</b>  <b>(Tasks/Activities assigned for CW &amp; HW)</b>	<b>CwSN</b> <b>Assistive Learning</b> <b>(In consultation with Special Educators)</b>	<b>Suggested Innovative Pedagogies</b>  <b>Activity- Based</b>	<b>Suggested Assessment</b> <b>( Use of Assessment Tools-</b>
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**PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS**

<p><b>(Approx No of Teaching Days)</b></p> <p>20-21</p> <p><b>No of Periods:</b></p> <p>7-8</p>			<p><b>Art and craft)</b></p> <p><b>Name of the book</b></p> <p><b>Name of Publisher</b></p> <p><b>Art and Craft</b></p> <p>PM Publisher Pvt.LTD</p>	<p><b>(Basic Level)</b></p> <p>Story telling painting</p> <p><b>(Medium Level)</b></p> <p>Making Christmas and New year Greeting cards and present it to your family members.</p>	<p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b></p> <p>Making stiry telling worksheets.</p> <p><b>VI Students</b></p> <p><b>LD students</b></p> <p><b>Autism</b></p>	<p><b>Learning-</b></p> <p>Enhance self expression</p> <p>Helps in socializing</p> <p><b>Learning Spaces-</b></p> <p>Indoor</p>	<p><b>Observation)</b></p> <p><b>Asignments given to the students</b></p>
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**APS Syllabus Bifurcation Overview**  
**Academic Session 2023-24 (Summary)**

**Class: III**

**Subject: Physical Education**

- ✓ **Class – 3<sup>rd</sup>**
- ✓ **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**

<b>Term – 1</b>		<b>Term - 2</b>	
<b>Apr to Jun</b>	<b>Jul to Sep</b>	<b>Oct to Dec</b>	<b>Jan to Mar</b>

<ul style="list-style-type: none"> <li>• Introduction of warmup and instant activity.</li> <li>• Introduction of Movement and fitness activity.</li> <li>• Introduction of Games (Football, Kho-Kho &amp; Kabaddi) and practice.</li> <li>• Introduction of mental health exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Indoor games (Chess, Carrom board &amp; Snake Ladder)</li> <li>• Introduction of Marching and march pass.</li> <li>• Introduction of Track and Field events in Athletics. (100 mtr race, 200 mtr race, Long Jump, Relay-race)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Yoga and meditation</li> <li>• Aerobic exercises (Running &amp; Jogging, Cross Country)</li> <li>• Lezim and dumbbells exercises.</li> <li>• Annual Sports Meet</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and practice of cricket</li> <li>• Yoga and meditation.</li> <li>• Practice of term-1 games.</li> <li>• Introduction and practice of Basketball.</li> </ul>
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<b><u>Term I</u></b>	<b><u>Term II</u></b>
Month- content coverage	Month- content coverage
<b>Apr-</b> 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.	<b>October</b> –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
<b>May-</b> Introduction of Yoga in play way method, And <b>Adaptive Yoga for (CWSN) students</b> and introduction of lazium and Dumbbells	<b>November</b> –Rehasarls for drills and athlectic events and conduct of Annuanlathletic meet
<b>June – Celeberation of Yoga Day(21 June)</b> Introduction of indiginuos&Outdoor games to enhance psychomotor skills , cognitive ability and assertiveness in child ( kho-kho , pithuu, dog and the bone, postman football, basketball ,cricket etc)	<b>December</b> Meditational Yoga to enhance the concentration level of the students to perform well in the exams
<b>July-</b> implementationof Basic rules of all indigenious games to develop speed strength coordination flexibility and endurance .Fitness test for students	<b>January</b> Inter and Intra class matches of indoor and outdoor games
<b>August-</b> Medical test to check Postural deformities in children at early stage of life (knock Kness, flat foot, Bow legs etc.) and	<b>February</b> ,Fun and frolic activities,yoga session and maas PT to keep students fresh and active for upcoming exams
<b>September-</b> Introduction of indoor games chess carom,etc)Practise and Prepration for Athlectic meet	<b>March – Annual Exams begins</b>

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

**Lesson 1- Physical Education and Yoga**

<b>Class: 3</b>	<b>Domains</b>	<b>Curricular Goals (CG)</b>	<b>Competencies (C: )</b>	<b>Learning Outcomes</b>	<b>Competency Based (Graded) Learning</b>	<b>CwSN</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment</b>
<b>Month-</b> April - May  <b>(Approx No of Teaching Days)</b> 08  <b>No of Periods:</b> 4 -8	Learning- Cognitive or mental skills related to the knowledge of movement and assertiveness	<b>CG3</b>  <b>To use body as the main tools for educating 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 .</b>	<b>C3.2</b>  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 wrists to do daily activity like holding, and writing etc.	<b>Graded Learning outcomes:-</b>  Students will be able to learn about the importance of physical education in their daily life. Students will be able to learn about the basic rules to do yoga asanas as per the age category for eg. Padmasana, tad asana , vajrasanatrikonasana and paschimustasana etc.	<b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Children will try to practise implement and .the topic taught to them through demonstration  <b>Medium Level</b>  Children will be able to do the basic postures with little or no difficulties.  <b>(Advanced Level)</b>  Students will be able to do the postures in perfect way as taught by the trainer	<b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE</b>  <b>CwSN -Assistive Learning:-</b>  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 of Yoga (through pictures and videos.	<b>Activity Based Learning-</b>  Pictures, videos, live demonstration by the teacher.  <b>Theme-Based Learning-</b>  1. To enable the student to have good health.  2. To practice mental hygiene  3. To possess emotional stability.  4. To integrate moral values.	<b>( Use of Assessment Tools &amp; Observation )</b>  <b>(TOOLS)</b>  <b>Fitness testing</b>  <b>Skill assessment</b>  <b>Reflection and feedback</b>  <b>Portfolios</b>

## Lesson 2- Summer Sports and Fitness Program And Rules

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

					complex tasks.	Special Educators.		
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**Lesson 3- Health and Fitness Activities**

<p><b>Class: 3</b></p> <p><b>Month-</b> August-September</p> <p><b>(Approx No of Teaching Days)</b> <b>08</b></p>	<p><b>Domains</b></p> <p>Physical health, mental health, social health, emotional health, environment health.</p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG-3</b></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><b>Competencies (C: )</b></p> <p><b>C –3.2</b></p> <p><b>Physical Competency:</b> The ability to perform various physical activities with proper form and technique, including cardiovascular and muscular endurance, flexibility, and balance.</p> <p><b>Leadership Competency:</b> The ability to take initiative and provide guidance to others during physical activities.</p>	<p><b>Learning Outcomes Graded Learning outcomes:- ( LO 1- Basic level)</b></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><b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Health and Wellness Competency: Students will be able to identify basic health and wellness concepts such as proper nutrition, hydration, and sleep.</p> <p><b>(Medium Level)</b></p> <p>Students will demonstrate medium proficiency in various physical activities, including cardiovascular and muscular endurance, flexibility, and balance.</p> <p><b>(Advanced Level)</b></p> <p>Students will demonstrate mastery in advanced physical activities such as competitive sports, advanced yoga poses, or high-intensity interval training</p>	<p><b>CwSN Assistive Learning (In consultation with Special Educators)</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p>Adapted equipment, such as hand pedals for bikes, can enable students with physical disabilities to participate in physical activities</p> <p><b>Peer support:</b> Pairing students with special needs with peer buddies can provide support and encouragement during physical activities.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p><b>Outdoor learning:</b> 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><b>Fitness challenges:</b> Incorporating fitness challenges, such as timed runs or obstacle courses, can add an element of fun and friendly competition to physical activities.</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p>Fitness assessments, Self-assessment, Skill assessments, Teacher observation.</p>

**Lesson 4- Annual Sports meet and indoor Games implementation**



## 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 )
<p>Month- December- January</p> <p>(Approx No of Teaching Days) 4-6</p>	<p><b>Academic achievement and success.</b></p> <p><b>Skill development and proficiency</b></p>	<p>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.</p>	<p>Develop skills and competencies that support both academic and physical success</p> <p>Enhance cognitive and academic skills</p> <p>Build resilience and stress management skills to cope with academic pressure and performance anxiety.</p>	<p><b>Graded Learning outcomes:-</b></p> <p>( LO 1- <b>Basic level)</b></p> <p>Students will be able to identify at least one effective study strategy to implement in their daily routine.</p> <p>Students will be able to identify at least one physical activity to engage in regularly for health improvement.</p>	<p><b>(Basic Level)</b></p> <p>Understanding the importance of physical activity in relation to academic performance and overall health</p> <p><b>(Medium Level)</b></p> <p>Applying knowledge of healthy eating habits and nutrition to develop a personal nutrition plan</p> <p><b>(Advanced Level)</b></p> <p>Analyzing the effects of physical activity and nutrition on academic performance and overall health</p>	<p><b>CwSN -Assistive Learning:-</b></p> <p>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.</p>	<p><b>Activity-Based Learning-</b></p> <p>Mindfulness practices Project-based learning related to health and wellness Flipped classroom approach with a focus on physical activity and healthy habits</p>	<p>Formative Assessment and Self-Assessment.</p>

**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 of teaching (hrs)	<b>Physical Fitness, Time Management, Study Habits, Goal Setting, Learning Strategies, Test-Taking Strategies.</b>	<b>CG-1</b> Improving performance in specific exam-related subjects or areas  <b>CG-2</b> Boosting self-confidence and reducing exam-related anxiety  <b>CG-3</b> Improving memory retention and recall abilities	<b>C- 1</b> Test-taking strategies  <b>C- 2</b> Study skills  <b>C-3</b> Self-motivation  <b>C-4</b> Goal-setting	<b>Graded Learning outcomes:- ( Basic level)</b>  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	<b>CW:</b> 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.  <b>HW:</b> Fitness Challenges - Assign students to complete fitness challenges at home, such as doing a certain number of push-ups or squats each day.	Create a competency goal related to the exam material and one related to physical activity.  <b>(Medium Level)</b>  Create a more complex competency goal related to the exam material and one related to physical activity  <b>(Advanced Level)</b>  For advanced-level reflection on progress towards the competency goals, and incorporate self-evaluation, peer feedback, and mentorship.	<b>CwSN -Assistive Learning:-</b>  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.	<b>Project-based learning</b>  <b>Flipped classroom</b>  <b>Collaborative learning</b>  <b>Collaborative learning</b>	Performance-based assessment, Formative assessments, Summative assessment, Observation

**CENTRALISED SYLLABUS BIFURCATION FOR APSS (CLASS-III)**

**Subject: MUSIC**

**Frequency: Weekly One Period**

<b><u>Term I (APR-SEP)</u></b>	<b><u>Term II (OCT-MARCH)</u></b>
<b>Month- content coverage</b>	<b>Month- content coverage</b>
<b><u>Apr</u>-Introduction of Music and Swars</b>	<b><u>Oct</u>-(Autumn Break-10 Days: 15-24 Oct 2023) Evaluation individually and preparation for Annual Function Prog.</b>
<b><u>May</u>- National-Anthem &amp; National Song and Marching songs in chorus.</b>	<b><u>Nov</u>-Motivational Songs and Music Preparation for Annual- Function2023-24.</b>
<b>15 May to 20 June 2023 (35 Days) Summer Vacation (Tentative)</b>	<b><u>Dec</u>- Knowledge of Taala</b>

<b>June</b> –Music Alankars.	<b>Jan-</b> (25 Days Winter Vacation: 20 Dec 2023-15 Jan2024) Knowledge saptak
<b>July</b> -. Folk Music and listening to certain songs and local Instrumental tunes popular in the locality.	<b>Feb</b> -Evaluation individually.
<b>Aug</b> -The major families of musical instruments	<b>March</b> -Annual Examinations
<b>Sep</b> -Picutre of the major families of musical instruments to be pasted as project work. <b>(15-30 Sep-Half Yearly Exams)</b>	

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

**Lesson 1- INTRODUCTION OF MUSIC AND SWARS**

<p>Class:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5</p>	<p><b>Curricular Goals</b></p> <p>(CG)</p> <p>CG12</p> <p>CG12</p>	<p><b>COMPETENCY</b></p> <p>CG12.2 A2</p>	<p><b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b> Introduction of Music and Swars.</p> <p><b>(Listening Skill)</b> Demo of singing swaras of Music in music class</p> <p><b>(Medium Level) (Speaking Skill)</b> By Involving kids in singing activities.</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:- (LO1-Basic level)</b> Training for singing in chorus will be provided to the students during class.</p> <p><b>( LO2- Medium level)</b> After training these students will perform during morning assembly</p> <p><b>( LO3- Advanced level)</b> Students will be added in school choir.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Introducing swaras of Music with the help of Flash Cards.</p> <p><b>VI Students</b> Singing in chorus or individually</p> <p><b>LD students</b> Plyaingswaras of Music on instruments</p> <p><b>Autism</b> Showing related Videos</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b> Singing Musical Notes</p> <p><b>Experiential Learning-</b> Singing training of musical notes</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p><b>Asignments given to the students</b> Writing names of musical notes in music copy</p>
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**Lesson 2- -NATIONAL-ANTHEM. NATIONAL SONG AND MARCHING SONGS**

<p>Class:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5 days/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 &amp; HW)</p> <p><b>(Basic Level)</b> Introduction of National Anthem, National song and marching songs</p> <p><b>(Listening Skill)</b> Writing and listening of these songs in Music copy</p> <p><b>(Medium Level) (Speaking Skill)</b> Individually Singing of these songs with right pronunciation and timing during Music class.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p><b>(LO1-Basic level)</b> Training for singing in chorus will be provided to the students during class.</p> <p><b>( LO2- Medium level)</b> After training these students will perform during morning assembly</p> <p><b>( LO3- Advanced level)</b> Students will be added in school choir.</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Introducing National Anthem/ National Song with the help of Flash Cards.</p> <p><b>VI Students</b> Singing in chorus or individually</p> <p><b>LD students</b> Plyaing these songs on instruments</p> <p><b>Autism</b> Showing related Videos or audios</p>	<p>Suggested Innovative Pedagogies</p> <p><b>Activity Based Learning-</b> Singing and listening to the students individually</p> <p><b>Experiential Learning-</b> Students will learn both songs by heart.</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p><b>Assignments given to the students</b> Making charts of National Anthem and National Songs during summer vacation</p>
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**Lesson 3- -MUSIC ALANKARS**

<p>Class:3</p> <p>Month- June-July</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5/5/5</p>	<p>Curricular Goals (CG) CG12</p>	<p>COMPETENCY CG12.2 A2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p><b>(Basic Level)</b> Introduction of Music Alankars</p> <p><b>(Listening Skill)</b> Listening and writing of these Alankars in Music copy</p> <p><b>(Medium Level) (Speaking Skill)</b> Singing alankars with Taala /timing during Music class.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Atleast 3 to 4 Alankars will be dictated in the class</p> <p><b>( LO2- Medium level)</b> students will be given training to sing with proper timing</p> <p><b>LO3- Advanced level)</b> Singing of these alankars will be done with Harmonium/ Keyboard</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> To be included in Action songs/by colourful writing Alankars.</p> <p><b>VI Students</b> Singing in chorus or individually</p> <p><b>LD students</b> Playing these Alankars on instruments</p> <p><b>Autism</b> Showing related Videos or audios</p>	<p>Suggested Innovative Pedagogies</p> <p><b>Activity Based Learning-</b> Listening alankars individually</p> <p><b>Experiential Learning-</b> Training for creating alankars</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p><b>Assignments given to the students</b> 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**

<p>Class:3</p> <p>Month- June-July</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5/ 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 &amp; 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)</p> <p>Importance of our Folk Music and Folk Instruments</p> <p>( LO2- Medium level)</p> <p>Listening/singing of folk songs</p> <p>( LO3- Advanced level)</p> <p>Singing of folk songs with folk instruments</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; 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 &amp; Observation)</p> <p>Asignments given to the students Pasting pictures of Fok instruments</p>

**Lesson 5- -THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS**

<p>Class:3</p> <p>Month- Aug-Sep</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 5 days/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 &amp; HW)</p> <p><b>(Basic Level)</b> Names of different Musical instruments</p> <p><b>(Listening Skill)</b> Major categories of Instruments</p> <p><b>(Medium Level)</b> <b>(Speaking Skill)</b> Reciting names of instruments category wise</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Knowledge of four major families of instruments</p> <p>( LO2- Medium level)</p> <p>Difference between each category of instruments</p> <p>LO3- Advanced level)</p> <p>Recognizing sounds of instruments categorically</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; 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 &amp; 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**



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



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

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

## Lesson 1- History of Kathak +(Mudras)

<p>Class: 3</p> <p>Month- April - May</p> <p>Approx No Teaching (Days)</p>	<p><b>Curricular Goals (CG)</b></p> <p><b>CG12</b></p> <p>Disciplined lifestyle as kids needs planned.</p> <p>Help children for representing the rich Indian culture and heritage.</p> <p>Mudras help to link the brain to the body, soothe pain, the mood and increase your vitality.</p>	<p><b>Competencies</b></p> <p><b>1. Explore and understand body movement and coordination</b></p> <p><b>2.Experience joy and eagerness to learn</b></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>Kathak Mudras facilitate story telling and along with facial expressions, they make the tale easier to understand.</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p>Makes you a good team 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 Kathak dance easily.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>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><b>(Medium Level)</b></p> <p>Try to interrelate the stories to the present learning for next practice.</p> <p>For Mudras they make Mudras by themselves by seeing the names of the Mudras on the board in class.</p> <p><b>(Advanced Level)</b></p> <p>Learning the main point of the story and then from that main content make the story or narrate the story by themselves.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>&amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p>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 diseases.</p> <p>For Mudras the children will make the Mudras by themselves and speak out the name of the Mudras.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Pictures, videos, live demonstration by the teacher.</p> <p><b>Theme-Based Learning-</b></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><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p>Creating interest in India's culturalism.</p> <p><b>(TOOLS)</b></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>
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## Lesson 2- Bhoomi Pranam+ Standing Position+ Importance of Teen Taal with Counting

<p>Class: 3</p> <p>Month- June - July</p> <p>Approx No of Teaching days) 6</p> <p>No of periods: 7</p>	<p><b>Curricular Goals (CG 12)</b></p> <p>An acknowledgement of the sacred.</p> <p>The Standing position helps in being a confident performer and makes a good body posture.</p> <p>Develops your personality too.</p> <p>Taal is a time cycle. It is the foundation of all compositions.</p>	<p><b>Competencies C12.4</b></p> <p><b>Bhoomi Pranam-</b></p> <p>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.</p> <p><b>Standing Position-</b></p> <p>It increases your structure of the body to be in a position for performing.</p> <p><b>Taal-</b></p> <p>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.</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p>Bhoomi Pranam</p> <p>Respecting the Indian culture, the mother Earth, taking permission so that they can start doing dance (Kathak).</p> <p>Standing Position-</p> <p>They learn that they should be looking confident and straight + proud whenever performing.</p> <p>Taal-</p> <p>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.</p>	<p><b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Students will look at the teacher whatever she is doing they will follow that and do.</p> <p><b>(Medium Level)</b></p> <p>The children will listen to counting, taal or instructions and do the same as told.</p> <p><b>Advanced Level)</b></p> <p>The children will speak out the countings and all. Also they will do those bhoomi pranam, teen taal on hand by themselves.</p>	<p><b>CWSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CWSN -Assistive Learning:-</b></p> <p>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.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Live demonstration of the teacher step by step.</p> <p><b>Theme Based Learning-</b></p> <p>Saving the culture by learning such things.</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p>Counting wise Taal and Bhoomi Pranam.</p>
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**Lesson 3- Mudras, Teen taal on hands with bolas in ekgunlaye**

<p>Class: 3</p> <p>Month: August-September</p> <p>Approx No Teaching Days</p>	<p>Domains</p> <p>Language &amp; Literacy Development</p>	<p>Curricular Goals (CG12)</p> <p>Mudras help to link the brain to the body, soothe pain, the mood and increases your vitality.</p> <p>Taal is a time cycle. It is the foundation of all compositions.</p>	<p>Competencies (C12.2)</p> <p>Kathak Mudras facilitate story telling with facial expressions, they make the tale easier to understand.</p> <p><b>Taal:</b></p> <p>It is the composition similar to time signature in Indian musical dance. The cyclic journey is what anchors a composition.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>( LO 1- Basic level)</p> <p>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.</p> <p>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.</p>	<p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW &amp; HW)</p> <p>(Basic Level)</p> <p>Children will try out making Mudras by watching the live demonstration of the teacher.</p> <p>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.</p> <p>(Medium Level)</p> <p>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.</p> <p>(Advanced Level)</p> <p>They speak out the names, bolas by themselves and perform.</p>	<p>CwSN</p> <p>Assistive Learning</p> <p>(In consultation with Special Educators) &amp; Use of IE Room</p> <p><b>CwSN -Assistive Learning:-</b></p> <p>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.</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Live demonstration of the teacher step by step.</p> <p>Theme Based Learning-</p> <p>With the help of Mudras one can explain the storytelling easily.</p> <p>Teen Taal is used in their daily activities.</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p>Creating interest in learning our Indian speciality.</p> <p><b>Tools-</b></p> <p>They can make different Mudras from their hands and also learn what shapes they are making although it is very interesting.</p>
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**Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal**

<p>Class: 3</p> <p>Month- October - November</p> <p>Approx No Teaching (Days)</p>	<p><b>Curricular Goals (CG12)</b></p> <p>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 verbally which is a good thing.</p>	<p><b>Competencies (C12.2)</b></p> <p><b>Taal-</b> 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><b>Tatkaar:</b> 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><b>Learning Outcomes Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></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 complete form of work out.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Students look and listen whatever the teacher is doing and speaking. Then further they will further they will do as same as the teacher.</p> <p><b>(Medium Level)</b></p> <p>They will listen up to the bolas and instructions. Further they will do the same.</p> <p><b>Advanced Level:</b></p> <p>They will themselves speak out the bolas and also perform the teentaal on hands and tatkaar on feet.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning</b></p> <p><b>(In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>Footwork:</b> 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><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.</p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation)</b></p> <p>Use of assessment and Tools: speakers for tabla beat.</p>
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**Lesson 5. Half rotation in teentaal with ekgun to duguntatkaar**

<p>Class: 3</p> <p>Month- December- January</p> <p>Approx No Teaching Days)</p>	<p><b>Curricular Goals (CG 12)</b></p> <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><b>Competencies (C12.2)</b></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><b>Learning Outcomes Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>They work as an aerobic exercise. Bhamari or Chakkar is speciality of Kathak that improves balance and stamina. Riyaz of Kathak makes you light feel and increase flexibility.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Students will look that how the teacher is doing. The child will follow whatever the teacher is doing.</p> <p><b>(Medium Level)</b></p> <p>They will listen to the instructions and further do the same as per the instructions.</p> <p><b>(Advanced Level)</b></p> <p>The student will learn the steps accordingly and then perform it.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></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><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity- Based Learning-</b></p> <p>Live demonstration by the teacher step by step. Using the speakers for tabla and beats</p>	<p><b>Suggested Assessment ( Use of Assessment Tools- Observation)</b></p> <p>Use of assessment and Tools: speakers for tabla beat.</p>
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**Revision + Practices**

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