



Sunbeam School

Annapurna, Bhagwanpur, Indiranagar, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST FOR Class – I (2025-26)

Parents are free to buy books from any shop of their choice in the city.

(Please ensure that you buy the New Editions only)

SUBJECTS	NAME OF THE BOOKS	PUBLISHERS
English	a. 21 st Century English for Grade-1 (Literature Reader)	<i>Burlington English</i>
	b. 21 st Century English for Grade-1 (Coursebook)	<i>Burlington English</i>
	c. New Grammar with a Smile Book-1 (Fifth Edition aligned with NCF 2023)	<i>Headword</i>
	d. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
	e. Read Think Write Grade-1 (Only Core Schools)	<i>LHBH Learning LLP</i>
Hindi	a. Medha -1 (Purnatah Sanshodhit Sanskaran) (Semester 1 & 2)	<i>Kriti Prakashan</i>
	b. Learner's Comate (Term-I and Term-II)	<i>Marina Publications</i>
Maths	a. New Enjoying Mathematics – 1 (Foundational Stage As Per NCF 2023) Part-1 and Part-2	<i>Oxford</i>
	b. Learner's Comate (Term-I & Term-II)	<i>Marina Publications</i>
	Ref. Book – New Success with Maths Ahead – 1	<i>Orient BlackSwan</i>
Ev.S.	a. Friends of the Earth Environmental Studies Class 1 (Part 1 & 2) (as per NCF 2023)	<i>S Chand School Books</i>
	b. Learner's Comate (Combined for both Terms)	<i>Marina Publications</i>
G.K.	Updated Knowledge Lighthouse – 1 A Skill-Based course on General Knowledge	<i>Collins</i>
Life Skills	My Cinema Book – I	<i>Edumedia India Pvt. Ltd.</i>
Drawing & Craft	My Colourful World Book-1 An integrated multi-skill art & craft course	<i>V-Connect Education</i>
Computer Science	Cyber Quest – 1 Windows 10 and MS Office 2019	<i>KIPS Learning Pvt. Ltd.</i>
Reading for Pleasure	a. The Mango Tree (Half Yearly)	<i>Orient BlackSwan</i>
	b. Little Koel Finds His Song (Annual)	<i>Scholastic</i>
Logical Reasoning & Olympiads	Enrichment Booklet	<i>Marina Publications</i>

Reference Book Note

Dear Parents

The books suggested in **the Reference section** of the booklist are purely recommendations and are **not at all compulsory to buy**.

In keeping with parental requests for additional study/practice materials, we have suggested the same.

Picking them up is **purely on parental discretion**. School will not ask for the same during the classes at any point.

STATIONERY LIST

English	Four Lined notebooks	2 for CW - 60 pgs. (1 for each term)	
Hindi	Single Lined notebooks	2 for CW - 60 pgs.	
Maths	Small Square notebooks (0.75 x 0.75 cm)	2 notebooks for CW - 40 pgs.	
	Practical File	1	
Ev.S.	Single lined notebook	2 notebooks - 40 pgs. (1 for each term)	
Revision (BGN)	Single Lined notebook	1 for revision of (English, Hindi, Maths, Ev.S. in a single notebook)	40 pgs
Rough Work	Single Lined notebook	1 for rough work of (English, Hindi, Maths, Ev.S. in a single notebook)	60 pgs
Stationery	Pencils	1 set	Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.
	Eraser, Sharpener, Plastic Ruler	1 each	
Drawing & Craft	Drawing notebook	1	
	Camel Artica Plastic Crayons (Hexagonal Crayons)	1 set	24 assorted colours
	Camel Poster Colours	1 set	6 assorted colours
	Camel Pencil Colours	1 set	12 shades (for Anp, Lht, Snt, Vrn & Knowledge Partners)
	Fevicol , Glue Stick	1 each	
Round Brush	No. 4 & 6	1 each	
KPL Learning Kit	Number line – 0-20 (12 inches x 2.5 inches)		
	Slate – Writing (single lined) (9.5 inches x 8 inches)		
	Skip counting board with 12 hr and 24 hr Clock (9.5 inches x 8 inches.)		
Library (for BGN, ING & SCT)	Single Lined notebook	1	40 pgs.
1 box of 50 Rajma Seeds and 1 dice (To be deposited in the school)			
1 File (for Filing Unit Test Papers)			

Please Note :

1. We discourage covering notebooks to save paper. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
2. The text books should be covered only with used paper or bound so that they don't tear during the session.
3. All text books and notebooks should be properly labelled with name, class and section.
4. All notebooks should be of big size. Small notebooks will not be accepted in school for correction.
5. Parents are requested to buy the books at the earliest before the stock is sold.
6. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

The Sunbeam School
VISION

Ongoing consolidation, growth and collaboration within and across institutions that are instrumental in holistic growth of students, in a conducive environment, that promotes excellence and the students further move on to refine the social fabric.



Estd. 1972

Sunbeam
Group of Educational Institutions

A WORD TO THE PARENTS

Dear Parents,

Welcome to an amazing year of learning!

We extend our heartfelt gratitude to you for giving us the opportunity to educate your child. We are thankful for the trust and faith shown by you in Sunbeam Group of Educational Institutions.

We will leave no stone unturned in our mission to develop a positive brain compatible environment. We will work together as a team to encourage and motivate all students to reach their fullest potential.

At Sunbeam, we strive to use various teaching and learning strategies for which we have structured our syllabus accordingly.

The Precept includes a detailed month wise description of the content to be formally taught in various scholastic subjects during the year. It will also enable you to examine closely the non-scholastic areas that have been given due importance in the Precept. You will also find a comprehensive list of website references, assessment pattern, test schedules, list of suggested reading, project work and Holiday homework.

In the given PRECEPT, we have made an attempt to synchronise learning with children's inherent talents and aptitude so that learning becomes easy and enjoyable for the children. The syllabus is designed keeping in mind the individual differences existing in children owing largely to the Multiple Intelligence found in them. We aim at developing aesthetic sense, cultivating life skills and providing lifelong guidelines. The theories of Blooms Taxonomy, Multiple Intelligence along with Collaborative learning find a dominant place in this Precept.

We work towards the holistic growth of our students. We also work to protect the self-esteem of each individual and to make every member of the 'Sunbeam Family' feel special. Our staff and students become lifelong learners and responsible citizens striving to reach new heights in order to make the world a better place to live in.

To increase the degree of educational success, it is important that teachers, parents and administrators communicate openly and frequently concerning the progress of students.

Your words of encouragement, a hug when the day has been rough, your interest in your children's work and your presence in the school are vital !

Parents count! Come to school, meet us, talk to us, join the PTM and volunteer your time and energy for the benefit of your child. Your involvement will show your children that you value their education.

Let's work together!

Educationally yours,

Sunbeam Group of Educational Institutions

SALIENT FEATURES OF SUNBEAM

In addition to the core curriculum, Sunbeam Schools add further dimension to the precept with a set of age appropriate innovative and immersive set of programs for enhancing academic, cultural and co-scholastic progress.

ART INTEGRATED LEARNING (AIL)

Art integrated Learning (AIL) has become an integral part of the learning process. Hence Art Integrated Learning (AIL) is being introduced in all the subjects to give students an opportunity to study deeply about the 'Uniqueness in Indian work culture and present it through different art forms like dance, music, skit, role play, theatre etc. It also helps to imbibe the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art integrated approach will strengthen the linkages between education and culture.

DIGITAL HEALTH AND WELLNESS CURRICULUM FOR NEW AGE CITIZENS

Using technology responsibly and being physically, socially & emotionally healthy amidst technology centred world is important. Students need to know how to use and how much to use the gadgets available to avoid the harmful effects of the same. Hence, the Digital Health and Wellness Curriculum is designed to inculcate awareness among students.

ENTREPRENEURSHIP AND FINANCIAL LITERACY

As our core philosophy, it's important for Sunbeam students to take what they learn in class and apply it to their daily and future lives. Hence several opportunities are provided in the Precept to expose students to areas such as entrepreneurship, innovation, problem-solving, and critical thinking.

Entrepreneurship syllabus teaches students about money, investing, business strategies, loans, and creating budgets. At the same time, students can learn critical life skills such as problem-solving, brainstorming ideas, taking risks, facing failure, and getting up again, setting goals, working together, and feeling comfortable to work individually.

Also, with the many unknowns in the future job market, the activities will ensure students think about opportunities they can build for themselves for the future.

INTEGRATED INTERDISCIPLINARY APPROACH

Integrated Interdisciplinary teaching is a method of educational instruction where a student learns about a single topic or issue from a variety of different viewpoints. Interdisciplinary teaching refers to the concept of learning a single subject from multiple perspectives.

JODOGYAN

The words "jodo" which means "to connect" and "gyan" which means "knowledge." The goal of the JodoGyan activities is to help students for better understand and connecting with math concepts. It has innovative activities to develop the understanding of Maths concept. JodoGyan is an integral part of Math curriculum.

LITTLE AGRICULTURIST

Little Agriculturist-Farming is a fun and easy nature adventure to do with kids of any age. Kids love getting messy, muddy and digging around in the earth. They also love being outside, being active, learning about new things and taking care of their very own project. A project Little Agriculturist will be done by the students. It will be started in July and end in September. It will be done twice in a month.

PRONUNCIATION LAB

Correct Pronunciation is very important for speaking a language correctly and making English sound clear and distinct. To make students aware of the correct pronunciation of difficult words, homophones, synonyms, silent letter etc. Links of recording (Audio / Video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) in English, Ev. S. / Science & Social Science.

Please see that your ward will practice, record and send it back to the teacher for the feedback and improve.

QUALITY CIRCLE TIME (QCT)

Quality Circle Time (QCT) is a creative way of allowing students to talk on a wide range of issues in a safe inclusive environment. It helps them to develop self esteem and ultimately improve academics. In this way in the school, we create non-threatening, collaborative and participatory learning environment.

Four QCT sessions are held in a term for the students.

SANSKRIT SHLOK

Children's intellects are sharpened through chanting of the Sanskrit shloka. It helps brain to stay sharp and focused. Recitation increases systematic breathing and supplies additional oxygen to the brain to stay active and flexible by learning new languages through shlokas.

SUNBEAM KI TRAFFIC PATHSHALA – TRAFFIC AWARENESS DRIVE

Traffic rules and safety signs help to mitigate this risk and reduce the possibilities of accidents happening on road. To make children aware regarding traffic safety a PPT/video will be shown and discuss with the students during My City Week - 2nd term.

WASHROOM ETIQUETTES

Toilet training in the initial years is taken up seriously in school. Training on usage of washrooms and maintaining proper personal hygiene is done regularly. CD on washrooms and toilet habits are shown regularly to students.

CHETNA

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

INFORMATION FOR INTERNET USAGE

Please do take note that we will continue to use blended form of learning so all links, updates, texts, research materials will be provided by the school in the G Suite (Google Classroom). It will take between 30-40 minutes of internet time for your ward to go through and benefit.

Please be conscious about the net usage beyond the mentioned allotted time since beyond that your ward may be using the internet for non-productive/addictive things, not in the best of his/her interest, intelligently/emotionally.

KHAN ACADEMY

Khan Academy is an online educational resource for Math & Science. The impact of Khan Academy on students has been significant and far-reaching.

Khan Academy has made it possible for students to learn at their own pace. Self-paced learning model allows students to progress through material as quickly or as slowly as they need, which can be especially beneficial for students who may be struggling with a particular concept.

Khan Academy has had a significant impact on students by improving access to education, providing self-paced learning opportunities, and offering a personalized learning experience. These benefits help students develop a love for learning and lay the foundation for good academic and to take charge of their own learning.

READING FOR PLEASURE

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers. –

There is no substitute for books in the life of a child and the greatest skill a child can ever acquire is a passion for reading. Reading for Pleasure books has been incorporated in the syllabus to inculcate a love and habit for reading.

The Reading For Pleasure books are meant to be read by the child on his own for the love of reading and not just for an exam and marks. They need to enjoy the experience and in the process if he/she falls in love with reading, the bigger purpose of having RFP in the syllabus, fructifies.

Limited class discussions on the same are not to teach the book per se, but only to stimulate thoughts and initiate discussions and deliberations.

The exam paper of RFP in both the terms will contain questions which are global in nature. The exams will test how much has the child understood the story and not how much he/she remembers .

So encourage and excite your children to dive deep into the world of books starting with RFP, help him to be an independent reader and watch him/her blossom .

Please do take note that:

- Reading is fun. Children who read often and widely ,get better at it.
- Reading exercises our brain and improves concentration.
- Reading teaches children about the world around them and therefore builds confidence and the ability to converse socially.
- Reading improves vocabulary and language skills and develops a child's imagination.
- Reading helps children to develop empathy.
- Children who read invariably achieve better in life and also helps language skills and therefore improves on the understanding and comprehension of all subjects being taught.

He that loves reading has everything within his reach. - William Godwin

HYGIENE THROUGH HANDKERCHIEF

We believe in making hygiene part of daily life. To encourage children to practice cleanliness, we have introduced the idea of a 'Adding Handkerchief' as part of their uniform. This handkerchief, tucked neatly into their pocket, helps children wipe their nose, mouth, or hands after eating or sneezing, teaching them the importance of maintaining cleanliness. Parents are requested to ensure their child carries a handkerchief daily, fostering healthy habits that will last a lifetime.

SUSTAINABLE DEVELOPMENT GOALS

Sunbeam Schools understand the critical role that schools and students must play in addressing critical global challenges and achieving the Sustainable Development Goals by 2030. We understand our responsibility to equip our students with the knowledge to understand the global challenges facing the world and the skills to overcome them.

SDGs cannot be taught in isolation, hence we have integrated the thoughts and concepts of SDGs across subjects and chapters starting from class 1.

All the chapters will have a question(s)/activity(ies) based on SDG which will make students think, introspect, and relate his learnings or actions to the goals .

The idea behind SDG immersion in the Precept is to :

- Support and Promote the global principles of SDGs.
- Provide educational opportunities to our students to acquire the knowledge and skills needed to engage with the SDGs.
- Transform the Sunbeam learning environment into dynamic hubs of student leadership for the SDGs.
- Be a part of the Global Movement to achieve SDGs by year 2030.

Day-to-day practices to achieve Sustainability

In our journey towards a safer and more sustainable planet, both schools and families play crucial roles. By integrating simple day-to-day practices, we can collectively contribute to the Sustainable Development Goals (SDGs) and foster a sustainable school community. By adopting these simple practices, we can create a ripple effect that leads to a more sustainable and healthier planet for future generations. Together, we can make a significant difference.

Here are some practical steps:

Water Conservation:

1. Turn off taps while brushing teeth, shaving or soaping hands.
2. Take shorter showers (5-10 minutes).
3. Fix leaky faucets, taps, and pipes promptly.
4. Use water-efficient appliances.
5. Supply water in glasses instead of bottles.

Waste Reduction:

1. Carry reusable bags for shopping.
2. Refuse single-use plastics (straws, cutlery, etc.).
3. Segregate waste into wet and dry wastes for disposing them
4. Compost food waste.
5. Recycle paper, plastic, glass, and metal.

Transportation:

1. Use public transport for long trips
2. Practice walking or bi-cycling for short trips.
3. Carpool or share rides.
4. Maintain vehicle efficiency (regular tune-ups, proper tire pressure etc.).
5. Consider electric or hybrid vehicles.

Lifestyle Changes:

1. Avoid fast fashion, animal-based textiles and impulse buying
2. Reduce air travel or offset carbon emissions.
3. Support renewable energy projects.
4. Choose organic & sustainable products as far as possible.
5. Boycott products that endanger wildlife.

Energy Efficiency:

1. Switch off lights, fans, ACs etc. and electronics when not in use.
2. Use LED bulbs.
3. Adjust thermostat settings to save energy.
4. Unplug chargers and devices on standby.
5. Regulate the AC temperature to 25° Celsius

Food Sustainability:

1. Plan meals to reduce food waste.
2. Buy local, seasonal produce.
3. Use reusable containers for takeout.
4. Avoid single-use water bottles/paper glasses etc.

Home and Garden:

1. Use eco-friendly cleaning products.
2. Plant trees, herbs, or vegetables.
3. Reduce paper usage, go for digital documents, bills).
4. Repurpose or up-cycle old items.
5. Use reusable materials for wiping hands/face etc.

Daily Habits:

1. Bring reusable coffee cups or water bottles.
2. Avoid using disposable utensils.
3. Use rags instead of paper towels/tissues.
4. Drive less, Drive green.
5. Use resources wisely to minimize carbon footprint.

THE 'PARTY ETIQUETTE CLUB'

The 'Party Etiquette Club' is a club specially designed to teach children Party Etiquettes and manners and also groom them to blend into any party and not be out of place.

The Party Etiquette club functions over 6 sessions, once in each term. The highlight of the club is the last session where we actually organize a demo party in a Restaurant to help children experience the scene and demonstrate all that he /she has learnt. This club is to inculcate Party Etiquettes and confidence to conduct themselves in a party, among kids.

VIRTUAL ESCAPE ROOM

To make blended form of learning more interesting and engaging, we are including Virtual Escape Room as an Individual Assessment Tool in Asynchronous mode. Escape rooms are innovative learning tools that bridge the physical & digital learning environment. The purpose of this experience is -

1) To encourage students for solving puzzles, enhancing coding skills, develop critical thinking by finding clues to complete an objective.

2) Helpful for revising the concepts of every chapter.

Links of Escape Room in English, Maths, Ev. S./Science and Social Science will be shared on the G suite (Google Classroom) at the end of every chapter. Please help your ward in case he/she faces any problem in solving the levels (questions) or child may directly seek the assistance from the teacher in school.

YOGA

The word “Yoga” comes from the Sanskrit word “Yuj” that means to unite. The practices of yoga bring about a perfect balance between mind and body. Yoga helps in enhancing focus, concentration and memory. Keeping this in mind, Yoga is an integral part of the curriculum.

CAREER AWARENESS

Sunbeam Schools understand that integrating career awareness and relevant skills related information into classes can aid students in gaining a better understanding of themselves and the professional world, empowering them to make well-informed and satisfying career decisions in the future. Hence, regular sessions on careers and related information will be taken by teachers assigned by the Principal.

We are implementing this structured career awareness programme from the early years. This aims to provide students with comprehensive knowledge about various career options available to them as they advance through their education. So that they are aware of all the options and paths available to them.

GRAPHIC NOVEL

Graphic novels have proven to be a powerful and effective educational tool, combining visual elements with textual content to enhance comprehension and foster a love for reading. The unique format of Graphic Novels engages students in a way that traditional textbooks often struggle to achieve. Sunbeam has Integrated Graphic Novels into its curriculum for dynamic and enjoyable learning environment.

It fosters creativity and allows students to express themselves through visual narratives. It is also a gateway to reading for reluctant readers, making literature more accessible and enjoyable.

It is uploaded in the IFP/Digi boards for the students and it is available in the DIKSHA portal of CBSE.

PORTFOLIO AND E-PORTFOLIO

A portfolio is a useful collection of purposely chosen work depicting a selection of performances that are collected over time and represents the learner's effort, progress, growth and accomplishment in key areas. Keeping this in mind, CBSE has introduced portfolio as an integral part of curriculum where students create their own digital portfolio for checking their own progress. Sunbeam encourage students to build a strong portfolio in order to help them in seeking admission/internship in the future.

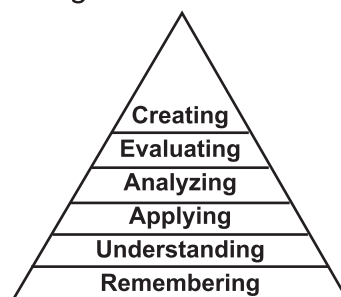
USING BLOOM'S TAXONOMY TO ENHANCE LEARNING!

Bloom's taxonomy is a series of cognitive skills and learning objectives arranged in a hierarchical model. Originally, Bloom's taxonomy was designed as a way of gauging competence by placing students' knowledge on one of 6 levels which are often represented visually in the form of a pyramid.

Each step of the pyramid from bottom to top represents a move from a lower order thinking skill (LOTS) to a higher order one (HOTS); from straightforward concrete cognition to a more abstract, conceptual understanding.

This taxonomy of educational objectives gets its name from its creator, Benjamin Bloom. Bloom was an American educational psychologist who is best remembered for his significant contributions to the theory of mastery learning.

All our teachers are well versed in transcending from LOTS to HOTS while transacting curriculum through activities and questioning. Our assessment papers also have a good balance of HOTS and LOTS questions. At the same time our students from class IV upwards are trained to understand Bloom's Taxonomy and are encouraged to make questions catering to different levels of the taxonomy across subjects thus developing Questioning abilities and developing various competencies that comes with traversing the various levels of the pyramid.



Sunbeam and the National Education Policy (NEP) 2020

Dear Parents,

Greetings at the start of the academic new session.

The National Education Policy promises to revolutionize Indian Education but at Sunbeam, what gives us immense pleasure is that it reiterates our commitment to holistic child development, something which Sunbeam has always believed in and has incorporated ways and means to provide the same down the years. The NEP validates our progressive vision.

A quick look to connect provisions of the NEP to what Sunbeam has already been doing.

- Sunbeam Schools are Innovative education centers with good infrastructure support and well-equipped classrooms and laboratories.
- Sunbeam had incorporated technology in education from many years back. Today we are extremely well equipped for a blended learning environment offering the best of the online and offline worlds to our students.
- While everyone is talking about ECCE, Sunbeam always has had a very strong ECCE precept which is well researched and dynamic, incorporating best practices of Kindergarten from across the world, focusing on Foundational Literacy and Numeracy and communication skill building helping young learners build a strong mind set during growing years.
- The Sunbeam Precept provides opportunities for holistic learning to students along with enriching their minds with 21st century skills like analytical & critical thinking power and experiential learning experiences. Sunbeam has never believed in rigid learning separation between various fields like arts & science, curricular & extra-curricular activities. Everything that a student does is counted! The vision is to ensure students become all-rounders rather than acquiring just the academic knowledge.
- Our delivery system comprises of multiple modes of learning: Formal & Informal
- We have Experienced faculty members and a well-designed & formalized Teachers Training and development plan.
- All our schools have Trained counselors (both Behavioral and Career)
- The Sunbeam precept has in it, life-enrichment courses for overall development of individuals. We also have Skill Development Courses with internship opportunities for students.
- In class XI students at Sunbeam have choice-based options so that students can choose subjects of their interest and pursue the same.
- Across classes we track student progress based on learning levels. Assessments at Sunbeam plays a key role in helping teachers scrutinize & evaluate the skills & knowledge of students. Our assessments are competency-based assessment that evaluates-

● Analytical power

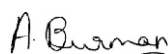
● Critical thinking

● Decision-making

● Creativity

● Conceptual clarity

Sunbeam is committed toward nation building by shaping up youngsters to the requirements of tomorrow. We are happy other schools too now will follow the path that we have been treading so far.



Amrita Burman
Deputy Director

WEIGHT OF BAGS

Dear Parents,

We are happy that the NEP 2020 talks at length about lighter school bags.

As a school, Sunbeam has always been conscious of the weight of the bag that a child carries every day to school. We have designed our time table in such a way that we kind of adhere to the NCERT stipulated bag weight as mentioned below. Keeping this in mind some books are split into two parts as Book-A/Book-B for the convenience of students. Please ensure that your ward carries either one of the books (as per the time table) and not both parts in order to not add to the burden of his/her bag.

Body weight and weight of school bag

The suggestive table for class-wise range for ratio for school bag as 10 per cent of the body weight is given below.

Class wise range of average body weight of children–

S.No.	Class	Average Body Weight Range (in Kg)	Bag Weight Range (Recommended)
1	KG Section	10-16	No bag
2	Class I	16-22	1.6-2.2
3	Class II	16-22	1.6-2.2
4	Class III	17-25	1.7-2.5
5	Class IV	17-25	1.7-2.5
6	Class V	17-25	1.7-2.5
7	Class VI	20-30	2-3
8	Class VII	20-30	2-3
9	Class VIII	25-40	2.5-4
10	Class IX	25-45	2.5-4.5
11	Class X	25-45	2.5-4.5
12	Class XI	35-50	3.5-5
13	Class XII	35-50	3.5-5

Please pack your ward's bag as per the time table given. If even after that, you feel the bag is still heavy, please do get in touch with us. Your feedback is solicited to help us lessen the weight of the bag and keep children happy and healthy.

Regards
Sunbeam School

UNDERSTANDING CHILDREN

Keeping in mind that every child is unique and will learn in his/her own pace, it's most important to acknowledge your child's accomplishment and strengths and provide support and encouragement accordingly and when needed. Class-I provides a slightly different experience to the little ones. They begin to feel like part of a 'big' school. They feel more independent and they now begin to use social skills they developed in kindergarten.

They slowly move into a world of symbols and concepts from the world of play. Learning at this stage becomes more structured, organized and routine based. They begin to explore and question simultaneously. They are naturally curious and eager to learn. Gradually they begin to make connections between concepts. They start learning by doing. They are bound to make mistakes and may get frustrated in the process. However, we need to retain their focus by continuous encouragement. Since grade 1 students are powerful learners, we need to surround them with positive learning environment.

At this stage some of the traits they show are :

- They learn to imagine.
- Their language abilities grow. They learn to communicate.
- They learn how to express their feelings.
- They learn how to use their bodies.

Let us work towards making the transition from Kindergarten to Class-I smooth and effective.

Learning includes.....

ENGLISH

The curriculum of English has been designed taking in consideration the development of four vital skills of the language- listening, speaking, reading and writing. A variety of activities have been devised in the curriculum to assist the same. These activities are active, learner focused and most importantly fun which goes a long way in building the pillars of language development through the different skills.

a) Listening and Speaking Skills- It is the most primitive skill to develop the process of communication. Good listening skill in turn results in better speaking skill. For listening and speaking skills development we focus on- *Oral Comprehensions, Poetry Recitation, Story Telling through puppet show, Dialogue Book activities, Phonic Sounds Assignments in Learner's Comate, Small topics on which children are expected to speak in the class and assembly, Conversation Corner, Group discussions and Role Plays, Listen and Speak Activity* at the end of every chapter in the New Broadway Course Book.

b) Reading Skill- Reading is a regular feature with emphasis on *correct pronunciation, voice modulation, stress and pauses*. For the development of this skill we have- Chapters meant only for reading, Reading Sheets/ Reading Cards in Learner's Comate, Reading For Pleasure Book, Comprehension Passages in Learner's Comate. Recitation is a skill that is indispensable at this stage thus, developing the sense of rhythm and phonemic awareness amongst the children. Recitation competitions are organized as a part of CCA to motivate children to develop their Recitation skills.

c) Writing Skill- The students are guided and motivated to align their thoughts and express them with ease and confidence. It develops the skills like comprehending, recalling, locating, extending and making connections. The writing skill is practised extensively through – Project Work, Creative Writing , Genius At Work, Paragraph Writing, Picture Composition, Comprehension Passages in Learner's Comate, Question Bank, Vocabulary Building through New Words, Frame Sentences, Fundamental Grammar Concepts with aids like grammar games and grammar corners.

MATHS

Maths curriculum gives strong emphasis on developing Mathematical, logical and problem solving skills, understanding basic operations, estimation and mental arithmetic. It is completely based on practical approach where child has to understand, analyze and apply. A strong emphasis is given on reasoning and problem solving. Following skills are well developed through our curriculum –

Mathematical and Logical Skills- Number Sense (Numbers upto 100, ascending descending, before, after, between) and Number operation (Addition, Subtraction, Multiplication Readiness).

Visual and Spatial Skills - Recognizing and labeling shapes, Collecting data, making record using lists or graphical representation.

Measurement and Estimation – Familiarizing them with common measuring units, estimating and measuring real quantity using non-standard units (blocks, paperclips, handspan , footspan , etc). Understanding and using comparative words (heavy / light / more / less). Show an understanding of Calendar (days of the week and months of the year) and Time.

Critical Thinking, Problem solving and Investigative Skills- Word Problems, Mental Maths worksheet including Fast track assignment (to be solved using mental calculation in limited time).

Linguistic Skills- Emphasis on Maths Vocabulary, Reading and Comprehending Problem sums.

Analytical, Understanding and Evaluating Skills- Maths Lab activity, Maths Walk, Maths Game. All the Mathematical concepts are practiced with ample number of exercises to develop patience and persistence among children while solving sums.

HINDI

हिन्दी पाठ्यक्रम बच्चों में भाषा कौशल के विकास को ध्यान में रखकर बनाया गया है। जिससे हम विद्यार्थियों को क्रमबद्ध, संयोजित और सुगठित ढंग से व्याकरण सम्मत भाषा सिखाने के लिए विभिन्न प्रकार के कौशल का प्रयोग करते हैं।

श्रवण तथा वाचन कौशल - वार्तालाप तथा अनुवाचन के माध्यम से स्वर एवं व्यंजन को दोहराया जाता है। विभिन्न रोचक विषय वस्तु के माध्यम से विद्यार्थियों को मात्राओं का सही उच्चारण एवं प्रयोग खेल-खेल में सिखाया जाता है। कहानियों एवं कविताओं के द्वारा उनके सुनने एवं बोलने की क्षमता का विकास किया जाता है। मौखिक वार्तालाप के माध्यम से विद्यार्थी अपनी भावनाएँ एवं अनुभव सहपाठियों को सुनाते हैं तथा दूसरों के विचारों से भी अवगत होते हैं। भाषा को सरल बनाने के लिए कक्षा में भाषा संबंधी सामूहिक क्रिया कलाप कराए जाते हैं, जो बच्चों में आत्माभिव्यक्ति, चिंतन, प्रक्रिया एवं आत्मविश्वास का विकास करने में सहायक होती है।

पठन कौशल - इसके विकास के लिए उच्चारण पर विशेष ध्यान दिया जाता है। पहले बिना मात्रा वाले शब्दों का उच्चारण तथा फिर सभी मात्राओं का उच्चारण एवं प्रयोग सिखाया जाता है, जिससे विद्यार्थी धाराप्रवाह से पठन-पाठन करने में सक्षम हो सकें।

लेखन कौशल - हस्तलेख (सुलेख) वर्तनी (नवीन शब्द) तथा शब्द भंडार पर भी विशेष ध्यान दिया जाता है - श्रुतलेख, चित्रालेखन, सृजनात्मक लेखन का समावेश पाठ्यक्रम में किया गया है जिससे बच्चों के शब्दकोश एवं भाषा का विकास होता है। बच्चे धीरे-धीरे अपने विचारों को मौखिक एवं लिखित रूप में व्यक्त करना सीख जाते हैं। शब्दावली के विकास के लिए पाठ्यक्रम में विभिन्न अवधारणाओं वाले शब्द जैसे विलोम, समान तुक वाले शब्द, जोड़े वाले शब्द, अशुद्धि संशोधन आदि सम्मिलित है। सृजनात्मक लेखन के माध्यम से बच्चों में रचनात्मक शैली का विकास होता है।

COMPUTER

Students are made familiar to computer as a machine. They are introduced to its different parts and their functions. They are also introduced to the Do's and Don'ts of a computer through Net Hygiene which make them ready for computer handling. Initially they touch and feel different parts of a computer and gradually starts operating them with ease and confidence.

In order to evoke their interest towards the subject, some fun learning apps are used as starters and later when they start grasping, they are introduced to some elementary tools such as *TUX PAINT*, *KEA COLOURING BOOK* and **WORD PAD** to develop basic computer literacy.

YOU CAN HELP YOUR CHILD LEARN BETTER

As a parent, you are your child's first and most important teacher. When parents and families are involved in their children's school, the children do better and have better feelings about going to school. There are many ways that parents can support their children's learning at home throughout the school year.

DEVELOP BONDING WITH YOUR CHILD

- Show interest in what happens at school and talk about what your child is learning.
- Be your child's friend and make a conscious effort to become a part of his/her world.
- As a parent, you need to know what he/she thinks and feels about the experiences he/she is going through in school.
- Give children a chance to make simple choices.
- Encourage your child to learn from his mistakes and to keep trying even if he finds something difficult.
- Praise your child for his/her effort and progress which will boost his/her confidence and self-esteem.

SPEND QUALITY TIME

- Keep a relationship with your child that is open, respectable and positive. This will make them comfortable to share their views and feelings with you.
- It's also important for you to show your child that you're interested in what he/she has to say which motivates him/her to learn.
- It also stimulates language development.

GET INFORMED AND BE AN ADVOCATE FOR YOUR CHILD

- Provide them a supportive environment at home.
- Take them on educational trips which include traveling on a family trip, going on a picnic and so on. Get the most out of these trips by asking them to write a brief essay or report of what they've seen once you get home.
- Encourage your child to read English newspaper. Create an English speaking environment at home.
- Encourage active learning like playing sports, spending time with friends, participating in school play or visiting a bookstore.

- Monitor your child's television, video game and Internet use. You can make television time beneficial by watching cartoons /educational channels together as a family. News is also a good programme to watch with them, as this teaches them about the issues and conflicts happening today.
- Encourage your child to be responsible and work independently. Teach your child how to break down overall tasks into smaller manageable chunks.
- Read bed time stories to them. Teach your child to love reading. We ask our parents to encourage their kids to read every day at home; spending just 20 minutes a day. Reading can have a huge impact on your child's reading ability and comprehension skills. Reading is the foundation in all subject areas, students who read perform well in school. Establish a regular eating and bedtime routine.
- Develop study habits. At this stage, you should set a routine of reading, writing or doing any learning activity at a particular time during the day.
- Make sure that your child gets homework done. Help your child prepare for assessments.

TRUST THE TEACHING

We are continuously learning from eminent educators, adopting innovative researches and practices from around the globe so that the school can provide the best learning environments. We are there for you all the time. The goal of school as a miniature society is the same as yours- to nurture the genius in your child.

GET INVOLVED WITH YOUR CHILD'S SCHOOL

- Demonstrate a positive attitude about education to your children.
- Attend parent-teacher meeting and keep in touch with your child's teacher to ascertain which areas your child might need additional help from you.
- Learn what the school offers. Read the notice/information the school sends home. Remember to keep track of events throughout the school year.
- Volunteer at your child's school. There are many ways you can contribute. You can volunteer in your child's class, in the school library or in any other school events.
- There may be an ambiguity at times about your child's learning or behavior, ask the teacher or Principal about it and seek their advice.
- As a parent, it's important to take a close interest in your child's school, read the newsletters, keep checking the school website for any updated information and make efficient use of the Sunbeam App.

NOTEBOOK MAINTENANCE

Notebooks are an integral part of a student's academics. Important notes, questions/answers are written in the notebooks which help students to revise their lessons as and when required and also show the attitude of the child towards his/her studies and work. Here are some essential points in maintenance of notebooks:

1. It is not necessary to cover the notebook as it wastes paper. Let's save paper.
2. The child must write his/her name on the cover page as well as on the first page of the notebook.
3. Index should be maintained. Fresh index must be made on the next page for 2nd term.
4. The date and CW/HW must be written on top of the page where the child starts his/her work.
5. In the Hindi notebook, HW/CW and date must be mentioned in Hindi.
6. Heading/chapter's name should be written on top.
7. Draw a line after each answer.
8. Write the question number properly.
9. Avoid tearing pages from the notebook.
10. Rough work column should be drawn towards the right hand side in the Maths notebook.
11. In the interleaf/drawing notebook, the top margin and the margin towards the left hand side must be drawn on the blank page before starting the work.
12. A flap must be made before starting the 2nd term separating the work of both the terms.
13. To avoid missing of books in junior classes, we follow colour code. We have introduced the colour code for different subjects which are mentioned below -

Sr. No.	Subject	Colour
1	English Notebook and Comate	Golden
2	Hindi Notebook and Comate	Silver
3	Maths Notebook, Comate and Practical File	Blue
4	Ev. S. Notebook & Activity Notebook and Comate	Green

14. Neatness should be maintained.
15. Write answers in legible and neat handwriting. Neat and tidy notebook is a pleasure to check and see.
16. Folding top corners of notebooks must be avoided. Bookmarks can be used.
17. Eating and drinking around notebooks should be avoided so there is no stain on them.

INDEX

Sl. No.	Content	Page No.
1.	Book List/Stationery List	1-2
2.	Vision	3
3.	A word to the Parents	4
4.	Salient features of Sunbeam	5-12
5.	NEP 2020	13
6.	Weight of bags	14
7.	Understanding children	15-17
8.	You can help your child learn better	18-19
9.	Notebook Maintenance	20
10.	Index	21
11.	Website for Reference	222
12.	Assessment Pattern	23-25
13.	Unit Test Schedule	26-29
14.	Details of Learner's Comate & Enrichment Booklet	30-31
15.	List of Activities	32-36
16.	Vocabulary Building	37-42
17.	English	43-57
18.	Hindi	58-70
19.	Maths	71-92
20.	Ev. S.	93-107
21.	Computer Science	108-112
22.	General Knowledge	113-1115
23.	Drawing and Craft	116-119
24.	Music / Band and Drill	120-122
25.	Dance	123
26.	Life Skills	124-131
27.	Grooming Etiquettes	132
28.	Physical Education and Yoga	133-135
29.	Career Awareness	136
30.	Quality Circle Time (QCT)	137-146
31.	Chetna	147-149
32.	Details of Holiday Home Work	150-151

WEBSITES FOR REFERENCE

English <ul style="list-style-type: none"> www.literacyplanet.com www.newsela.com www.cambridgeenglish.org www.kidsworldfun.com www.vocabulary.com 	Hindi/Sanskrit <ul style="list-style-type: none"> www.hindikiduniya.com chitra lekhan www.hindigrammaronline.com www.hindigrammar.in www.hindwi.org www.shabdakosh.com 	Maths <ul style="list-style-type: none"> www.toytheatre.com www.hoodmath.com www.schoolcountry.com www.mathgoodies.com www.primarygames.com
Ev.S./Science <ul style="list-style-type: none"> www.sciencefocus.com www.scribd.com www.wordwall.net www.sciencekids.co.nz 	S.St. <ul style="list-style-type: none"> www.mapsofindia.com www.edurev.in www.kids.nationalgeographic.com www.study.com 	Computer <ul style="list-style-type: none"> www.computerhope.com www.w3school.com www.tutorialspoint.com www.easynotes.com www.scratch.mit.edu www.slideshare.net www.studytonight.com
G.K. <ul style="list-style-type: none"> www.edudose.com www.jagranjosh.com www.bbc.co.uk/bitesize 	Drawing <ul style="list-style-type: none"> www.colorhunt.com www.autodraw.com www.roomrecess.com 	Games <ul style="list-style-type: none"> www.funbrain.com www.kidsites.com www.sikids.com www.foxsports.com

FREE EDUCATIONAL APPS	
English	<ul style="list-style-type: none"> ► Dictionary.com : Enhances vocabulary, audio pronunciations, idioms and phrases. ► TED Ed: Short educational videos library, with subtitles. ► Kindle app: For book reading ► Linguee: Used for translation
Hindi / Sans.	<ul style="list-style-type: none"> ► Hindi Alphabets : Lessons on Alphabet application Hindi Verbs, Vowels, Consonants with pictures and drawing options. ► Drops: Learn new languages while playing games.
Maths	<ul style="list-style-type: none"> ► Photomath : Learn algebra, arithmetic, geometry and more. ► Best Vedic Math: Fast maths using ancient Indian teachings called Veda. ► Wolfram Alpha : Allows user to find the answers to problem for various subject - physics, math & music
Social Science	<ul style="list-style-type: none"> ► Barefoot World Atlas : An interactive globe that introduces children to different countries, cultures, and landmarks, fostering a global perspective. ► Stack the States 2A : geography game where children learn about U.S. states through interactive maps and fun facts, enhancing their knowledge of state shapes, capitals, and locations. ► https://kids.nationalgeographic.com
Evs / Science	<ul style="list-style-type: none"> ► Science Daily: For breaking scientific news and the latest scientific discoveries. ► ePathshala: Resource for Evs and Science
Drawing	<ul style="list-style-type: none"> ► Kids Drawing, Doodle painting: Explore artist talent while having fun. ► Drawing Desk: Learn to draw.
G.K.	<ul style="list-style-type: none"> ► TodayLearned: For getting information about the world. ► Evernote: For taking notes, photos and record videos to remember all sorts of things with additional features such as collaboration on projects and note-sharing. ► Quizizz: Daily quiz fun games.
Educational Apps To Make Learning Easy	<ul style="list-style-type: none"> ► Dropbox: An online storage system for storing assignments, essay, photos, videos, etc. in a secure and protected location. ► Instapaper: Saves web pages as texts which makes it extremely easy to read even on your mobile phone. ► WikiWand: Wikipedia articles available for several popular web browsers as a free browser extension or mobile app.

ASSESSMENT PATTERN – HOLISTIC PROGRESS CARD

The school has adopted the Holistic Progress Card (as recognized by NEP), a **comprehensive assessment system** that aims to provide a more holistic view of your child's progress and growth. The Holistic Progress Card (HPC) is designed to align with the principles of the National Education Policy (NEP and NCF-FS) and promote a well-rounded development approach.

The implementation of the Holistic Progress Card (HPC) will provide a comprehensive understanding of your child's development and progress.

We will be observing the progress of every child on a daily basis based on the competencies that we aim to develop through different topics in different subjects throughout the year. The HPC will include the following which will be sent to parents.

- Rubrics along with every Unit Test paper.
- Holistic Progress Card - once in a term along with the Report Card to share the progress of your child in different competencies that we aim to look at.
- E-portfolio at the end of each term in the Google Classroom.
- Parents' Rubrics (a compiled report of the parents observation of their child) at the end of the session.

ASSESSMENT PATTERN

- There will be no formal exams.
- Promotion of the child will be based on the basis of Unit Tests.
- There will be **6 Unit Tests** in the course of the year for English, Hindi, Maths & Ev. S. **3 per term**)
- Out of **3 Unit Tests** per term, marks of only **2 Unit Tests** will be calculated i.e. **two best performances/marks** will be added for **Half Yearly and Annuals**. In this case, if a child is unable to appear for any one particular test, his/her overall Half Yearly/Annual performance will not get affected.
- There will be **4 Unit Test** in the course of the year (**2 per term**) for Computer & General Knowledge (G. K.). **Appearing in both will be mandatory.**
- **If the child is absent for the Unit Test no retest will be taken.**
- 40% is the pass percentage for promotion and the child has to pass in each subject.
- Class Work Assignment will be done once per term for **English, Hindi, Maths & Ev. S.** These Assignments will be graded. **The grades of the C. W. Assignment will be reflected in the Report Card.**
- There will be no Class Work Assignment for **Computer & General Knowledge.**

The marking pattern for the Unit Test is as follows:-

UNIT TEST MARKING PATTERN			
Subject	M. M.	Half Yearly and Annual	Duration
English	25	17.5 (Written)+2.5 (Dictation)+4(Reading/Recitation)+1 (Good Hand Writing)=25	1hour
Hindi	25	17.5 (Written)+2.5 (Dictation)+4(Reading/Recitation / Orals) +1(Good Hand Writing)=25	1hour
Maths	25	20 (Written)+2.5 (Mental Maths)+ 2.5 (Practical) = 25	1hour
Ev. S.	25	17.5 (Written)+ 2.5 (Dictation) + 5 (Activity notebook) =25	1hour
G. K. & Computer		Oral test & Computer practical to be taken and grades to be given	

Grades will be given in the following subjects :

- | | | |
|----------------------|------------------|-----------------------|
| 1. Computer | 2. G. K. | 3. Life Skills |
| 4. Drawing and Craft | 5. Music / Dance | 6. Physical Education |

At the end of the session children will be awarded as

- Best in Academics
- Most Promising Student
- Promising Student

on the basis of their meritorious performance in the Unit Tests of main subjects & additional subjects in both the terms.

Note :

- 1 mark is allotted for Good Hand Writing (GHW). Therefore, emphasis should be given in developing good handwriting and a good grip over the writing medium.
- English reading and conversation is to be taken very seriously.
- The pass percentage in the unit tests is 40%.
- If the child is absent for the Unit Test no retest will be taken.**
- 75% attendance is compulsory for a child to be promoted in the next class.
- Listening Skill Development (Audio) in English will be assessed in Annual Term and 10 marks are allotted for the same, which will be reflected in the Report Card (will be taken during C. W. Assignment period in February / March).
- Reading for Pleasure books will be subjected for test and 20 marks are allotted which will be reflected in Report Card.
- No formal assessment will be done for Life Skills, Physical Education, Drawing/Craft, Music/Dance, instead grades will be allotted to the students on the basis of the child's continuous performance during the regular classes in each term.
- Any question from the chapter can be asked in Unit Test and C. W. Assignment other than that given at the end of the chapter and Learner's Comate.

10. **Class Work Assignment** for Maths, Hindi, English & Ev. S. will be taken per term towards the end of the term. The grades of the C. W. Assignment will be reflected in the Report Card. The content for C. W. Assignment is given in the Unit Test schedule.

11. The dates for the Class Test (G. K.) and C. W. Assignment will be informed through a notice.

12. English & Hindi :

- (a) New Words for Dictation - Dictation in Unit Test and C. W. Assignment will be taken from new words mentioned in the syllabus.
- (b) English and Hindi Orals will include reading and recitation. In Hindi grammar, topics mentioned as orals will also be included in orals.
- (c) Paragraph Writing/Picture Composition - Topic mentioned for Paragraph Writing/Picture Composition will remain the same for Unit Test and C. W. Assignment as given in syllabus. Helping words will be given.
- (d) Creative Writing - New topic (other than mentioned in Learner's Comate) will be given in English Unit Test and C. W. Assignment but in Hindi Unit Test and C. W. Assignment topic of Srijanatmak lekh will not change i.e. will remain same (mentioned in the Syllabus).

13. Maths :

- (a) Sums in the Unit Test will be based on the concepts but digit of the sums will change.
- (b) Maths Orals carries 2.5 marks and will include similar Mental Maths questions given in Learner's Comate and Tables.
- (c) Maths practical carries 2.5 marks and will be assessed every month. **Maths practical file** to be brought to school on the day of Maths Unit Test.

14. Ev. S. :

- (a) Dictation in Unit Test will be taken from new words mentioned in the Precept.
- (b) **Ev. S. Activity Notebook** should be updated regularly as it carries 5 marks. Ev. S. Activity Notebook should be brought to school on the day of Ev. S. Unit Test for evaluation.

UNIT TEST SCHEDULE

(HALF YEARLY)

For the convenience of the guardians and students, we are providing a detailed schedule of the Unit Test to be held. Weekly notices regarding Unit Test will not be given. Parents will be notified incase there is a change of the date or syllabus of Unit Test.

Date	Subject	Syllabus
30.04.2025	G.K. (Orals)	Pg. No. 12, 13, 14, 15, 16, 17, 18
03.05.2025	Computer (Orals + Practical)	Ch. 2 Computer - A Machine
09.05.2025	Maths	Ch.1 Numbers up to 50, Mental Maths Orals & bring Maths Practical File
28.06.2025	English	Ch. 2 - Rani's First Day at School (Exercises, reading and dictation) Grammar - (i) Naming Words (ii) One & Many (iii) Animals and their young ones (iv) Comprehension Passage (v) Picture Composition-1 (LC)
05.07.2025	Hindi	१) दो, तीन, चार वर्णों के शब्द, 'आ' की मात्रा (अभ्यास कार्य, पाठवाचन, श्रुतलेख) २) विनती सुन लो (कविता मौखिक) ३) गिनती १ से १० (मौखिक एवं लिखित)
11.07.2025	Ev. S.	Ch.1 About me (Exercises and dictation) Ch.2 My Body (Exercises and dictation) Ch.3 My Family (Exercises and dictation) & bring Ev. S. Activity Notebook
19.07.2025	G. K. (Orals)	Pg. No. 19, 20, 21, 22, 23, 26, 27
26.07.2025	Maths	Ch-2 Addition up to 20, Mental Maths Orals & bring Maths Practical File
02.08.2025	English	Ch. 5 - The Parrot and the Fig Tree (Exercises, reading and dictation), Poem - The Rainbow (Recitation & Exercises) Grammar - (i) A and An (ii) Sounds of Animals (iii) Comprehension Passage (iv) Picture Composition-2 (LC)
08.08.2025	Hindi	पाठ - 'इ' और 'ई' की मात्रा (अभ्यास कार्य, पाठवाचन, श्रुतलेख) व्याकरण - विलोम (मौखिक), जोड़े बनाओ (मौखिक)
13.08.2025	Ev. S.	Ch. 4 My Neighbourhood (Exercises and dictation) Ch. 5 My School (Exercises and dictation) & bring Ev. S. Activity Notebook

Date	Subject	Syllabus
20.08.2025	Maths	Ch.3 Subtraction within 20, Mental Maths Orals & bring Maths Practical File
27.08.2025	English	Poem - I Love You Mum & Dad (Recitation & Exercises) Grammar (i) Am, Is and Are (ii) Pronouns (iii) More Pronouns (iv) Animals and their Homes (v) Comprehension Passage (vi) Picture Composition-3 (LC)
30.08.2025	Computer (Orals + Practical)	Ch. 3 Uses of a Computer & Ch. 4 Parts of a Computer
06.09.2025	Hindi	१. पाठ - 'उ' और 'ऊ' की मात्रा, (अभ्यास कार्य, पाठवाचन, श्रुतलेख) २. व्याकरण - शब्द-शुद्ध (लिखित) ३. चित्रालेखन-१ (लर्नर्स कोमेट)
13.09.2025	Ev. S.	Ch.6 Houses (Exercises and dictation) Ch.7 Our Festival (Exercises and dictation) & bring Ev.S. Activity Notebook

Note :

1. The syllabus of C. W. Assignment will include chapters not being covered in the Unit Test and all the Mathematical operations, Matras, Grammar Topics and Writing Section done in Half Yearly for the Half Yearly C.W. assignment and Annual for the Annual C. W. Assignment respectively, except in Ev. S where all important chapters (Half Yearly) will be covered.
2. The dates for the Class Test (G. K.) and C. W. Assignment will be informed through a notice.
3. C.W. Assignment will be graded and grades will be reflected in the Report Card.

SYLLABUS FOR CLASS TEST

G. K. (Orals) : 28, 29, 30, 32, 33, 34, 35, 36, 37, Quiz yourself-1, Quiz yourself -2

SYLLABUS FOR CLASS WORK ASSIGNMENT

Subject	Content
English	: Grammar (i) Doing Words (ii) Has and Have (iii) This is / That is (iv) These are / Those are (v) Opposites (vi) Sound of 'C' Previous Topics - (vii) Naming Words (viii) One and Many (ix) A and An (x) Pronouns (xi) More Pronouns (xii) Am, Is and Are (xiii) Comprehension Passage
Hindi	: (१) १ से १० तक गिनती (२) चित्रालेखन-२ लर्नर्स कोमेट (३) Previous Matra ('आ' से 'ऊ' तक)
Maths	(i) Ch. 4 Shapes and Patterns (ii) Ch. 5 Numbers upto 100 (iii) Roman Numerals Previous topics - (I) Ch.1 Numbers up to 50, (ii) Ch. 2 Addition up to 20 (iii) Ch. 3 Subtraction within 20
Ev. S.	Ch. 8 Our Food (Exercises and dictation), Ch. 9 Our Clothes (Exercises and dictation) and bring Ev. S. Activity Notebook Previous Topics : Ch. 3 My Family (Exercises), Ch. 4 My Neighbourhood (Exercises), Ch. 6 Houses (Exercises), Ch. 7 Our Festivals (Exercises)

(ANNUAL TERM)		
Date	Subject	Syllabus
07.11.2025	G. K. (Orals)	Pg. No. 38, 39, 42, 43, 44, 45
15.11.2025	Maths	Ch.6 Adding Greater Numbers, Mental Maths Orals & bring Maths Practical File
22.11.2025	English	Ch. 6 Friendship Land (Exercises, reading and dictation) Grammar- (i) What is Happening Now (ii) What Happened Before (iii) Sound of 'G' (iv) Comprehension Passage (v) Creative Writing (vi) Picture Composition (LC)
26.11.2025	Computer(Orals +Practical)	Ch. 5 Keyboard & Ch. 6 Using a Mouse
29.11.2025	Hindi	१) १ से २० गिनती (मौखिक एवं लिखित) २) पाठ 'ए' और 'ऐ' की मात्रा (अभ्यास कार्य, पाठवाचन तथा श्रुतलेख) ३) व्याकरण - विलोम (लिखित)
06.12.2025	Ev. S.	Ch.10 Air (Exercises and dictation) Ch.11 Water (Exercises and dictation) & bring Ev. S. Activity Notebook
12.12.2025	Maths	Ch. 7 Subtracting Greater Numbers, Mental Maths Orals & bring Maths Practical File
20.12.2025	English	Poem - We are at the Park (Recitation & Exercises) Grammar - (i) Describing Words (ii) To Whom Does It Belong (iii) Sound of 'S' (LC) (iv) Creative Writing (v) Comprehension Passage
27.12.2025	Hindi	१) पाठ- 'ओ' तथा 'औ' की मात्रा (अभ्यास कार्य, पाठवाचन तथा श्रुतलेख) २) ठीक समय पर (कविता) (मौखिक) ३) व्याकरण- जोड़े बनाओ (लिखित)
09.01.2026	Ev. S.	Ch. 12 In the Sky (Exercises and dictation) Ch.13 Weather and Seasons (Exercises and dictation) Ch. 14 The Animal World (Exercises and dictation) & bring Ev. S. Activity Notebook
17.01.2026	Maths	Ch. 8 Measurement, Mental Maths Orals Ch. 9 Time, Mental Maths Orals & bring Maths Practical File
24.01.2026	English	Ch. 7 The Royal Toothache (Exercises, reading and dictation), Grammar (i) Position Words (ii) Joining Words (iii) Comprehension Passage (iv) Picture Composition (LC) (v) Creative Writing

Class-I pg-(28)

Date	Subject	Syllabus
30.01.2026	Computer (Orals +Practical)	Ch.7 Data and Storage
07.02.2026	Hindi	१) पाठ - 'अं' की मात्रा (अभ्यास कार्य, पाठवाचन तथा श्रुतलेख) २) व्याकरण - शब्द-शुद्ध (लिखित) ३) चित्रलेखन-१ (लर्नर्स कोमेट) ४) सृजनात्मक लेखन - सूरज
11.02.2026	G. K. (Orals)	Pg. No.46, 47, 50, 51, 52, 53, 56, 57, 58, 59, 60, 61
14.02.2026	Ev. S.	Ch. 15 World of Plants (Exercises and dictation) Ch. 16 How We Travel (Exercises and dictation), & bring Ev. S. Activity Notebook
Note : 1. The syllabus of C. W. Assignment will include chapters not being covered in the Unit Test and all the Mathematical operations, Matras, Grammar Topics and Writing Section done in Half Yearly for the Half Yearly C. W. assignment and Annual for the Annual C. W. Assignment respectively, except in Ev. S where all important chapters (Annual) will be covered. 2. The dates for the Class Test (G. K.) and C. W. Assignment will be informed through a notice. 3. C. W. Assignment will be graded and grades will be reflected in the Report Card.		
SYLLABUS FOR CLASS TEST		
G. K. (Orals) : 64, 65, 66, 67, 68, 69, Quiz yourself-3, Quiz yourself-4		
SYLLABUS FOR CLASS WORK ASSIGNMENT		
Subject	Content	
English	: (i) Poem - The Little Plant (Recitation & Exercises) Grammar (ii) The Sentence (iii) Paragraph Writing (Learner's Comate) Previous Topics - (i) What is Happening Now (ii) What Happened Before (iii) Describing Words (iv) To Whom Does It Belong (v) Position Words (vi) Joining Words (vii) Creative Writing (viii) Comprehension Passage ♦ Listening Skill Development (LSD) (Audio)	
Hindi	: (१) १ से २० तक गिनती (२) चित्रलेखन-२ (लर्नर्स कोमेट) (३) सृजनात्मक लेखन - मेरा पसंदीदा फल (४) Previous Matra ('आ' से 'अं' तक)	
Maths	: Ch. 10 Money Ch. 11 Data Ch. 12 Multiplication Readiness Previous topics - (i) Ch. 6 Adding Greater Number (ii) Ch.7 Subtracting Greater Numbers (iii) Ch. 8 Measurement, (iv) Ch. 9 Time	
Ev. S.	: Ch. 17 Let us be Safe (Exercises and dictation), Ch. 18 Safe Touch and Unsafe Touch (Exercises and dictation) and bring Ev. S. Activity Notebook Previous Topics : Ch. 10 Air (Exercises), Ch. 11 Water (Exercises), Ch. 13 Weather and Seasons (Exercises), Ch. 14 The Animal World (Exercises), Ch. 15 World of Plants (Exercises)	

DETAILS OF LEARNER'S COMATE

ENGLISH :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Grammar Revisional Assignment for both the terms given in the Learner's Comate . It also carries the Model Unit Test Paper of English.

HINDI :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional Assignment & Model Unit Test Papers for both the terms given in the Learner's Comate.

MATHS :

1. There are two separate Learner's Comates for both the terms for the students.
2. There are Revisional Assignment & Model Unit Test Papers for both the terms given in the Learner's Comate.

Ev. S. :

1. There is a combined Learner's Comate for both the terms for the students.
2. There are Assignment & Model Unit Test Papers for both the terms given in the Learner's Comate.
3. An assignment - 'Journey of Earth Around the Sun' is given in Learners Comate, to record the sunrise and sunset time and related terms.
 - Students will fill the table every month according to the dates mentioned in assignment and will be checked by the subject teachers.
 - Discussion to be done by the teacher to make children understand the pattern of observation taken and concept of sunrise/sunset/day-length.
 - Children will answer the questions given in the assignment at the end of January month which is subjected to correction.
 - In case student is out of station during summer/winter vacations or for any other reasons on mentioned date in assignment, student will record the sunrise/sunset times of that place and fill the data in Learners Comate when he/she comes back.

Note to Parents - Your child will need your assistance to record & keep a track of sunrise & sunset times.

Note: In the Learner's Comate, all assignments including revisional assignments are subjected to corrections.

DETAILS OF ENRICHMENT BOOKLET

Enrichment Booklet is a combined practice booklet which comprises of -

- i) Maths Enrichment Sheets
- ii) Logical Reasoning Assignments
- iii) Global Assignment
- iv) Verbal Reasoning Assignments

- * There will be only 1 booklet for both the terms.
- * Maths Enrichment Sheets are to be done chapter wise along with the respective chapters.

General instructions :

1. The Enrichment sheets given in Booklet is for practice and not subjected to corrections.
2. Maths Enrichment sheets is for additional practice for students.
3. Logical Reasoning Enrichment Sheets to be done in Dussehra Holidays.
4. Verbal Reasoning Assignments (4 assignments), Summer Verbal Reasoning Assignment (1 & 2), Dussehra Verbal Reasoning Assignment, Diwali Verbal Reasoning Assignment, Winter Verbal Reasoning Assignment. These assignments are only for practice and not subjected for corrections and assessments (Unit Test).
5. Enrichment booklet is to be brought by students in the next session for the discussion of Global Assignment which will be included now in the Enrichment Booklet.

LIST OF ACTIVITIES

1. **Dance for fun** is conducted in the classroom as an energizer when children's attention is waning. Signature steps on popular, numbers are taught to kids which enable them to present themselves confidently in social gatherings. It also helps in physical growth and in developing gross motor skills. It is a great source of joy and happiness for the little ones.
2. **Toilet Training** : Toilet training in the initial years is taken up seriously in school. Training on usage of washrooms and maintaining proper personal hygiene is done regularly. CD on washrooms and toilet habits will be shown to the little ones as given in the syllabus.
3. **A menu** of the month is provided to children every month keeping in mind the importance of balanced diet for healthy living. It is just a suggestion from our side and not a compulsion. Parents can send what the children like to eat.
4. **Little Agriculturist** : Farming is a fun and easy nature adventure to do with kids of any age. Kids love getting messy, muddy and digging around in the earth. They also love being outside, being active, learning about new things and taking care of their very own project. A project Little Agriculturist will be done by the students. It will be started in April and end in September. It will be done twice in a month.

Months : April + May

Theme : Myself

Value : Respect

Tongue Twister - Blue glue gun, green glue gun

1. English : (i) Reading Sheet 1 (Learner's Comate)
(ii) Reading Card 1 Action words (Learner's Comate)
(iii) Reading Card 2 Naming Words (Learner's Comate)
2. **Art Integrated Learning (AIL)** - (English)
3. Group activity - Animals and their young ones (Precept Pg. No. 47)
4. Grammar Corner and Grammar Games - Nouns
5. Language Building Activity 1 - Self Introduction
6. Maths Practical-1 Place Value up to 50
7. **Refer to craft work (AIP)** - Uses of sense organs
8. **Science Experiment based on STEM** - Solid, Liquid and Gas (Learner's Comate)
To develop the concept of solid, liquid and gas.
9. Celebrations : Baisakhi celebrations
10. Value Based Story (Hindi)
 - Splash pool ● Self Introduction & Story telling competition (Inter Class)
 - Conversation corner ● Life Skills (movie show) ● News Paper Activity
 - Imaginative Drawing (on separate sheet to be assessed by the Counsellor)
 - Grip activity & Grip test (on small Grip Sheet) ● Story Telling (by teacher)
 - Toilet training - Washroom etiquette CD to be shown ● Little Agriculturist
 - Visit to Washroom ● ILL effects of Chocolates and Candies

LIST OF ACTIVITIES

Months : June + July

Theme : My Home

Value : Relationship

Tongue Twister - I wish to wash my Irish wrist watch.

1. English :
 - (i) Reading Sheet 2 (Learner's Comate)
 - (ii) Reading Card 3 Pronouns (Learner's Comate)
 - (iii) Language Building Activity 2 - Framing Questions.
 - (iv) Grammar Corner and Grammar Games - Articles (A/ An)
2. Enrichment Activity 1 Course Book Pg. No. 36 and 37
3. Maths Practical - 2 - Subtraction within 20 (Book Pg. No. 71 Part-1)
4. **Science Experiment based on STEM** - Mixing Colours (Learner's Comate)
Melt coloured Ice cubes to make new colours
5. Celebrations: Sawan celebration
6. Value Based Story (Hindi)
 - Conversation corner
 - Grip activity
 - News Paper Activity
 - Life Skills (movie show)
 - Story Telling (by teacher)
 - Animal Care
 - Gallery Walk (Ev. S.)
 - Creepy Crawlies
 - Little Agriculturist
 - Food Pyramid Activity
 - Visit to Washroom
 - PPT of Emergency Situation (Fire, Terror and Earthquake Drill)

Month : August

Theme : Our Festivals

Value : Friendship

Tongue Twister : Ida Ivy identified the ivory iris

1. English :
 - (i) Reading sheet 3 (Learner's Comate)
 - (ii) Reading Card 4 Doing Words (Learner's Comate)
2. **Art Integrated Learning (AIL) - Maths**
3. Hindi : Group Activity - Revision of Matra
4. **Science Experiment based on STEM** - What happened to potatoes when sliced? (Learner's Comate)
5. Introduction of Entrepreneurship - Know the Product (Ev. S. Activity)
6. **Art Integrated Project (AIP)** - Food from plants and animals
7. Celebrations: Independence Day
8. Value Based Story (Hindi)
 - Conversation corner
 - News paper activity
 - Grip activity
 - Story Telling (by teacher)
 - Life Skills (movie show)
 - Imaginative drawing
 - Little Agriculturist

LIST OF ACTIVITIES

Month : September

Theme : Our Clothes

Value : Accountability

Tongue Twister : I saw Susie sitting in a shoe shine shop.

1. English : (i) Reading Sheet 4 (Learner's Comate)
(ii) Reading Card 5 Preposition (Learner's Comate)
 2. Maths Practical 3 - Comparing Numbers (Book Pg. No. 103 Part-1)
 3. **Art Integrated Project (AIP)** - Clothes for different seasons
 4. Group activity - Sound 'C' (Precept Pg. No. 47)
 5. Story Telling - Tale of the Three Fish
 6. Celebrations: Teachers Day, Dussehra
 7. **Science Experiment based on STEM:** Early Engineering Activity-Balloon Rocket (Individual Activity) To make children understand how real rockets work by making a balloon rocket.
- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Conversation corner ● Grip test (on big Grip Sheet) ● Visit to Washroom | <ul style="list-style-type: none"> ● News paper activity ● Story Telling (by teacher) ● Little Agriculturist | <ul style="list-style-type: none"> ● Grip activity ● Statue game ● Toy Week |
|---|---|--|

Month : October

Theme : Air

Value : Appreciate

Tongue Twister : Coffee chocolates toffee, apples

1. English : (i) Reading Sheet 1 (Learner's Comate)
(ii) Reading Card 1 What is Happening Now (Learner's Comate)
 2. Enrichment Activity 2 Course Book Pg. No. 84 and 85
 3. Grammar Corner and Grammar Games
 4. Group Activity - Sound of 'G' (same as done for Sound of 'C')
 5. Language Building Activity-1 Situational Conversation
 6. Maths Practical -1 Addition of 2 digit numbers (Book Pg. No. 114 Part-1)
 7. Celebrations : Halloween, Diwali
 8. Value Based Story (Hindi)
- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ● Conversation corner ● Life Skills (movie show) ● Toilet training - Washroom etiquette CD to be shown | <ul style="list-style-type: none"> ● News paper activity ● Story Telling (by teacher) | <ul style="list-style-type: none"> ● Grip activity ● Diya decoration |
|--|---|--|

LIST OF ACTIVITIES

Month : November

Theme : In the Sky

Value : Curiosity

Tongue Twister : Sheila sewed shirts seriously

1. English : (i) Reading Sheet 2 (Learner's Comate)
 (ii) Reading Card 2 Adjectives (Learner's Comate)
 (iii) Reading Card 3 Describing Words (Learner's Comate)
2. Language Building Activity 2 - The telephone game
3. Grammar Corner and Grammar Games - Describing Words
4. Group Activity - Sound of 'S' (same as done for Sound of 'C' & 'G')
5. **Science experiment based on STEM:** Early Engineering Activity - Airplanes and Aerodynamics (Individual Activity) To make children explore how planes fly upwards because of the lift created by the wings.
6. **Art Integrated Learning (AIL)** - Ev. S.
7. **Art Integrated Project (AIP)** - Day and Night
8. Celebrations : Children's Day
 - News paper activity ● Conversation corner ● Visit to Washroom
 - Life Skills (movie show) ● Story Telling (by teacher) ● Gallery Walk (Ev. S.)
 - Grip activity and Grip test (on small Grip Sheet) ● Imaginative drawing
 - PPT of Emergency Situation (Fire, Terror and Earthquake Drill)

Month : December

Theme : Weather and Seasons

Value : Adaptability

Tongue Twister : Little boy blew a big blue bubble gum

1. English : (i) Reading Sheet 3 (Learner's Comate)
 (ii) Reading Card 4 Prepositions (Learner's Comate)
2. Maths Practical 2 : Measurement (Self Made) (Book Pg. No. 23 Part-2)
3. Maths Practical 3 : Time (Self Made)
4. **Art Integrated Project (AIP)** - Things we find on farm.
5. Introduction of Entrepreneurship - Future Business Card Activity (English Activity)
6. Celebrations : Christmas Day
7. Value Based Story (Hindi)
 - Newspaper activity ● Grip activity ● Imaginative drawing
 - Conversation corner ● Life Skills (movie show) ● Story Telling (by teacher)

LIST OF ACTIVITIES

Month : January

Theme : World of Plants

Value : Sustainability

Tongue Twister : Ray ran across the rough road

1. English : (i) Reading Sheet - 4 (Learner's Comate)
(ii) Reading Card - 5 Joining Words (Learner's Comate)
 2. Hindi: Group Activity आओ मिलकर शब्द बनाएं
 3. **Art Integrated Learning (AIL)** - Hindi, Ev. S.
 4. **Art Integrated Project (AIP)** - Modes of Transports
 5. Science Experiment - Droppers : Absorbing Play (Group Activity)
To make children explore the process of absorption.
 6. Celebrations : Lohri, Republic Day - Unity in Diversity
- News paper activity
 - Grip activity
 - Conversation corner
 - Life Skills (movie show)
 - Story Telling (by teacher)
 - Visit to Washroom

Month : February

Theme : Let us we Safe

Value : Responsibility

Tongue Twister : Two tiny tigers take two taxies to town

1. English : Reading sheet - 5 (Learner's Comate)
 2. Story Telling : Jack and the Bean Stalk
 3. Maths Walk based on poster (Learner's Comate)
 4. Value Based Story (Hindi)
- Newspaper activity
 - Grip activity
 - Grip test (on big Grip Sheet)
 - Conversation corner
 - Story Telling (by teacher)
 - Statue Game
 - ILL effects of Chocolates and Candies

ENGLISH

General Instructions:

1. One four lined notebook is required for the whole term.
2. **E-content** will be shown for all the literature/grammar topics through IFP in the class.
3. The children will be made to listen to the Poem on the IFP. Recitation and explanation of all the poems will be done. Children will write poem and make a picture to illustrate the ideas of the poem as per their imagination. Poems are to be learnt by heart by children which will be asked during the unit test.
4. New words (for chapters) to be done as Class work & Home work in the notebook.
5. Dictation after each chapter will be taken from the new words right after the completion of the chapter in the class work note book. (teacher will dictate the words and children will write).
6. One page of hand writing will be given as H. W. in the Learner's Comate once in a week.
7. Home work index will be attached on the first page of the text books.
8. All the grammar topics will be done in the book "**New Grammar with a Smile Book 1**" (Headword) and other language exercises will be done in **Learner's Comate**.
9. Dictation of new words, reading and recitation test will be taken along with the **Unit Test**. Unit Test will be of 25 marks. The bifurcation for the same is (Written 17.5 + Dictation 2.5 + Reading / Recitation 4 marks and Good Hand Writing 1 mark).
10. Reading and comprehending the lessons and poem in Burlington (Coursebook) is important since questions can be asked anywhere from the chapter and poem.
11. **Make sentences** marks will be deducted if the child has made sentences exactly from the chapter in the Unit Test. Marks will also be deducted for spelling and grammatical errors in Literature section of English.
12. Grammar concepts like Nouns, Verbs, Prepositions etc. should be clear to the child. Different sentences (other than those done in class) will be given for Unit Test.
13. In **Creative Writing** (to be done in II Term only) children will write three lines on a topic given by the teacher in the class. Any topic can be given in Unit Test. (not previously done in the class.)
14. **Picture Compositions** (3 lines in I Term and 5 lines in II Term) and **Paragraph Writing** (5 lines in II Term) will be done.
15. **Comprehension passage** : I Term : The passage will be of four lines with one hard word. II Term : The passage will be of six lines with three hard words.
16. No exercises will be done from the chapters mentioned for the reading (Burlington Literature and Coursebook). It is only to enhance the reading skills of the children.
17. **Listening Skills Development (Audio)** will be assessed once by the end of the session (will be taken during C. W. Assignment period in February/ March).
18. The exercise listening, speaking and writing of Burlington (Coursebook) will be done to enhance the listening and speaking abilities.

19. For better understanding and additional practice students can log on to -
Steps to Access the Online Resources
- Log on to <https://app.burlingtonenglish.com>
 - Enter the coupon code.
 - Follow the onscreen instructions to access the online resources.
20. **Pronunciation Lab : Pronunciation Plus** – The digital pronunciation practice material features an integrated pronunciation element - the Burlington *Speech Trainer*. It listens to learners practising vocabulary, identifies pronunciation errors, and provides each learner with a personalised pronunciation programme. *Speech Trainer* is available anytime, anywhere, and on any device. Students are encouraged to practice at their own pace to enhance pronunciation
- Recorded videos of all the chapters with the pronunciation of difficult words will be practised.
21. Exercises as mentioned in the precept will be done on the Burlington App (IInd Term) as Homework as and when teachers complete the chapter/poem.
22. Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.
23. **Verbal Reasoning** is, thinking with words. It involves solving word problems, following written instructions, sorting letter sequences and cracking letter and number based codes. It helps to develop vocabulary and analytical skills. It also develops qualities of perception and solve complicated subject questions
- A small section on Verbal Reasoning is added to all the assignments in the English Learner's comate. The child is expected to attempt on his/her own without much help. These exercise are not subjected to any kind of Assessment.
24. **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.
25. We will start practicing with **Make Your Questions** from the **2nd term** after each chapter in the Learner's Comate. Parents must give their child further practice at home. Questioning skills will be assessed in the Unit Test.
26. At Sunbeam, we emphasize the importance of robust vocabulary for effective communication and comprehension. Our integrated vocabulary word list, incorporated into the syllabus, aims to:
- Enhance word knowledge across subjects
 - Illustrate vocabulary integration in various contexts
 - Strengthen overall language proficiency
27. **Burlington English Grammar: An Eclectic Approach** is a supplementary resource book designed to provide comprehensive grammar instruction based on the Eclectic Approach to language acquisition. This book emphasizes practical application and functional use. We encourage students to engage with the exercises, which will reinforce their grammar skills and build confidence. Please note that this resource is for practice and reinforcement purposes only, and is not subjected for corrections, unit test or examination.

VOCABULARY BUILDING

We believe that strong Vocabulary is essential for effective communication and Comprehension. Keeping this in mind we are introducing an integrated Vocabulary word list.

- These words have been taken from the different subjects being taught to the child and are to be used by all the subject teachers for familiarity and comprehension.
- We encourage our parents to use these words in their day to day conversation.
- Together we can empower our students to become confident and articulate communicators.

Word List for April + May

Ev. S.	Ev. S.	English	Maths
Ch. - About Me & My Body	Ch. - My Family	Ch. - Rani's First Day at School	Ch. - Numbers upto 50
1. favourite 2. thumb prints 3. new born 4. colourful 5. special 6. complete 7. sentences 8. mirror 9. photograph 10. dislikes 11. beautiful 12. tongue 13. downwards	1. parents 2. grandparents 3. housework 4. related 5. picnics 6. together 7. birthdays 8. complete	1. scared 2. wearing 3. smart 4. another 5. quickly 6. outside 7. everyone 8. smiles 9. waves 10. inside	1. together 2. count 3. fewer 4. loose 5. group 6. many 7. grid 8. less 9. each

Word List for June + July

English	English	Maths
Ch. - The Parrot and the Fig Tree	Poem - The Rainbow	Ch. - Addition upto 20
1. field 2. search 3. among 4. decides 5. hungry 6. curls 7. spreading 8. bearing 9. glance 10. surprised	1. sail 2. clouds 3. across 4. prettier 5. bridges 6. bow 7. heaven 8. overtops 9. build 10. earth	1. plus 2. join 3. add 4. pattern 5. solved 6. whole 7. pairs 8. brought 9. part 10. bigger number

Ev. S.	Ev. S.	Ev. S.
Ch. - My Neighbourhood	Ch. - My School	Ch. - Houses
1. observe 2. exercise 3. postman 4. firefighters 5. letter box 6. robbers 7. neighbourhood 8. little 9. litre 10. collecting	1. routine 2. library 3. office 4. classroom 5. timetable 6. tiffin 7. black board 8. breathing 9. damage 10. pencil shavings 11. watchman	1. kitchen 2. spending 3. houses 4. sunshine 5. windows 6. sparkling 7. inside 8. insects 9. sometimes 10. bathroom 11. bedroom 12. drawing room

Word List for August

English	Maths	Ev. S.	Ev. S.
Ch. - I love you, Mum and Dad	Ch. Subtraction within 20	Ch. - Our Festivals	Ch. - Our Foods
1. flowers 2. love 3. pen 4. these 5. Mum 6. Dad	1. sold 2. remove 3. cross out 4. solve 5. move back 6. tens 7. frame	1. wedding 2. celebrate 3. memory 4. flowers 5. jaggery 6. welcome 7. langar 8. gurudwara 9. pongal 10. decorate 11. parade 12. sewaiyan 13. country	1. products 2. cooking 3. strong 4. chicken 5. eaten 6. includes 7. balanced 8. night 9. morning 10. afternoon 11. important 12. avoid 13. before

Word List for September

Maths	Ev. S.
Ch. - Numbers upto 100	Ch. - Our Clothes
1. pieces 2. arrange 3. loose 4. height 5. compare 6. gives away 7. left 8. greatest 9. smallest 10. pattern 11. count back 12. movements 13. jumps forward 14. connection	1. handkerchief 2. folding 3. scrub 4. detergent 5. raincoat 6. injuries 7. uniforms 8. bites

Word List for October

Ev. S.	English	Maths
Ch. - Air	Ch. - Friendship Land	Ch. - Adding Greater Numbers Maths
1. strongly 2. happen 3. gently 4. flying 5. produce 6. smoke 7. garbage 8. large	1. dinosaur 2. somebody 3. understands 4. appears 5. sometimes 6. thanks 7. slowly 8. arrives 9. welcomes 10. exclaims 11. because 12. magically	1. fastest 2. more 3. across 4. in all 5. how many 6. loose 7. pairs 8. counted 9. used 10. hidden

Word List for November

English	Maths	Ev. S.	Ev. S.
Poem - We are at the Park	Ch. - Subtracting greater number	Ch. - Water	Ch. - In the Sky
1. park 2. come 3. play 4. hello 5. friends 6. tree 7. sky	1. counting on 2. begin 3. minus 4. subtract 5. decide 6. arrive 7. picked 8. leave 9. mark 10. piece	1. bottles 2. rainfall 3. rainwater 4. harvesting 5. salty 6. bucket 7. spending 8. precious	1. diamond 2. twinkle 3. wonder 4. rhyming 5. sunlight 6. changes 7. language 8. bigger

Word List for December

English	Maths	Ev. S.	Ev. S.
Ch. - The Royal Toothache	Ch. - Measurement	Ch. - Weather and Seasons	Ch. - The Animal World
1. jungle 2. shake 3. quiet 4. heard 5. terrible 6. alright 7. worried 8. suddenly 9. trapped 10. request 11. sharp 12. another	1. handprints 2. biggest 3. heaviest 4. most 5. overlaps 6. comparing 7. strip 8. scale 9. weigh 10. poured	1. brightly 2. blowing 3. condition 4. throughout 5. sunscreen 6. remains 7. spending 8. remains 9. lemonade 10. freezer 11. slanting 12. occurs	1. carry 2. desert 3. crawl 4. loads 5. easily 6. bullocks 7. cowshed 8. stable 9. kennel 10. hidden

Word List for January

Ev. S.	Ev. S.	English	Maths
Ch. - World of Plants	Ch. - How we travel	Poem - The Little Plant	Ch. - Money and Data
1. pitcher 2. breathe 3. support 4. spread 5. straight 6. overnight 7. interesting 8. impression 9. ground 10. branch	1. tongas 2. plough 3. fastest 4. mountains 5. steamboat 6. reach 7. oceans	1. heart 2. seed 3. buried 4. plant 5. asleep 6. sunshine 7. creep 8. voice 9. raindrops 10. bright 11. heard 12. wonderful 13. outside 14. world 15. might	1. both 2. stands 3. sides 4. tails 5. heads 6. toss 7. exchange 8. together 9. each 10. ring 11. kind 12. same

Word List for February

Ev. S.	Ev. S.	Maths
Ch. - Let us be safe	Ch. - Safe Touch and Unsafe Touch	Ch. - Multiplication Readiness
1. patient 2. scissors 3. blade 4. knife 5. grown-up 6. electrical 7. ambulance 8. matchsticks 9. climbing 10. bandages 11. pavement 12. driving	1. swimsuits 2. strangers 3. adult 4. uncomfortable 5. belongs 6. secure 7. slapping 8. kicking 9. hitting 10. politely	1. Over again 2. How many 3. Repeated addition 4. Equal addition 5. Times 6. Skip counting

Month	Contents	
	Books - 1. 21st Century English Coursebook-1 (subjected to corrections) 2. 21st Century English Literature Reader-1 (only for reading, not subjected to corrections) 3. New Grammar with a Smile - 1 (Fourth Edition) (subjected to corrections) 4. Note book - Four lined as CW (subjected to corrections) 5. Learner's Comate (subjected to corrections)	
	Half Yearly Term	
	Sl. No.	Name of the Chapter (Literature)
	1	Welcome !
	2	When will Amma be Back (only for reading)
	3	Ch. 2 - School- Rani's First Day at School
	4	Poem-The Rainbow
	5	Enrichment Activities - 1
	6	Ch. 5 - Being Thankful - The Parrot and the Fig Tree
	7	The Gigantic Turnip (only for reading)
	8	Sports Corner - 1
	9	Poem - I Love you, Mom and Dad
	10	The Red Raincoat (only for reading)
	11	Art Corner - 1
	Sl. No.	Name of the Chapter (Grammar)
	1	Naming Words
	2	One and Many
	3	A and An
	4	Pronouns
	5	More Pronouns
	6	Doing Words
	7	Am, Is, Are
	8	Has and Have
	9	This is / That is
	10	These are/Those are
	11	Opposites
	12	Picture Comprehension

Month	Contents
April + May 23 + 09 = 32 days	READING - (chapter mentioned is only for reading) i) Ch. 1 - When will Amma be Back (pg. no. 5 - 9 in Literature Reader) ii) Reading Sheet-1 (Learner's Comate) (I.I. A.)
	Coursebook : 21st Century English Coursebook-1 Welcome ! (<i>not for test</i>) (Pg. no. 9 - 14 will be discussed and done in the Coursebook) Ch. 2 School - Rani's First Day at School No. of iBLD-1 (pg. no. 24 will be discussed and done in the Coursebook) (Reading and Explanation) (pg. no. 25 & 26) New Words (To done as C.W. and H.W.) - Repeat and learn (to be done in the notebook) : happy, uniform, favourite, holding, tight, building, scooter, rickshaw, alone and disappear. Teaching aid : Word Ladder, Pronunciation Plus (recorded video of the pronunciation of difficult words will be practiced), Pronunciation Lab-1 (recorded video of the pronunciation of difficult words will be shared) Words for sentences: CW (do it yourself) (to be done in the note book) i) happy ii) uniform iii) favourite Comprehension-A (to be done in the Coursebook) (pg. no. 27) Comprehension - B (to be done in the note book) (pg. no. 27) Q. 1 & Q. 2 (do it yourself) Comprehension - C (to be done in the note book) (pg. no. 27) Q. 1 & Q. 2 (do it yourself) Comprehension-D (to be discussed) (pg. no. 27) Vocabulary - A & B (to be done in the Coursebook). (pg. no. 27 & 28) Assignment based on Rani's First Day at School to be done in the Learner's Comate
	GRAMMAR : New Grammar with a Smile Book-1 1. Chapter-1 : Naming Words No. of iBLD-1 C. W. pgs 7, 8, 9, 10 *Grammar Corner and Grammar Games - Nouns 2. Chapter - 2 : One and Many No. of iBLD-1 C. W.. Pgs. 11, 12, 13, 14

Month	Contents																		
	<p>3. Animals and their young ones (Learner's Comate)</p> <table border="1"> <thead> <tr> <th>Animals</th><th>Young Ones</th></tr> </thead> <tbody> <tr> <td>goat</td><td>kid</td></tr> <tr> <td>dog</td><td>puppy</td></tr> <tr> <td>bird</td><td>chick</td></tr> <tr> <td>pig</td><td>piglet</td></tr> <tr> <td>frog</td><td>tadpole</td></tr> <tr> <td>elephant</td><td>calf</td></tr> <tr> <td>kangaroo</td><td>joey</td></tr> <tr> <td>deer</td><td>fawn</td></tr> </tbody> </table> <p>Group Activity - Animals and their young ones</p> <ol style="list-style-type: none"> Class will be divided into two groups. Small chits having names of the animals and their young ones will be randomly distributed among the members of the group. Child having the chit of cow has to find its young one i.e. calf without calling its name only by doing the action and saying its sound. All the children having names of the animals and their young ones will pair up. In the end, teacher will revise animals and their young ones. <p>4. Reading Card-1 based on action words (Learner's Comate) [based on KG-II syllabus]</p> <p>5. Reading Card-2 based on Naming words (Learner's Comate)</p> <p>LANGUAGE :</p> <ol style="list-style-type: none"> Oral Picture Composition (Learner's Comate). Listening Skills Development (Listening, Speaking & Writing on pg. no. 31 & 32 will be done in the Coursebook) Comprehension Passage (Learner's Comate) Picture Composition-1 (Learner's Comate) Verbal Reasoning Assignment 1 (Learner's Comate) <p>Language Building Activity 1 : Self Introduction</p> <p>AIL Activity (Art Integrated Learning) -</p> <ol style="list-style-type: none"> Teacher will discuss about different kinds of clothes worn by the people of Arunachal Pradesh during different seasons. Children will paste different kinds of clothes in their notebook. <p>Revisional Assignment based on KG II syllabus (to be done in the Learner's Comate)</p> <p>Read the book 'The Mango Tree' (by Orient Black Swan) for Reading for Pleasure Exam.</p>	Animals	Young Ones	goat	kid	dog	puppy	bird	chick	pig	piglet	frog	tadpole	elephant	calf	kangaroo	joey	deer	fawn
Animals	Young Ones																		
goat	kid																		
dog	puppy																		
bird	chick																		
pig	piglet																		
frog	tadpole																		
elephant	calf																		
kangaroo	joey																		
deer	fawn																		

Month	Contents
June + July 05 + 27 = 32 days	<p>READING i) Reading Sheet-2 (Learner's Comate) (I.I.A.)</p>
	<p>Coursebook : 21st Century English Coursebook-1 Poem- The Rainbow No. of iBLD-1 The children will be made to listen to the poem on the IFP Recitation and Explanation (pg. no. 34) Children will write the poem in their note book and draw a picture to illustrate the idea of the poem as per their imagination. Understanding the poem - A (do it yourself) (to be done in the notebook) (pg. no. 35) Understanding the poem - B (to be discussed) (pg. no. 35) Appreciation (to be done in the Coursebook) (pg. no. 35) Assignment based on the Poem - The Rainbow to be done in the Learner's Comate Enrichment Activities 1 (pg. no. 36 & 37 will be discussed and done in the Coursebook)</p>
	<p>Ch.5 Being Thankful - The Parrot & the Fig Tree No. of iBLD-1 (pg. no. 63 will be discussed and done in the Coursebook) (Reading and Explanation) (pg. no. 64 & 65) New Words (To done as C.W. and H.W.) - Repeat and learn (to be done in the notebook) flock, colourful, swaying, perfect, afternoon, branches, whistles, gigantic, meadow, ripe, company and shade. Teaching aid : Word Ladder, Pronunciation Plus (recorded video of the pronunciation of difficult words will be practiced), Pronunciation Lab-2 (recorded video of the pronunciation of difficult words will be shared) Words for sentences: CW (do it yourself) (to be done in the note book) i) flock ii) afternoon iii) colourful Comprehension-A (to be done in the Coursebook) (pg. no. 66) Comprehension - B (To be done in the note book) (pg. no. 66) Q. 1 (do it yourself) and Q. 2 Comprehension - C (To be done in the note book) (pg. no. 66) Q. 1, Q. 2 (do it yourself), Q. 3 and Q. 4 Comprehension -E (to be discussed) (pg. no. 66) Vocabulary -A and B (to be done in the Coursebook) (pg. no. 67) Assignment based on The Parrot and the Fig Tree to be done in Learner's Comate</p>

Month	Contents																
	<p>GRAMMAR : New Grammar with a Smile Book-1</p> <p>1. Chapter 3 : A and An No. of iBLD-1 C. W. pgs. 15, 16, 17</p> <p>2. Chapter 4 : Pronouns No. of iBLD-1 C. W. pgs. 18, 19, 20</p> <p>3. Chapter 5 : More Pronouns No. of iBLD-1 C. W. pgs. 21, 22, 23, 24, 25</p> <p>4. Sounds of Animals (Learner's Comate)</p> <table border="1"> <thead> <tr> <th>Animals</th><th>Sounds</th></tr> </thead> <tbody> <tr> <td>crows</td><td>caw</td></tr> <tr> <td>frogs</td><td>croak</td></tr> <tr> <td>elephants</td><td>trumpet</td></tr> <tr> <td>sheep</td><td>bleat</td></tr> <tr> <td>goats</td><td>bleat</td></tr> <tr> <td>pigs</td><td>grunt</td></tr> <tr> <td>snakes</td><td>hiss</td></tr> </tbody> </table> <p>5. Reading Card -3 based on Pronouns (Learner's Comate) * Grammar Corner and Grammar Games - Articles</p> <p>LANGUAGE :</p> <p>(i) Comprehension Passage (Learner's Comate) (I.I. A.)</p> <p>(ii) Listening Skills Development (Listening, Speaking & Writing on pg. no. 69 & 70 will be done in the Coursebook)</p> <p>(iii) Picture Composition-2 (Learner's Comate)</p> <p>(iv) Verbal Reasoning Assignment 2 (Learner's Comate)</p> <p>Language Building Activity 2 - Framing Questions- Starting with : What, Why, Who</p>	Animals	Sounds	crows	caw	frogs	croak	elephants	trumpet	sheep	bleat	goats	bleat	pigs	grunt	snakes	hiss
Animals	Sounds																
crows	caw																
frogs	croak																
elephants	trumpet																
sheep	bleat																
goats	bleat																
pigs	grunt																
snakes	hiss																
August 24 days	<p>READING - (chapter mentioned is only for reading)</p> <p>i) Ch. 2 - The Gigantic Turnip (pg. no. 14 -18 in Literature Reader)</p> <p>ii) Reading Sheet -3 (Learner's Comate) (I.I.A.)</p> <p>Coursebook : 21st Century English Coursebook-1</p> <p>Sports Corner 1 (to be discussed and done in the Coursebook) (pg. no. 60)</p> <p>Poem - I Love You, Mum and Dad</p> <p>The children will be made to listen to the poem on the IFP</p> <p>Recitation and Explanation (pg. no. 61)</p> <p>Children will write the poem in their note book and draw a picture to illustrate the idea of the poem as per their imagination.</p>																

Month	Contents																				
	<p>Understanding the poem - A (do it yourself) (to be done in the notebook) (Pg. No. 62)</p> <p>Understanding the Poem - B (to be discussed) (pg. no. 62)</p> <p>Appreciation (to be done in the Coursebook) (pg. no. 62)</p> <p>Assignment based on the Poem - I Love You, Mum and Dad to be done in the Learner's Comate</p> <p>Review 1 (to be done on the Burlington App)</p> <p>GRAMMAR : New Grammar with a Smile Book-1 No. of iBLD-1</p> <p>1. Chapter 6- Doing Words C. W. Pgs. 26, 28 H. W. Pg. No. 27</p> <p>2. Chapter 7 -Am, Is and Are No. of iBLD-1 C. W. Pgs. 29, 30, 31</p> <p>3. Animals & their Homes (Learner's Comate)</p> <table border="1"> <thead> <tr> <th>Animal</th><th>Home</th></tr> </thead> <tbody> <tr> <td>dog</td><td>kennel</td></tr> <tr> <td>cow</td><td>shed</td></tr> <tr> <td>horse</td><td>stable</td></tr> <tr> <td>pig</td><td>sty</td></tr> <tr> <td>lion</td><td>den</td></tr> <tr> <td>hen</td><td>coop</td></tr> <tr> <td>bird</td><td>nest</td></tr> <tr> <td>spider</td><td>web</td></tr> </tbody> </table> <p>4. Reading Card - 4 based on Doing Words (Learner's Comate)</p> <p>LANGUAGE:</p> <p>i) Comprehension Passage (Learner's Comate) (I.I.A.)</p> <p>ii) Picture Composition-3 (Revision) (Learner's Comate)</p> <p>iii) Verbal Reasoning Assignment 3 (Learner's Comate)</p>	Animal	Home	dog	kennel	cow	shed	horse	stable	pig	sty	lion	den	hen	coop	bird	nest	spider	web		
Animal	Home																				
dog	kennel																				
cow	shed																				
horse	stable																				
pig	sty																				
lion	den																				
hen	coop																				
bird	nest																				
spider	web																				
September 22 days	<p>READING - (chapter mentioned is only for reading)</p> <p>i) Ch. 1 - The Red Raincoat (pg. no. 16 and 17 in Coursebook)</p> <p>ii) Reading Sheet - 4 (Learner's Comate) (I.I.A.)</p> <p>GRAMMAR : New Grammar with a Smile Book-1</p> <p>Chapter-8 : Has and Have No. of iBLD-1 C. W. Pgs. 32, 33 & 34</p> <p>4. Reading Card 5 based on Prepositions (Learner's Comate) [based on KG-II syllabus]</p> <p>Vocabulary</p> <p>1. Chapter-1 : This is / That is No. of iBLD-1 C. W. Pgs. 56 & 57</p> <p>2. Chapter- 2 : These are / Those are No. of iBLD-1 C. W. Pgs. 58 & 59</p> <p>3. Chapter - 3 Opposites C.W. pgs 60, 61 & 62</p> <p>4. Opposites (Learner's Comate)</p> <p>5. Comprehension C. W. Pgs. 72 (do it yourself)</p> <table border="1"> <thead> <tr> <th>Words</th><th>Opposites</th></tr> </thead> <tbody> <tr> <td>clean</td><td>dirty</td></tr> <tr> <td>clever</td><td>foolish</td></tr> <tr> <td>fair</td><td>dark</td></tr> <tr> <td>happy</td><td>sad</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Words</th><th>Opposites</th></tr> </thead> <tbody> <tr> <td>wet</td><td>dry</td></tr> <tr> <td>dim/dull</td><td>bright</td></tr> <tr> <td>ugly</td><td>beautiful</td></tr> <tr> <td>easy</td><td>difficult</td></tr> </tbody> </table>	Words	Opposites	clean	dirty	clever	foolish	fair	dark	happy	sad	Words	Opposites	wet	dry	dim/dull	bright	ugly	beautiful	easy	difficult
Words	Opposites																				
clean	dirty																				
clever	foolish																				
fair	dark																				
happy	sad																				
Words	Opposites																				
wet	dry																				
dim/dull	bright																				
ugly	beautiful																				
easy	difficult																				

Month	Contents
	<p>LANGUAGE :</p> <p>i. Comprehension Passage (Learner's Comate)</p> <p>ii. Verbal Reasoning Assignment 4 (Learner's Comate)</p> <p>iii. Dussehra & Diwali Verbal Reasoning Assignment (Enrichment Booklet).</p> <p>Phonic Sound 'C' (Learner's Comate)</p> <p>i) C as in can ii) C as in cell</p> <p>Group Activity - Sound of 'C'</p> <ol style="list-style-type: none"> Children will be divided into four groups. Each group will be provided with a basket having words of different sounds of 'C' and mount paper cards divided into two halves having headings 'C' as in 'can' and 'C' as in 'cell'. Each group will be given five minutes to segregate the words of similar sounds and place it on the card having similar heading. Children of each group will be asked to read out the words. The group which does maximum correct within the limited time will be the winner. Teacher will carry forward the discussion.
	<p>Story Telling :</p> <p>Tale of the Three Fish (Panchtantra) (Story will be narrated by the English teacher for enjoyment, comprehension & enhancement of thinking skills). Assignment based on the story to be done in the Learner's Comate.</p>
	<p>Revisional Assignment based on all the Grammar Topics will be done in the Learner's Comate</p>
	<p>Revision + C.W. Assignment</p>
<p>Summer Vacation Holiday Homework</p> <ol style="list-style-type: none"> Lets Practice Handwriting : Do 8 pages of handwriting in English Learner's Comate. Read the book 'The Mango Tree' (by Orient Black Swan) for Reading for Pleasure Exam. Verbal Reasoning Summer Assignment 1 & 2 (Enrichment Booklet) Art Corner 1 (Pg. No. 33 in the Coursebook & complete the assignment in the Learner's Comate) Enrichment Activities 1 (Pg. No. 38 in the Coursebook) 	

Month	Contents		
October 18 days	Annual Term		
	Sl. No.	Name of the Chapter (Literature)	No. of iBLD
	1	The Good Dragon (only for reading)	
	2	Ch. 6 - Friendship - Friendship Land	1
	3	The Loyal Mongoose (only for reading)	
	4	Poem - We are at the Park	1
	5	The Tale of Peter Rabbit (only for reading)	
	6	Enrichment Activities 2	
	7	Ch. 7 - Health and Hygiene - The Royal Toothache (play)	1
	8	Poem - The Little Plant	1
	9	Art Corner 2	
	10	Sports Corner 2	
	Sl. No.	Name of the Chapter (Grammar)	No. of iBLD
	1	What is Happening Now	1
	2	What Happened Before	1
	3	Describing Words	1
	4	To Whom Does It Belong	1
	5	Position Words	1
	6	Joining Words	1
	7	The Sentence	1
	8	Comprehension	1
	READING - (chapter mentioned is only for reading) i) Ch. 4 - The Good Dragon (Pg. No. 51-54 in Coursebook) ii) Reading Sheet - 1 (Learner's Comate) (I.I.A.)		
	Coursebook : 21st Century English Coursebook-1 Ch. 6 - Friendship - Friendship Land (pg. no. 71 to be discussed in the Coursebook)		
			No. of iBLD-1
	(Reading and Explanation) (Pg. No. 72 & 73) New Words (To done as C. W. and H. W.) - Repeat and learn (to be done in the notebook) beautiful, rainbow, suddenly, magical, friendship, grasshopper, colourful, lonely & world. Teaching aid : Word Ladder, Pronunciation Plus (recorded video of the pronunciation of difficult words will be practiced), Pronunciation Lab-3 (recorded video of the pronunciation of difficult words will be shared)		

Month	Contents
	<p>Words for sentences: CW (do it yourself) (to be done in the note book) (i) rainbow (ii) beautiful (iii) friendship</p> <p>Comprehension - A & B (to be done on the Burlington app.) (pg. no. 74)</p> <p>Comprehension - C (to be done in the note book) (pg. no. 74)</p> <p>Q. 1, Q. 2 (do it yourself)</p> <p>Comprehension - D (to be done in the note book) (pg. no. 74)</p> <p>Q. 1, Q. 2 (do it yourself), Q. 3 and Q. 4</p> <p>Comprehension - E (to be discussed) (pg. no. 74)</p> <p>Vocabulary-A, B and C (to be done on the Burlington app) (Pg. 75, 76)</p> <p>Assignment based on Friendship Land to be done in the Learner's Comate.</p>
	<p>Grammar- New Grammar with a Smile Book-1</p> <p>1. Chapter-9 : What is Happening Now No. of iBLD-1</p> <p style="padding-left: 40px;">C. W. Pgs. 35, 36(B), 37</p> <p style="padding-left: 40px;">H. W. Pg. 36(A) No. of iBLD-1</p> <p>2. Chapter-10 : What Happened Before</p> <p style="padding-left: 40px;">C. W. Pgs. 39 & 40</p> <p style="padding-left: 40px;">H. W. Pg. 38</p> <p>4. Reading Card-1 based on What is Happening Now (Learner's Comate)</p>
	<p>LANGUAGE :</p> <p>1. Oral Picture Composition (to be discussed in the Coursebook) (Pg. No. 86)</p> <p>2. Comprehension Passage (Learner's Comate) (I.I.A.)</p> <p>3. Picture Composition (Learner's Comate)</p> <p>4. Listening Skills Development (Listening, Speaking & Writing on Pg. No. 79 & 80 will be done in the Course book)</p> <p>5. Creative Writing (Learner's Comate)</p> <p>6. Verbal Reasoning Assignment 1 (Learner's Comate)</p> <p>7. Make Your Question Assignment (Learner's Comate)</p> <p>Phonic Sound 'G' (Learner's Comate)</p> <p style="padding-left: 40px;">i) G as in - gate, goat, girl ii) G as in - germs, gym, gel</p> <p>Group Activity- Sound of 'G' (Same as done for sounds of 'C')</p> <p>Language Building Activity 1 - Situational conversation</p>
	<p>Read the book 'Little Koel Finds His Song' for Reading for Pleasure Exam.</p>

Month	Contents
November 24 days	<p>READING - (chapter mentioned is only for reading) i) Ch. 3 - The Loyal Mongoose (pg. no. 28-31 in Literature Reader) ii) Reading Sheet-2 (Learner's Comate) (I.I.A.)</p>
	<p>Coursebook : 21st Century English Coursebook-1 No. of iBLD-1 Poem - We are at the Park The children will be made to listen to the poem on the IFP Recitation and Explanation (pg. no. 82) Children will write the poem in their note book and draw a picture to illustrate the idea of the poem as per their imagination. Understanding the Poem - A (to be done in the notebook) (do it yourself) (pg. no. 83) Understanding the Poem - B (to be discussed) (pg. no. 83) Appreciation (to be done on the Burlington app) (pg. no. 83) Assignment based on the Poem - We are at the Park to be done in the Learner's Comate.</p>
	<p>GRAMMAR : New Grammar with a smile Book-1 1. Chapter-11: Describing Words No. of iBLD-1 C. W. Pgs. 41 and 43 H. W. Pg. 42 2. Chapter-12 : To Whom Does It Belong No. of iBLD-1 C. W. Pgs. 44, 45, 46 3. Reading Card-2 based on Adjectives (Learner's Comate) 4. Reading Card-3 based on Describing Words (Learner's Comate) * Grammar Corner and Grammar Games - Describing Words</p>
	<p>LANGUAGE: 1. Comprehension Passage (Learner's Comate) 2. Creative Writing (Learner's Comate) 3. Verbal Reasoning Assignment 2 (Learner's Comate) 4. Make Your Question Assignment (Learner's Comate) Phonic Sound 'S' - (Learner's Comate) (i) S as in : snake, sun, sofa, (ii) S as in : busy, rose, toes Group Activity - Sounds of S (same as done for sounds of 'C' and 'G') Language Building Activity-2 The telephone game e.g. Invite your friend for your birthday party over the telephone.</p>

Month	Contents
December 25 days	<p>READING - (Chapter mentioned is only for reading) i) Ch. 8 -The Tale of Peter Rabbit (Pg. No. 99-102 in Coursebook) ii) Reading Sheet - 3 (Learner's Comate) (I.I.A.)</p>
	<p>Coursebook : 21st Century English Coursebook-1 Enrichment Activities 2 (to be discussed and done in the Coursebook) (Pg. no. 84-85) Ch. 7 Health and Hygiene - The Royal Toothache (play) (Pg. No. 87 will be discussed in the Coursebook) No. of iBLD-1 (Reading and Explanation) (Pg. No. 88 -91) New Words (To done as C.W. and H.W.) - Repeat and learn (to be done in the notebook) : shiver, roar, frightened, toothache, dentist, hind, painful, dirt, rot & silent. Teaching aid : Word Ladder, Pronunciation Plus (recorded video of the pronunciation of difficult words will be practiced), Pronunciation Lab-4 (recorded video of the pronunciation of difficult words will be shared) Words for sentences : CW (do it yourself) (to be done in the note book) (i) roar (ii) dentist (iii) dirt Comprehension - A & B (to be done on the Burlington app) (Pg. No. 92) Comprehension - C (to be done in the note book) (Pg. No. 92) Q. 2 (do it yourself) & Q. 1 Comprehension - D (to be done in the note book) (Pg. No. 92) Q. 1, Q. 2, Q. 4 (do it yourself) and Q. 3 Comprehension - E (to be discussed) (Pg. No. 92) Vocabulary-A& B (to be done on the Burlington app) (Pg. No. 93) Assignment based on The Royal Toothache (play) to be done in the Learner's Comate</p>
	<p>Grammar : New Grammar with a Smile Book-1 1. Chapter - 13 : Position Words No. of iBLD-1 C. W. Pgs. 47, 48 and 49 2. Chapter - 14 : Joining Words No. of iBLD-1 C. W. Pgs. 50, 51 and 52 3. Reading Card-4 based on Preposition (Learner's Comate) * Grammar Corner and Grammar Games - Position Words</p>

Month	Contents
	<p>LANGUAGE :</p> <ol style="list-style-type: none"> 1. Listening Skills Development (Listening, Speaking & Writing on Pg. No.96 & 97 will be done in the Coursebook) 2. Comprehension Passage (Learner's Comate) 3. Picture Composition (Learner's Comate) 4. Creative Writing (Learner's Comate) 5. Verbal Reasoning Assignment 3 (Learner's Comate) 6. Make Your Question Assignment (Learner's Comate) <p>Introduction of Entrepreneurship - Future Business Card Activity (Individual activity)</p>
January 23 days	<p>READING i) Reading Sheet - 4 (Learner's Comate) (I.I.A.)</p> <p>Coursebook : 21st Century English Coursebook-I No. of iBLD-1 Poem- The Little Plant The children will be made to listen to the poem on the IFP Recitation and Explanation (pg. no. 110) Children will write the poem in their note book and draw a picture to illustrate the idea of the poem as per their imagination. Understanding the Poem - A (to be done in the notebook) (do it yourself) (Pg. No. 111) Under standing the Poem - B (to be discussed) (Pg. No. 111) Appreciation (do be done on the Burlington app) (Pg. No. 111) Assignment based on the Poem- The Little Plant to be done in the Learner's Comate. Review 2 (to be done on the Burlington App)</p> <p>GRAMMAR : New Grammar with a smile Book-1 1- Chapter-15 : The Sentence No. of iBLD-1 C. W. Pgs. 53, 54, 55 2- Reading Card-5 based on Joining Words (Learner's Comate)</p> <p>LANGUAGE :</p> <ol style="list-style-type: none"> 1. Creative Writing (Learner's Comate) 2. Paragraph Writing (Learner's Comate) (I.I.A.) 3. Verbal Reasoning Assignment 4 (Learner's Comate) 4. Make Your Question Assignment (Learner's Comate)

Month	Contents
February + March 21 + 22 = 43 days	READING I) Reading Sheet - 5 (Learner's Comate) (I.I.A.)
	Comprehension: C. W. Pg. 73 (do it yourself) LANGUAGE : 1. Listening Skills Development (Revisional) 2. Comprehension Passage (Learner's Comate) 3. Creative Writing (Learner's Comate) 5. Verbal Reasoning Assignment 5 (Learner's Comate) 6. Make Your Question Assignment (Learner's Comate)
	Story Telling : Jack and The Bean Stalk (Panchtantra) (Story will be narrated by the English teacher for enjoyment, comprehension & enhancement of thinking skills). Assignment based on the story to be done in the Learner's Comate.
	Revisional Assignment based on all the Grammar Topics to be done in the Learner's Comate.
	Revision + C.W. Assignment
<p style="text-align: center;"><u>Winter Vacation Holiday Homework</u></p> <ol style="list-style-type: none"> 1. Learn the new words of the chapters taught in the second term. 2. Read any one book from the list of suggested reading given in your syllabus. 3. Do 8 pages handwriting in English Learner's Comate. 4. Verbal Reasoning Winter Assignment (Learner's Comate) 5. Art Corner 2 (Pg. No. 81 in the Coursebook) 6. Sports Corner 2 (Pg. No. 109 in the Coursebook) 	
<p style="text-align: center;"><u>Suggested Reading</u></p> <p>Parents are requested to provide their children with a few books to enhance their reading skills and arouse their keen interest in reading and deviate their attention from T. V. and video games which are taking away much of their precious time, energy and attention. Reading a book will certainly upgrade their speaking and writing skills.</p> <ol style="list-style-type: none"> 1. Thumbelina - Tiny Tot Pub. Delhi 2. Hansel and Gretel - Tiny Tot Pub. Delhi 3. Alice in Wonderland - Dreamland Pub. Delhi 4. Pinocchio - Dreamland Pub. Delhi 5. Snow White and Rose Red - Tiny Tot Pub. Delhi 6. Little Red Riding Hood - Tiny Tot Pub. Delhi 	

हिन्दी

पुस्तक : मेधा-१ (कृति प्रकाशन प्रा० लि०) सेमेस्टर -१ तथा सेमेस्टर - २ (जाँचने हेतु)

अतुल्यकालिक कार्य

विभिन्न प्रकार (ऑडियो/वीडियो/पाठ/ग्राफिक्स उपन्यास इत्यादि) में विषयवार अतुल्यकालिक कार्यों (Asynchronous tasks) को Google कक्षाओं में साझा किया जाएगा। छात्रों से अपेक्षा की जाती है कि वे उनके माध्यम से जाएँ और इसे गृह कार्य की तरह करें, जैसा कि सम्बन्धित शिक्षकों द्वारा विषय की अवधारणाओं/समझ को बढ़ाने के निर्देश दिए गए हैं। विस्तारित अतुल्यकालिक कार्यों (Asynchronous tasks) को शिक्षकों द्वारा कक्षाओं में लिया जाएगा, इसलिए उन्हें नियमित रूप से किया जाना महत्वपूर्ण है।

सामान्य निर्देश :

- (१) विद्यार्थी दिनांक, कक्षा कार्य और गृहकार्य केवल हिन्दी में ही लिखेंगे।
- (२) हिन्दी की गिनती १ से २० तक अंकों में लिखित तथा मौखिक अभ्यास लर्नर्स कोमेट में कराया जाएगा तथा इकाई परीक्षा में पूछा जाएगा।
- (३) पाठ के पूर्ण होने पर मात्रा का श्रुतलेख कार्य पुस्तिका में लिया जाएगा। श्रुतलेख सामान्य ढंग से लिया जाएगा जिसमें अध्यापिका बोलेंगी तथा विद्यार्थी लिखेंगे। जिसके लिए अंक भी प्रदान किए जाएँगे।
- (४) इकाई परीक्षा में हर पाठ के नवीन शब्दों का श्रुतलेख तथा पाठ वाचन की परीक्षा ली जाएगी।
- (५) इकाई परीक्षा में प्रश्न पत्र २५ अंक का होगा। जिसका विभाजन निम्नलिखित रूप में किया जाएगा। (१७.५ लिखित + २.५ श्रुतलेख + ४ पाठवाचन/कवितावाचन + १ लिखावट)।
- (६) इकाई परीक्षा के दौरान पाठवाचन की परीक्षा मौखिक रूप से विद्यार्थी के स्तर के अनुसार किसी भी पुस्तक से ली जा सकती है।
- (७) पाठ्य पुस्तक में दी गयी कविता को कंठस्थ करें जिसे मौखिक रूप से इकाई परीक्षा में पूछा जाएगा।
- (८) बच्चों को सुलेख का कार्य प्रत्येक मात्रा के आधार पर लर्नर्स कोमेट में दिया जाएगा जिसे वे गृह कार्य के रूप में करेंगे।
- (९) उत्तर पुस्तिका में हर कार्य के पूर्ण होने के उपरान्त एक रेखा खींचनी है।
- (१०) पाठ्य पुस्तक एवं लर्नर्स कोमेट में 'केवल पढ़ने के लिए' दिए गए पृष्ठ Reading period के दौरान कक्षा में पढ़ाए जाएँगे। इसे इकाई परीक्षा में नहीं पूछा जाएगा।
- (११) कक्षा में कराए गए चित्रालेखन में से कोई एक इकाई परीक्षा में पूछा जा सकता है।
- (१२) पाठ्य पुस्तक के प्रथम पृष्ठ पर H. W. Index चिपकाया जाएगा। जिसमें गृह कार्य का उल्लेख किया जाएगा।
- (१३) इ-कन्टेन्ट/आई०एफ०पी० बोर्ड सभी पाठों का दिखाया जाएगा।
- (१४) सभी पाठों के आधार पर अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे। जो इकाई परीक्षा में पूछा जाएगा।
- (१५) समानुभूति पर आधारित कहानियों को हिन्दी कक्षाओं में सुनाया जाएगा।

महीना		सूची	
नोट :- मेधा की दो पुस्तकें हैं। Semester-1 अर्द्धवार्षिक एवं Semester-2 वार्षिक सत्र में पढ़ाई जायेगी। विद्यार्थी पाठ्यक्रम में दिए गये पाठ के अनुसार ही पुस्तक विद्यालय लेकर आयेंगे।			
अर्द्धवार्षिक			
क्र०	पाठ का नाम (मेधा) Semster-1	IBLD की संख्या	
१.	शिक्षा की इच्छा, अब पछताए होत का....	मौखिक, पुनरावृत्ति	
२.	वर्ण ज्ञान	पुनरावृत्ति	
३.	दो, तीन तथा चार वर्णों के शब्द	१	
४.	‘आ’ की मात्रा	१	
५.	विनती सुन लो (कविता)	मौखिक	
६.	‘इ’ की मात्रा	१	
७.	‘ई’ की मात्रा	१	
८.	‘उ’ की मात्रा	१	
९.	‘ऊ’ की मात्रा	१	
क्रम संख्या	व्याकरण	IIA की संख्या	
१.	रंगों के नाम (मौखिक)		
२.	जोड़े बनाओ (मौखिक)		
३.	विलोम (मौखिक)		
४.	शब्द-शुद्ध (लिखित)		
५.	चित्रालेखन (लिखित)	१	
अप्रैल+मई २३+६= ३२ दिन	गिनती - १ से १० तक की गिनती का मौखिक तथा लिखित अभ्यास केवल अंकों में लर्नर्स कॉमेट में कराया जायेगा। (कक्षा कार्य व गृह कार्य)		
	रंगों के नाम (मौखिक) - लाल-Red, हरा-Green, नीला-Blue, पीला-Yellow, सफेद-White, काला-Black (आई०एफ०पी० बोर्ड, चार्ट या किसी रोचक गतिविधि द्वारा कराया जाएगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।)		
	पाठ-१ पढ़ने की तैयारी शिक्षा की इच्छा : पेज नं० ७ (मौखिक कार्य) अब पछताए होत का.. पेज नं० ८, ९, १० (मौखिक कार्य) आओ दोहराएँ : पेज नं० ११, १२ स्वर-व्यंजन की पुनरावृत्ति कराई जाएगी तथा लर्नर्स कोमेट में (वर्ण ज्ञान) अभ्यास कार्य भी कराया जाएगा। इसे इकाई परीक्षा में नहीं पूछा जाएगा।		
	पाठ-२ पढ़ो लिखो आगे देखो दो, तीन तथा चार वर्णों के शब्द : परिचय तथा वाचन (पेज नं० १३ से १८) आत्म मूल्यांकन : कक्षा कार्य (पेज नं० १६, १८) प्र० १, २, ४ (पुस्तक कार्य) गृह कार्य (पेज नं० १७) प्र० ३ (पुस्तक कार्य) श्रुतलेख : दो, तीन तथा चार वर्णों के शब्द (पेज नं० १३, १४, १५) का श्रुतलेख लिया जाएगा। पाठवाचन : दो, तीन तथा चार वर्णों के शब्द का पाठवाचन लर्नर्स कोमेट में कराया जाएगा। (Reading sheet) (घर चल, चल-चल-चल) लर्नर्स कोमेट : दो, तीन तथा चार वर्णों के शब्द के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।		
	No. of iBLD-1		

महीना	सूची
	<p>पाठ : 'आ' की मात्रा (i) परिचय तथा वाचन (पेज नं० १६, २०, २१) No. of iBLD-1</p> <p>कक्षा कार्य : का से ज्ञा तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० १६) - नाम, कार, कमला, अनार, पालक, हाथ, बाजा, तबला, जहाज, पाठशाला (कार्य पुस्तिका कार्य)</p> <p>गृह कार्य (पेज नं० १६) - नाक, माला, महान, पहाड़, कान, कारखाना, भाला, मकान, सलाद, जागरण (कार्य पुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० १६) - कमला नहाकर खाना खा। रामनाथ बाहर मत जा। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० २०) प्र० १, २, ३ (पुस्तक कार्य)</p> <p>गृह कार्य (पेज नं० २१) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'आ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'आ' की मात्रा का पाठवाचन लर्नर्स कोमेट से कराया जाएगा।</p> <p>राजन घर आया, बादल आया (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'आ' (i) की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएंगे।</p> <p>सुलेख : गृह कार्य 'आ' (i) की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।</p> <p>Teaching Aids : Matra Stencils (आ 'i'), Work Cards, Pocket chart</p> <p>पाठ : विनती सुन लो (कविता) (पेज नं० ४३) केवल मौखिक अभ्यास</p> <p>व्याकरण : जोड़े बनाओ (मौखिक)</p> <p>घर-बार, इधर-उधर, देख-रेख, उछल-कूद, टेढ़ा-मेढ़ा</p> <p>संस्कृत श्लोक-१ - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट)</p> <p>* कहानी (समानुभूति) Shoe and the Ant (कक्षा में सुनाई जाएगी)</p>
जून+जुलाई ५+२७= ३२ दिन	<p>गिनती : १ से १० तक की गिनती की पुनरावृत्ति (in rough note book)</p> <p>पाठ : इ की मात्रा (i) परिचय तथा वाचन (पेज नं० २२, २३, २४) No. of iBLD-1</p> <p>कक्षा कार्य कि से ज्ञि तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० २२) - बिल, डलिया, किताब, किशमिश, मिल, बछिया, गिलास, गिरगिट (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य (पेज नं० २२) - हिल, सरिता, मिठाई, परिवार, सिल, कविता, सिलाई, साइकिल (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० २२) - रवि, छवि, शशि उठ। फिर नारियल खा। (कार्यपुस्तिका कार्य)</p>

महीना	सूची
	<p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० २३) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० २४) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'ई' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'ई' की मात्रा का पाठवाचन लर्नर्स कोमेट से कराया जाएगा। शनिवार का दिन, चिड़िया - चिड़ा। (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'ई' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य 'ई' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।</p> <p style="border: 1px solid black; padding: 2px; text-align: center;">Teaching Aids : Matra Stencils (इ 'ई'), Work Cards, Pocket chart.</p> <p>पाठ : 'ई' की मात्रा (ई) परिचय तथा वाचन (पेज नं० २५, २६, २७) No. of iBLD-1</p> <p>कक्षा कार्य : की से झी तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० २५) पानी, ककड़ी, मकड़ी, गरमी, नानी, धरती, छतरी, छबीली, चाची, इडली (कार्यपुस्तिका कार्य) गृह कार्य (पेज नं० २५) कहानी, रसीली, तीली, कबाड़ी, कपटी, सरकारी, नीली, लड़की, गरीब, तरकारी (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० २५) - राखी पीली साड़ी पहनकर आई। तभी दादी दीपक जलाकर लाई। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० २६) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० २७) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'ई' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'ई' की मात्रा का पाठ वाचन लर्नर्स कोमेट में कराया जाएगा। नानी की दावत, मेरा परिवार। (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'ई' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य 'ई' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे। 'इ' (ई) और 'ई' (ई) (पेज नं० २८, २९) मिश्रित पुनरावृत्ति अभ्यास कार्य कक्षा कार्य - प्र० १, २, ३, ४, ५ (पुस्तक कार्य)</p> <p>* कहानी (समानुभूति) Polythene and the Cow (कक्षा में सुनाई जाएगी)</p> <p>Mixed Revisional Assignment based on chapter 'इ' तथा 'ई' की मात्रा to be done in Learner's Comate.</p> <p>Revision of chapter 'आ', 'इ', 'ई' की मात्रा</p> <p>Mixed Revisional Assignment based on chapter 'आ', 'इ', 'ई' की मात्रा to be done in Learner's Comate.</p>

महीना	सूची
	<p>श्रुतलेख : पाठ 'आ', 'इ' तथा 'ई' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>Teaching Aids : Matra Stencils ('ई', 'ी'), Work Cards, Pocket chart</p> <p>व्याकरण : विलोम (मौखिक)-सुबह-शाम, दिन-रात, दूर-पास, आना-जाना, असली-नकली संस्कृत श्लोक-२ - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट)</p>
अगस्त २४ दिन	<p>गिनती : १ से १० तक की गिनती की पुनरावृत्ति (in rough note book)</p> <p>पाठ : 'उ' की मात्रा (उ) परिचय तथा वाचन (पेज नं० ३०, ३१, ३२) No. of iBLD-1</p> <p>कक्षा कार्य कु से जु तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० ३०) गुड़, शुभ, बटुआ, फुटकर, खुर, दुम, पुड़िया, चुलबुली, पुल, गुण (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य (पेज नं० ३०) पुलिया, चुटकुला, मधु, धुन, कुटिया, गुनगुना, तुम, पशु, रुपया, मुलायम (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० ३०) मुनिया गुड़िया पाकर खुश हुई। चुहिया गुड़िया खिसकाकर भागी। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० ३१) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० ३२) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'उ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'उ' की मात्रा का पाठवाचन लर्नर्स कोमेट में कराया जाएगा। दादा जी की खरीददारी, चुटकी चुहिया। (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'उ' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएंगे।</p> <p>सुलेख : गृह कार्य 'उ' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।</p> <p>Teaching Aids : Matra Stencils (उ ' उ'), Work Cards, Pocket chart</p>

महीना	सूची
	<p>पाठ : 'ऊ' की मात्रा (ू) परिचय तथा वाचन (पेज नं० ३३, ३४, ३५) No. of IBLD-1</p> <p>कक्षा कार्य कू से झू तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० ३३) धूप, सूप, खजूर, मजदूर, फूल, दूर, तूफान, नाखून (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य (पेज नं० ३३) धूल, शूल, कबूतर, जादूगर, भूख, दूध, भूषण, शहतूत (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० ३३) पूजा अमरूद, तरबूज खा। रूपा चूजा मत पकड़। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० ३४) प्र० १, २, ३ (पुस्तक कार्य)</p> <p>गृह कार्य (पेज नं० ३५) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'ऊ' की मात्रा का श्रुतलेख लिया जाएगा।</p>
	<p>'र' पर 'उ' (उ) तथा 'ऊ' (ू) की मात्रा का अभ्यास विशेष रूप से श्यामपट्ट पर कराया जाएगा।</p>
	<p>पाठवाचन : 'ऊ' की मात्रा का पाठवाचन लर्नर्स कोमेट में कराया जाएगा। मटरू और मूषक (Reading sheet)</p> <p>एकीकृत अंतःविषय दृष्टिकोण – Integrated Interdisciplinary Approach (IIA) पिकनिक का मजा (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य – 'ऊ' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य – 'ऊ' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे। 'उ' (उ) तथा 'ऊ' (ू) (पेज नं० ३६, ३७) मिश्रित पुनरावृत्ति अभ्यास कार्य कक्षा कार्य – प्र० १, २, ३, ४, ५ (पुस्तक कार्य) Revision of chapter 'उ' और 'ऊ' की मात्रा</p> <p>* कहानी (समानुभूति) Shoe and the Dog (कक्षा में सुनाई जाएगी)</p>
	<p>Mixed Revisional Assignment based on chapter 'उ' और 'ऊ' की मात्रा to be done in Learner's Comate.</p> <p>श्रुतलेख : पाठ 'उ' तथा 'ऊ' की मात्रा का श्रुतलेख लिया जाएगा।</p>
	<div style="border: 1px solid black; padding: 5px; text-align: center;">Teaching Aids : Matra Stencils (ऊ ' ू ') Work Cards, Pocket chart</div>

महीना	सूची
	<p>Group Activity : पुनरावृत्ति ('अ', 'आ', 'इ', 'ई', 'उ', 'ऊ' की मात्रा) कक्षा के बच्चों को चार समूह में बाँट दिया जाएगा। सभी समूहों के बच्चों को अलग-अलग मात्राएँ दी जाएगी तथा उस मात्रा से सम्बन्धित कोई भी चित्र बनाना होगा। एक चार्ट पेपर को चार भागों में बाँट दिया जाएगा और बच्चों को अपना चित्र उस चार्ट पेपर पर सही मात्रा की जगह पर चिपकाना होगा तथा सभी शब्दों और मात्राओं को दोहराया जाएगा।</p> <p>व्याकरण : (१) शब्द-शुद्ध - चचा-चाचा, गाड़ि-गाड़ी, साबून-साबुन, जादु-जादू, तकीया-तकिया, मिठा-मीठा, डमरू-डमरू, अमरुद-अमरुद (लिखित कार्यपुस्तिका कार्य)</p> <p>(२) चित्रलेखन-१ (to be done in Learner's Comate) चित्र देखकर जितनी मात्राएँ कराई गई हैं उन्हीं मात्राओं के आधार पर पाँच शब्द लिखें। दोहा - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट)</p>
सितम्बर २२ दिन	गिनती : १ से १० तक की गिनती की पुनरावृत्ति (in rough note book)
	Revision of chapter: 'आ' की मात्रा, 'इ' और 'ई' की मात्रा, 'उ' और 'ऊ' की मात्रा
	Mixed Revisional assignment based on chapter 'आ', 'इ', 'ई', 'उ' और 'ऊ' की मात्रा to be done in Learner's Comate.
	श्रुतलेख : 'आ', 'इ', 'ई', 'उ', तथा 'ऊ' की मात्रा का श्रुतलेख लिया जाएगा।
	एकीकृत अंतःविषय दृष्टिकोण - Integrated Interdisciplinary Approach (IIA) चित्रलेखन-२ : (to be done in Learner's Comate) चित्र देखकर जितनी मात्राएँ कराई गई हैं उन्हीं मात्राओं के आधार पर पाँच शब्द लिखें।
	C. W. Assignment
	ग्रीष्मावकाश गृह कार्य (१) १ से १० तक की गिनती के अंकों का मौखिक तथा लिखित अभ्यास कीजिए। (Learner's Comate) (२) 'आ' (I) की मात्रा के पाँच शब्द अपनी कक्षा उत्तर पुस्तिका में लिखिए। (३) 'क' से 'झ' तक के वर्णों को उत्तर पुस्तिका में लिखकर दोहराएँ।

महीना		सूची			
नोट : वार्षिक सत्र में सभी पाठ पुस्तक मेधा-२ सेमेस्टर-२ से कराया जाएगा।					
वार्षिक					
क्रम संख्या	पाठ का नाम (मेधा) Semster-2	IBLD की संख्या	क्रम संख्या	व्याकरण	IIA की संख्या
१.	वर्ण ज्ञान	पुनरावृत्ति	१.	रंगों के नाम (लिखित)	
२.	‘ए’ की मात्रा	१	२.	विलोम (लिखित)	
३.	‘ऐ’ की मात्रा	१	३.	जोड़े बनाओ (लिखित)	
४.	ठीक समय पर (कविता)	मौखिक	४.	शब्द-शुद्ध (लिखित)	
५.	‘ओ’ की मात्रा	१	५.	चित्रालेखन (लिखित)	२
६.	‘औ’ की मात्रा	१	६.	सृजनात्मक लेखन (लिखित)	
७.	अनुस्वार की मात्रा	१	७.	चित्रवर्णन (मौखिक)	
८.	मंदिर के अंदर बंदर (केवल पढ़ने के लिए)	मौखिक			
९.	आओ पेड़ लगाएँ (केवल पढ़ने के लिए)	शिक्षाप्रद कहानी			
१०.	जामुन का पेड़ (केवल पढ़ने के लिए)	प्रेरणादायक कहानी			

अक्टूबर १८ दिन	वर्ण ज्ञान की पुनरावृत्ति लर्नर्स कोमेट में कराया जाएगा।	
	गिनती - १ से २० तक की गिनती का मौखिक अभ्यास। ११ से २० तक की गिनती का लिखित अभ्यास केवल अंकों में लर्नर्स कोमेट में कराया जायेगा। (कक्षा कार्य व गृह कार्य)	
	पाठ : ए की मात्रा (ँ) परिचय तथा वाचन (पेज नं० ७, ८, ९)	No. of iBLD-1
	कक्षा कार्य ‘के’ से ‘ज्ञे’ तक (लर्नर्स कोमेट)	
	नवीन शब्द :	कक्षा कार्य (पेज नं० ७) घेर, सहेली, सवेरा, मेहमान, ढेर, जलेबी, करेला, बेरहम, सेठ, रमेश (कार्यपुस्तिका कार्य)
		गृह कार्य (पेज नं० ७) चेहरा, लालटेन, बेर, महेश, सफ़ेद, मलेरिया, पेट, पहेली, बसेरा, कमलेश (कार्यपुस्तिका कार्य)
	श्यामपट्ट लेख :	कक्षा कार्य (पेज नं० ७) महेश पेड़ से ढेर सारे सेब लाया। नेहा की सहेली जलेबी व पेड़े लाई। (कार्यपुस्तिका कार्य)

महीना	सूची
	<p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० ८, ९) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० ९) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'ऐ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'ऐ' की मात्रा का पाठवाचन लर्नर्स कोमेट में कराया जाएगा। मेरी पाठशाला, मेला (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'ऐ' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य 'ऐ' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Teaching Aids : Matra Stencils ('ऐ' 'ँ'), Work Cards, Pocket chart</p> <p>रंगों के नाम (लिखित) - लाल-Red, हरा-Green, नीला-Blue, पीला-Yellow, सफेद-White, काला-Black, ((आई०एफ०पी० बोर्ड, चार्ट या किसी रोचक गतिविधि द्वारा कराया जाएगा तथा लर्नर्स कोमेट में इस पर आधारित प्रपत्र कराया जाएगा। रंगों के नाम इकाई परीक्षा में नहीं पूछे जाएँगे।)</p> <p>पाठ : ऐ की मात्रा (ँ) परिचय तथा वाचन (पेज नं० १०, ११, १२) No. of iBLD-1</p> <p>कक्षा कार्य 'कै' से 'झै' तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० १०) पैसा, तैराक, मैदान, नैनीताल, सैर, बैठक, कैलाश, कैदखाना (कार्यपुस्तिका कार्य) गृह कार्य (पेज नं० १०) गैस, तैयार, पैदल, पैदावार, मैना, फैलाव, शैतान, मटमैला (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० १०) सैनिक का दैनिक जीवन कठिन है। वह सुबह-सुबह पैदल सैर के लिए जाता है। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० ११, १२) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० १२) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'ऐ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>एकीकृत अंतःविषय दृष्टिकोण - Integrated Interdisciplinary Approach (IIA) हवा हमारी मित्र (Reading sheet)</p> <p>पाठवाचन : 'ऐ' की मात्रा का पाठवाचन लर्नर्स कोमेट से कराया जाएगा। वैभव और नैताली का बगीचा (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य ऐ की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य ऐ की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे। Revision of chapter 'ऐ' और 'ऐ' की मात्रा</p>

महीना	सूची
	<p>‘ए’ (ए) और ‘ऐ’ (ऐ) (पेज नं० १३, १४) मिश्रित पुनरावृत्ति अभ्यास कार्य कक्षा कार्य प्र० १, २, ३, ४, ५ (पुस्तक कार्य)</p> <p>Mixed Revisional assignment based on chapter ‘ए’ और ‘ऐ’ की मात्रा to be done in Learner’s Comate.</p> <p>श्रुतलेख : पाठ ‘ए’ तथा ‘ऐ’ की मात्रा का श्रुतलेख लिया जाएगा। Teaching Aids : Matra Stencils (ए, ऐ), Work Cards, Pocket chart.</p> <p>* कहानी (समानुभूति) Water tap and the child (कक्षा में सुनाई जाएगी)</p> <p>व्याकरण : विलोम (लिखित) - एक-अनेक, आगे-पीछे, ताजा-बासी तथा सच-झूठ (कार्य पुस्तिका कार्य)</p> <p>संस्कृत श्लोक-१ - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट)</p>
नवम्बर २४ दिन	<p>गिनती : १ से २० तक की गिनती की पुनरावृत्ति (in rough note book)</p> <p>पाठ : ‘ओ’ की मात्रा (ओ) परिचय तथा वाचन (पेज नं० १५, १६, १७) [No. of iBLD-1] कक्षा कार्य ‘को’ से ‘ज्ञो’ तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० १५) घोड़ा, मोटा, बोतल, भोजन, चोर, धोती, मोहन, कोयल (कार्यपुस्तिका कार्य) गृह कार्य (पेज नं० १५) गोरा, मोती, जोकर, चकोर, छोर, जोश, पोखर, दोपहर (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० १५) भोर होते ही लोग जोश के साथ काम करने लगे। सोहन मोहन घोड़ागाड़ी से दोपहर को बाजार गए। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० १६, १७) प्र० १, २, ३ (पुस्तक कार्य) गृह कार्य (पेज नं० १७) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : ‘ओ’ की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : ‘ओ’ की मात्रा का पाठवाचन लर्नर्स कोमेट से कराया जाएगा। नानी की ढोलक (Reading sheet)</p> <p>एकीकृत अंतःविषय दृष्टिकोण - Integrated Interdisciplinary Approach (IIA) जल ही जीवन है। (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य ‘ओ’ की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएंगे।</p> <p>सुलेख : गृह कार्य ‘ओ’ की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे। Teaching Aids : Matra Stencils (ओ, ऐ), Work Cards, Pocket chart.</p>

महीना	सूची
	<p>पाठ : औ की मात्रा (ौ) परिचय तथा वाचन (पेज नं० १८, १९, २०) No. of iBLD-1</p> <p>कक्षा कार्य 'कौ' से 'जौ' तक (लर्नर्स कोमेट)</p> <p>नवीन शब्द : कक्षा कार्य (पेज नं० १८) सौदा, नौकर, पकौड़ी, गौरीनाथ, मौसा, दौलत, कचौड़ी, शौचालय (कार्यपुस्तिका कार्य)</p> <p>गृह कार्य (पेज नं० १८) कौआ, भगौना, बिछौना, सौदागर, चौका, फौरन, खिलौना, जौनपुर (कार्यपुस्तिका कार्य)</p> <p>श्यामपट्ट लेख : कक्षा कार्य (पेज नं० १८) मौसी और मौसा जी आए। फिर सौरभ ने फौरन बिछौना बिछाया। (कार्यपुस्तिका कार्य)</p> <p>आत्म मूल्यांकन : कक्षा कार्य (पेज नं० १९, २०) प्र० १, २, ३ (पुस्तक कार्य)</p> <p>गृह कार्य (पेज नं० २०) प्र० ४, ५ (पुस्तक कार्य)</p> <p>श्रुतलेख : 'औ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>पाठवाचन : 'औ' की मात्रा का पाठवाचन लर्नर्स कोमेट से कराया जाएगा। हाथी और गौरैया, गौरव और गौरी का पौधा (Reading sheet)</p> <p>लर्नर्स कोमेट : कक्षा कार्य 'औ' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएँगे।</p> <p>सुलेख : गृह कार्य औ की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।</p> <p>Revision of chapter 'ओ' और 'औ' की मात्रा 'ओ' ' े ' और 'औ' ' ै ' (पेज नं० २१, २२) मिश्रित पुनरावृत्ति अभ्यास कार्य</p> <p>कक्षा कार्य प्र० १, २, ३, ४, ५ (पुस्तक कार्य)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Teaching Aids : Matra Stencils (औ ' ै '), Work Cards, Pocket chart </div> <p>Mixed Revisional assignment based on chapter 'ओ' और 'औ' की मात्रा to be done in Learner's Comate.</p> <p>श्रुतलेख : पाठ 'ओ' तथा 'औ' की मात्रा का श्रुतलेख लिया जाएगा।</p> <p>व्याकरण : (१) जोड़े बनाओ - खेल-कूद, नाप-तौल, खाना-पीना, आमना-सामना, जाना-पहचाना (कार्यपुस्तिका कार्य) (लिखित)</p> <p>(२) ठीक समय पर - (कविता) (पेज नं० ४२) (मौखिक)</p> <p>संस्कृत श्लोक-२ - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट)</p>

महीना	सूची
दिसम्बर २५ दिन	गिनती : १ से २० तक की गिनती की पुनरावृत्ति (in rough note book)
	दसखड़ी : पेज नं० २३, २४ (मौखिक)
	पाठ : अनुस्वार की मात्रा (ँ) परिचय तथा वाचन (पेज नं० २५, २६) कक्षा कार्य 'कं' से 'झं' तक (लर्नर्स कोमेट) No. of iBLD-1
	नवीन शब्द : कक्षा कार्य (पेज नं० २५) रंग, रंक, डंडा, पंखा, घंटाघर, वंश, नंद, पंख, चंचल, गंगाराम (कार्यपुस्तिका कार्य) गृह कार्य (पेज नं० २५) भंग, चंद, शंख, जंगल, सरपंच, संग, फंदा, ठंडा, संगत, अहंकार (कार्यपुस्तिका कार्य)
	श्यामपट्ट लेख : कक्षा कार्य (पेज नं० २५) नंदन चंचल मत बना। चंदन के संग पतंग उड़ा। (कार्यपुस्तिका कार्य)
	आत्म मूल्यांकन : कक्षा कार्य (पेज नं० २६) प्र० १, २ (पुस्तक कार्य) गृह कार्य (पेज नं० २६) प्र० ३ (पुस्तक कार्य)
	श्रुतलेख : 'अं' की मात्रा का श्रुतलेख लिया जाएगा।
	पाठवाचन : १. 'अं' की मात्रा का पाठ वाचन लर्नर्स कोमेट में कराया जाएगा। सुरक्षा के नियम (Reading sheet)
	एकीकृत अंतःविषय दृष्टिकोण – Integrated Interdisciplinary Approach (IIA) जानवर हमारे आस-पास (Reading sheet)
	लर्नर्स कोमेट : कक्षा कार्य 'अं' की मात्रा के कुछ अभ्यास कार्य लर्नर्स कोमेट में कराए जाएंगे।
	सुलेख : गृह कार्य 'अं' की मात्रा का सुलेख कार्य लर्नर्स कोमेट में करेंगे।
	Teaching Aids: Matra Stencils (अं 'ँ'), Work Cards, Pocket chart
जनवरी २३ दिन	पाठवाचन : पाठ-२ मंदिर के अंदर बंदर (पेज नं० २७, २८) (केवल पढ़ने के लिए)
	व्याकरण : शब्द-शुद्ध - खौज-खोज, कोआ-कौआ, लगूर-लंगूर, संख-शंख, विशैला-विषैला, शिछा-शिक्षा, खरगोस-खरगोश, शहेली-सहेली। (कार्यपुस्तिका कार्य) (लिखित) दोहा - वाचन का अभ्यास कराया जाएगा। (लर्नर्स कोमेट) * कहानी (समानुभूति) Flower and the butterfly (कक्षा में सुनाई जाएगी)
	Revision of chapter 'ए', 'ऐ', 'ओ', 'औ' और 'अं' की मात्रा
	Mixed Revisional assignment based on chapter 'ए', 'ऐ', 'ओ', 'औ' और 'अं' की मात्रा to be done in Learner's Comate.
	श्रुतलेख : पाठ 'ए', 'ऐ', 'ओ', 'औ' और 'अं' की मात्रा का श्रुतलेख लिया जाएगा।

महीना	सूची
	<p>पाठवाचन : आओ पेड़ लगाए (पेज नं० ४७, ४८) केवल पढ़ने के लिए</p> <p>Group Activity: (आओ मिलकर शब्द बनाएँ) : बच्चों को चार समूह में बाँट दिया जाएगा और बच्चों को अक्षर और मात्राएँ मिश्रित करके एक टोकरी में दिया जाएगा और उन अक्षर और मिश्रित मात्रा से बच्चे शब्द बनाएँगे। समय अवधि निश्चित होगी। जो समूह निर्धारित समय में अधिक शब्द बना लेगा उसकी प्रशंसा की जाएगी।</p> <p>व्याकरण : (१) चित्रालेखन-१ (to be done in the Learner's Comate)</p> <p>एकीकृत अंतःविषय दृष्टिकोण - Integrated Interdisciplinary Approach (IIA) चित्र देखकर सहायक शब्दों की सहायता से पाँच वाक्य लिखें।</p> <p>सहायक शब्द - बगीचा, पेड़, लड़का, पानी, सूरज, लड़की, सफाई।</p> <p>(२) सृजनात्मक लेखन : (लिखित)- ३ से ४ पंक्तियाँ अध्यापिका लर्नर्स कोमेट में लिखवाएँगी। १. सूरज, २. मेरा पसंदीदा फल।</p> <p>AIL Activity (Art Integrated Learning) - १. सर्वप्रथम छात्रों को अरुणाचल प्रदेश के बारे में रोचक जानकारी दी जाएगी। २. तत्पश्चात छात्रों के समक्ष अरुणाचल प्रदेश से संबंधित एक चित्र प्रस्तुत किया जाएगा। ३. छात्र चित्र देखकर तीन वाक्य लिखने का प्रयास करेंगे।</p>
	<p>गिनती : १ से २० तक की गिनती की पुनरावृत्ति (in rough note book)</p> <p>Revision of all matra ('आ' से 'अं' तक)</p> <p>Mixed Revisional assignment based on all matra ('आ' से 'अं' तक) to be done in Learner's Comate.</p> <p>श्रुतलेख : सभी मात्राओं ('आ' से 'अं' तक) का श्रुतलेख</p>
	<p>पाठवाचन : पाठ-३ जामुन का पेड़ (पेज नं० ५३, ५४) केवल पढ़ने के लिए</p> <p>व्याकरण : (१) चित्रालेखन-२ (to be done in the Learner's Comate)</p> <p>एकीकृत अंतःविषय दृष्टिकोण - Integrated Interdisciplinary Approach (IIA) चित्र देखकर सहायक शब्दों की सहायता से पाँच वाक्य लिखें।</p> <p>सहायक शब्द - सड़क, बिजली, उपकरण, धारदार चीजें, चलती बस, खेलना हाथ, दौड़ना, सीढ़ी</p> <p>(२) चित्र वर्णन (मौखिक) - लर्नर्स कोमेट में करेंगे।</p> <p>वर्ण ज्ञान की पुनरावृत्ति लर्नर्स कोमेट में कराया जाएगा।</p> <p>C. W. Assignment</p> <p>* कहानी (समानुभूति) Dustbin and Vegetable (कक्षा में सुनाई जाएगी)</p> <p>शीतावकाश गृहकार्य १. १ से २० तक की गिनती के अंकों का मौखिक तथा लिखित अभ्यास कीजिए। (लर्नर्स कोमेट) २. 'ए', 'ऐ', 'ओ', 'औ', 'अं' की मात्राओं के पाँच-पाँच शब्द अपनी कक्षा कार्यपुस्तिका में लिखें। ३. प्रतिदिन एक पृष्ठ सुलेख अपनी किसी घर की कार्यपुस्तिका में करें। ४. 'क' से 'झ' तक के वर्णों को कार्यपुस्तिका में लिखकर दोहराएँ।</p>

MATHEMATICS

Book : New Enjoying Mathematics - 1 (Revised Edition) - Part-1 and Part-2 Oxford

Mathematics is a challenging and vibrant subject connected to the real world at every level. A complete study of Mathematics must necessarily be able to relate the subjects to the environment and focus on the development of thinking and reasoning skills. Keeping this in mind, our teaching methodology embodies:

1. Activities, through which children can understand the '**abstract**' mathematical concepts with the use of '**concrete**' objects like dices, beads, pebbles and '**learning**' aids like picture cards, games, puzzles etc.
2. Mental Maths questions to help the students to do quick and easy calculations and to build thinking skills beyond the level of class room learning will be done in the Learner's Comate and also in the Maths Book.
3. Enrichment Booklet - (Including Maths Enrichment Sheets and Logical Reasoning sheet) will be done by the children to improve their Mathematical and Logical skills.
4. Khan Academy assignments to be done at some point of each chapter for better understanding and practice.
5. Above all, a well-equipped Mathematics laboratory, where children do practicals /activities based on different mathematical concepts; discover patterns and generalize the same, discovering the "concepts" on their own, prior to learning them in class.
6. Practical will be done related to the topics taught as mentioned in the syllabus and sheets will be provided. A Practical File will be maintained for the same it carries 2.5 marks (each unit test).
7. Children are expected to deposit few **Rajma seeds** (atleast 50) in a plastic container with the name, class & sec. written. So that different concepts of the mathematics can be explained to the children using the same.
8. Maths Walk assignment will be done once in each term subjected to correction and to be prepared by each individual branch specific to their area .
9. Children must learn tables 0 to 5.
10. Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms. Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

11. DIGI/e-content will be used for all the topics.
12. Notebook work mentioned in the Precept will be done only in the Notebook.
13. Unit Test will be of 25 marks. The bifurcation for the same is (Written 20+Mental Maths Orals 2.5+Maths Practical 2.5 Marks). **Maths practical file** to be brought to school on the day of Maths Unit Test. Maths Orals will include Mental Maths questions mentioned in Learner's Comate and Tables.
14. **Mathspeak** and **self-Assessment** to be discussed in the class.

GENERAL INSTRUCTIONS:

- To lighten the burden of bags, the text book - New Enjoying Mathematics has been divided into two parts - Part-1 and Part-2. Children should bring the text book as per discussion of chapter prescribed in PRECEPT month wise.
- 1 Maths Square Notebook (0.75x0.75 cm) for class work (subjected to corrections)
- 1 Practical file (subjected to correction and assessment).
- Book Work is subjected to correction. H. W. index will be pasted on the 1st page of the book. Try This and Challenge questions will be done in the book and are subjected to corrections.
- **Worksheet** and **Looking Back** will not be subjected to corrections.
- Exercises from **CHAPTER CHECK-UP, USE YOUR SKILLS, MATHS & ART and PUT ON YOUR THINKING CAP!** will be subjected to corrections.
- After each chapter, its practice sheet will be done in the Learner's Comate. (Subjected to corrections)
- **Virtual Escape Room** – Links of **Escape Room** will be shared of all the chapters in Google Classroom (G-Suite) for revising the concepts.

KHAN ACADEMY	
	<u>HALF YEARLY</u>
April + May 23+9= 32 days	Chapter 1 - Numbers up to 50 Khan Academy Assignments: <ul style="list-style-type: none"> ● Numbers up to 1 to 9 ● Numbers from 10 to 20 ● Numbers from 1 to 100 and place value ● Revision(Number from 1 to 100 and place value) ● Comparing 2 digits numbers ● Numbers from 1 to 9 – quiz 1 ● Math Practical No. 1 (to be done in Practical file)
June + July 5+27= 32 days	Chapter 2 - Addition up to 20 Khan Academy Assignments: <ul style="list-style-type: none"> ● Introduction Of Addition ● Addition within 20 ● Addition without Regrouping ● Repeated Addition ● Word problems of Addition and Subtraction ● Numbers from 1 to 9 - Unit Test
August 24 days	Chapter 3 - Subtraction within 20 Khan Academy Assignments: <ul style="list-style-type: none"> ● Introduction of Subtraction ● Subtraction within 20 ● Word problems of addition and subtraction ● Subtraction without regrouping ● Math practical No. 2 (To be done in Practical file) Chapter 4 - shapes and Patterns Khan Academy Assignments: <ul style="list-style-type: none"> ● Geometry – Shapes and Patterns

September 22 days	Chapter 5 - Numbers up to 100 Khan Academy Assignments: <ul style="list-style-type: none"> ● Number From 1 to 100 – Counting Numbers To 100 ● Place Value ● Comparing two digits numbers ● Revision of Comparing Two Digits numbers ● Numbers from 1 to 100- Quiz 1 ● Numbers from 1 to 100- Quiz 2 ● Numbers from 1 to 100 –Unit Test ● Math Practical No. 3 (To be done in practical file)
	<p style="text-align: center;"><u>ANNUAL</u></p>
October 18 days	Chapter 6 - Adding Greater Numbers Khan Academy Assignments: <ul style="list-style-type: none"> ● Introduction of Adding Greater numbers ● Adding without Regrouping-Breaking apart Two Digits addition Problems ● Revision ● Math Practical No. 1 (To be done in practical file)
November 24 days	Chapter 7 - Subtracting Greater Numbers Khan Academy Assignments: <ul style="list-style-type: none"> ● Introduction of Subtracting Greater Number ● Subtracting Without Regrouping ● Word problems with “More and Fewer” ● Revision(subtracting Greater number) ● Addition and Subtraction - Quiz 1 ● Addition and Subtraction Without Regrouping- Quiz 2 ● Addition and Subtraction without Regrouping–Unit Test

<p>December 25 days</p>	<p>Chapter 8 - Measurement Khan Academy Assignments:</p> <ul style="list-style-type: none"> ● Introduction of Measurement ● Geometry and Measurement- length and size ● Geometry and Measurement - Unit Test ● Revision of Comparing Two Digits numbers ● Numbers from 1 to 100- Quiz 1 ● Numbers from 1 to 100- Quiz 2 ● Numbers from 1 to 100 – Unit Test ● Math Practical No. 2 (To be done in practical file)
<p>January 23 days</p>	<p>Chapter 10 - Data Khan Academy Assignments:</p> <ul style="list-style-type: none"> ● Smart Charts- Picture graphs ● Smarts Charts - Solve problems with picture graphs ● Smart Charts - Making Picture graphs and line plots ● Smart Charts – Make Picture Graph – Exercise ● Customized assignments as per the need of Individual students

Note: New Enjoying Mathematics-1 has been divided into two parts - Part-1 and Part-2 Both the books are used in Half Yearly and Annual term. Students are requested to bring the book according to the chapters mentioned in the Precept.

HALF YEARLY			
Sl. No.	Name of the chapter		No. of iBLD
1	Numbers up to 50	Part-1	2
2	Addition up to 20	Part-1	2
3	Subtraction within 20	Part-1	2
4	Shapes and Patterns	Part-1	1
5	Numbers up to 100	Part-1	1
6	Roman Numerals	Comate 1st Term	1

Month	Contents					
April + May 23 + 9 = 32 days	Chapter 1 : Numbers upto 50 (New Enjoying Mathematics-1 Part-1)					
	Theme of the chapter - I Wish I Was a Fish.					
	No. of iBLD-2					
	Vocabulary Review (Pg. No. 28) - Place value, Ones, tens, before, after, between, increasing order, decreasing order, number name, digits, single-digit number two-digit number, smaller number, bigger number, smallest number, value, comparison, biggest number.					
	C. W.	H. W.				
	a) Place Value Explanation & C.W. Pg. 8 (Book work)	Looking Back - H. W. Pg. 7 (Book Work) Pg. 9 HHW (Book work)				
	Notebook Work - Write 0 to 150 (in figures) Write in words and write in figures between (1-50) will be done as notebook work (few selected numbers) eg.- Q1. Write the number names of the following numbers :- a) <table border="1"><tr><td>2</td><td>8</td></tr></table> Twenty eight Q. 2 Write in figures a) Forty seven - <table border="1"><tr><td>4</td><td>7</td></tr></table> * Notebook work should be done for place value including the concept of tens and ones. Eg.-Q.1. Write the place value of underlined digits. i) 1 <u>9</u> - 9 ones		2	8	4	7
2	8					
4	7					


Month	Contents	
	C. W.	H. W.
	Q.2. Write the place value of both the digits in the following numbers- i) <u>2</u> <u>9</u> - 2 tens and 9 ones.	
	Pg. 10 (top 3 quest. & Challenge)	Pg.10(bottom 3 quest.)
	b) Before-Between-After Including Challenge Explanation & C. W. - Pg. 11 (Book Work)	
	c) Comparing Numbers - Explanation & C. W. - Pg. 12 & 13 (B. W.)	
	d) Counting in Tens & Building Numbers- Explanation & C. W. - Pg.14, 15 Explanation & C.W. - Pg.16,18,19 (Challenge) Project - Pg. No. 19 (Book work)	H. W. - Pg. 17 Pg. 19 (top)
	e) Explanation & C. W. - Pg. 20(bottom), 21	Pg. 20 (top), 22(H.W.)
	f) Comparing Numbers- Explanation - Pg. 23, 24, 25 (Top 1 Ques.) (Book Work)	Pg. 25 (Bottom 2 Qus.) (Book Work)
	g) Order of Numbers - Explanation & C. W. - Pg. 26 & 27 (B. W.)	
	h) Explanation & C. W. - Pg. 30 (Put on your thinking cap!)	Chapter check up - Pg. 28 (Book Work) Pg. 29 (Work Sheet)
	Maths Practical -1 : Numbers up to 50 to be done in practical sheet, using bindis in place of rajma seeds (Things will be provided by the school).	
	Mathspeak - Pg. No. 20, 26 & 27 to be discussed.	
	Learner's Comate - 0-150, Assignment-1+Fast Track + Mental Maths.	
	Enrichment Booklet - Enrichment Sheet No. 1 to be discussed in class.	
	Tables 0-5 (Orals)	
	Jodo Gyan Activities - Make and count (individual), Idhar se udhar tak, Taali game (Daily), Aaj hamari class mein kitne bachhe.	
	TLM - Abacus, Rajma seeds, Place value cards, Number charts.	
	Jodo Gyan TLM - Jodo blocks, Rangometry.	
	Khan Academy Assignments <ul style="list-style-type: none"> • Numbers up to 1 to 9 • Numbers from 10 to 20 • Numbers from 1 to 100 and place value • Comparing 2 digits numbers • Numbers from 1 to 9 – quiz 1 • Math Practical No. 1 (to be done in Practical file) 	

Month	Contents	
June+ July 5+27= 32 days	Chapter 2 : Addition upto 20 (New Enjoying Mathematics-1 Part-1)	
	Theme of the chapter - Holiday Fun (No. of iBLD-2)	
	Vocabulary Review (Pg. No. 50) : total, together, in all, more, sum, count forward, number strip, number line, number combinations, equals to, addition facts, double-digit number, doubles, ones place, tens place (refer to the problem sums given in the Learner's Comate)	
	Maths Game - Pg. 33 (Play a game) & Pg. No. 52	
	C. W.	H. W.
	Looking Back :- C. W. Pg. 31 (Book work) Explanation & C. W. Pg. 32 (Book work)	
	a) Adding Zero & Adding One - Explanation & C. W. - Pg. 33 (Including try this), Pg. 34 (Book work)	
	b) Different ways to make a number - Explanation & C. W. - Pg. 36, 37 & 39	Pg. 38 (Including Try This), Pg. 40
	c) Notebook Work - Extra exercise on number combination to be done in the notebook.	
	Eg. Q1. Write the number combination of '4' $0 + 4 = 4$ $1 + 3 = 4$ $2 + 2 = 4$ $3 + 1 = 4$ $4 + 0 = 4$	Pg. 41 (Book Work)
	d) Whole and Parts Explanation & C. W. - Pg. 42 (including Challenge) (Book Work)	
	e) Adding 10 Explanation & C. W. - Pg. 46 (Including Try This) (Book Work)	
	f) Adding double and single digit numbers Explanation & C. W.- Pg. 47 (Book Work)	Pg. 47 (Try this)
	g) Using the number line Explanation & C. W. - Pg. 48 (Including challenge) (Book work)	
	h) Story sums Explanation & C. W. - Pg. 49	Chapter Check Up - Pg. 50 & Keeping in touch (Book work)
	i) Worksheet- Pg. 51 (1st two questions) (do it yourself) (Book work)	Pg. 51 (last four questions) (Book work)

Month	Contents	
	C. W.	H. W.
	Mental Maths Explanation & C. W. - Pg. 53 (B. W.)	
	Mathspeak - Pg. 37,44 & 46 to be discussed.	
	Maths Lab Activity & Maths and Art -Pg. No. 52 to be discussed	
	Addition on Number Line will be done in the learner's comate.	
	Learner's Comate - Assignment - 2 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.2 to be discussed in class.	
	Tables 0 to 5 (orals)	
	Complementary numbers based on 10 (orals) eg : 7+3, 4+6, 5+5, 8+2	
	Jodo Gyan Activities - Lali ki thali (Square pieces), Kyari activity (triangular pieces), Train making (square pieces).	
	TLM - Abacus, Rajma seeds, Ganit mala.	
	Jodo Gyan TLM - Rangometry, Numeral dice.	
	Number Sense (Count on, Comparison, Estimation)	
	Jodo Gyan Activities - Ghar chalo, Chit activity (Numbers within 30), Sajana Rangbirangi (triangular pieces)	
	Jodo Gyan TLM - Ghar chalo, Rangometry, 2 Dot dice.	
August 24 days	Khan Academy Assignments <ul style="list-style-type: none"> • Introduction Of Addition • Addition within 20 • Addition without Regrouping • Repeated Addition • Word problems of Addition and Subtraction • Numbers from 1 to 9- Unit Test 	
	Chapter 3 : Subtraction within 20 (New Enjoying Mathematics-1 Part-1)	
	Theme of the chapter - My Street is Neat! (No. of iBLD-2)	
	Vocabulary Review (pg. no. 69) : left, gave away, more, less, taken away, count back, minus, subtract, take away, difference, subtraction, subtraction facts, count forward, left, remaining, number family	
	C. W.	H. W.
	Looking Back :- Explanation & C. W. - Pg. 54 (Book work)	
	a) Subtracting Zero Subtracting a number from itself Explanation & C. W. - Pg. 55 (Book work) (Including Try This)	

Month	Contents	
	C. W.	H. W.
	b) Explanation & C. W. - Pg. 56 (action exercise) (Book work)	Pg. No. 56 (Project)
	c) Cross Out to Subtract Explanation & C. W. - Pg. 57 (including Play a Game), Pg. 58 (Book work)	
	d) Using Wholes and Parts Explanation & C. W. - Pg. 60	
	e) Fact Families - Subtraction using Number Combinations Explanation & C. W. - Pg. 61 (a, b), 62 (a, b, c)	Pg. 61 (c, d), Pg. 62 (d, e, f), Pg. 63
	f) Subtracting Single digits from double digit numbers - Explanation & C. W. - Pg. 64 (top), (Book work)	Pg. 64 (bottom) (Book work)
	g) Using the Number Line Explanation & C. W.- Pg. No. 66 (Book work)	
	h) Story sums Explanation & C. W. - Pg. 67 (including Challenge), Pg. 68, Pg. 70 (Worksheet) (Book work)	Chapter checkup Pg. 69 & keeping in touch
	Mental Maths Explanation & C. W. - Pg. 72 Use your skills Explanation & C. W. - Pg. 73	
	Mathspeak - Pg. No. 58, 59, 60 & 64 to be discussed.	
	Maths Lab Activity & STEAM Connect Pg. No. 71 (to be explained) & to be done as H. W.	
	Subtraction on Number Line will be done in the Learner's Comate.	
	Learner's Comate - Assignment - 3 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.3 to be discussed in class.	
	Maths Practical- 2 : Subtraction within 20 (Pg. 71 Part-1) to be done in practical sheet using bindi. (Things will be provided by the school).	
	Jodo Gyan Activities - Dibba khali, Lali ki thali (square pieces) TLM - Abacus, Ganit mala, Number line board, Rajma seeds. Jodo Gyan TLM - Balls in two boxes, Numeral dice, Rangometry.	

Month	Contents	
	Number Sense (Number combinations, Count on)	
	Jodo Gyan Activities - Kyari activity (triangular pieces), Hide and tell (in 10 & 20), Ghar chalo	
	Jodo Gyan TLM - Rangometry, Sliding card, Ghar chalo.	
	Khan Academy Assignments	
	<ul style="list-style-type: none"> • Introduction of Subtraction • Subtraction within 20 • Word problems of addition and subtraction • Subtraction without regrouping • Maths Practical No. 2 (To be done in Practical file) 	
	Chapter 4 : Shapes and Patterns (New Enjoying Mathematics-1 Part-1)	
	Theme of the chapter - The Play Gym	(No. of iBLD-1)
	Vocabulary Review (Pg. No. 83) - square, triangle, circle, oval, rectangle, shape, size, curved line, straight line, pattern, next, slide, roll	
	Maths game - Pg. 75 (Play shape) Book Work	
	C. W.	H. W.
	a) Looking Back Pg.74 (Book work)	
	b) Same shape and size - Explanation & C. W. Pg. 75 & 76 (Book work)	Pg. 76 (Activity) Book Work
	c) Straight lines and Curved line - Explanation & C. W. Pg. 77 (Book work) (including Challenge)	Pg. 77 (draw over Rangoli) (Try This)
	d) Some More Shapes - Pg. 78 (bottom) (Book work) Pg. 80 (Challenge), Explanation & C. W. Pg. 80 (project)	Pg. 78(draw shapes with objects) and match the shapes Pg. 79 (colour the objects) Book Work
	e) Patterns - Explanation & C. W. Pg. 81 (including Challenge) (Book work) Notebook Work - Extra notebook work will be done on shapes (Worksheets can be provided to children) Q - Draw the following shapes. e.g. - Triangle Q - Write the name of the following shape. e.g. <input type="text"/>	Pg. 82 (including Project) (Book work)

Month	Contents	
	C. W.	H. W.
	g) Pg. 86 (Put on your thinking cap)	f) Chapter Check Up - Pg. 83 & Keeping in touch Pg. 84 (Worksheet) (Book work)
	Maths Lab Activity, Maths & Movement - Pg. 85 (to be explained) and C. W. Activity	
	Mathspeak - Pg. 78 to be discussed.	
	Materials Required - Textbook, notebook, coins, and plates.	
	Learner's Comate - Assignment - 4 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No. 4 to be discussed in class.	
	Tables 0 to 5 (orals)	
	Jodo Gyan Activities - Mixed mithai, Free play, Patterns.	
	Jodo Gyan TLM - Aakar parivar, Rangometry.	
	AIL Activity (Art Integrated Learning) Teacher will show different types of masks of Arunachal Pradesh and discuss about it. Teacher will ask the students make a mask of any shape. <div style="text-align: center;">  </div>	
	Khan Academy Assignments Geometry – Shapes and Patterns	
September 22 days	Chapter-5 Numbers Up to 100 (New Enjoying Mathematics-1 Part-1)	
	Theme of the chapter - Ant to Elephant (No. of iBLD-1)	
	Vocabulary Review (Pg. No. 101)- place, tens, ones, increasing order, decreasing order, counting in jumps, rearrange, value, number name, count in 2s, count in 5s, count in 10s.	
	Maths game - Number flash cards up to 100 will be given to each child. Teacher calls out any one number for example 46. the child holding the number will come out and stand. The child having the number after and before this will come out and stand along with the first child and the rest of the student will speak out the spellings of all the three numbers.	
	Play a game - Pg. No. 93	
	C. W.	H. W.
	a) Using what you know - Explanation & C. W. - Pg. 87 (Book work)	
	b) Counting in tens - Explanation & C. W. - Pg. 88, 89, 90 (Book work) (including challenge)	Pg. 92 (Book work)

Month	Contents	
	C. W.	H. W.
	c) Number names - Explanation & C. W. - Pg. 91, 93, 95 (Top) (Book work)	Pg. 93 (Project) Pg. 94 (HHW) Pg. 95 (Match the following)
	d) Numbers - before, after, between & comparing numbers Explanation & C. W. - Pg. 96 (including Challenge), Pg. 97 (top) (Book work)	Pg. No. 96 (colour the box) Pg. 97 (count back to fill in)
	e) Counting in Jumps Explanation & C. W. - Pg. 98 (Book work)	Pg. 99 (Book work)
	f) Ten More Ten Less Explanation & C. W. - Pg. 100	
	Notebook work - Extra exercise will be done in the notebook. Eg. - Count in 3's i) 20 - <u>23</u> , <u>26</u> , <u>29</u> , <u>32</u> ii) 25 - <u>28</u> , <u>31</u> , <u>34</u> , <u>37</u>	Chapter check up - & keeping in touch Pg. 101 Worksheet - Pg. 102
	Maths & Movement Pg. No. 103 (to be explained) & to be done as C. W. activity	
	Mental Maths- C. W. (Pg. 104) (Book work)	
	Maths Practical - 3 - Comparing numbers (Pg. 103 Part-1) to be done in the practical sheet, do it as an individual activity) (Things will be provided by the school).	
	Mathspeak - Pg. 92, 96 & 100 to be discussed.	
	Learner's Comate - Assignment - 5 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.5 to be discussed in class.	
	Jodo Gyan Activities - Stop activity, Clip-I : Quantity sense, Dhak ke dekho, Chit activity, Word problems (based on number combinations & doubling), Sajana Rangbirangi.	
	TLM - Place value cards, Abacus, Flash cards, Number charts.	
	Jodo Gyan TLM - Ganitmala (Big), Rangometry.	
	Khan Academy Assignments <ul style="list-style-type: none"> • Number From 1 to 100 – Counting Numbers To 100 • Place Value • Comparing Two digits Numbers • Revision of Comparing Two Digits numbers • Numbers from 1 to 100- Quiz 1 • Numbers from 1 to 100- Quiz 2 • Numbers from 1 to 100 – Unit Test • Math practical No. 3 (To be done in practical file) 	

Month	Contents
	Roman Numerals (Additional Topic) (Comate) (No. of iBLD-1)
	Learner's Comate - Assignment - 6 + Fast Track + Mental Maths, Revision Sheet and Mixed Bag (Revisional Assignment)
	Enrichment Booklet- Maths Enrichment Sheet No.6 to be discussed in class.
	Tables 0 to 5 (orals)
	Dussehra Vacation Holiday Home Work * Logical Reasoning Enrichment sheet to be done in Enrichment Booklet.
	REVISION + C. W. Assignment
	HOLIDAY HOMEWORK (Summer Vacation) 1. Book Work Part-1 Pg. 9 & 94 2. Learn and write tables from 0 to 5 in your C. W. Note Book. 3. Maths About Me Assignment to be done in Learner's Comate 4. Write 0 to 150 (in figures) to be done in Learner's Comate.

ANNUAL TERM

Sl. No.	Name of the chapter		No. of iBLD
1	Adding Greater Numbers	Part-1	1
2	Subtracting Greater Numbers	Part-2	1
3	Measurement	Part-2	1
4	Time	Part-2	1
5	Money	Part-2	1
6	Data	Part-2	1
7	Multiplication Readiness	Part-2	1

Month	Contents
October 18 days	Note book work : Write 0 to 150 (in figures)
	Chapter-6 Adding Greater Numbers (New Enjoying Mathematics-1 Part 1)
	Theme of the chapter - Getting from here to there (No. of iBLD-1)
	Vocabulary Review (Pg. No. 112)- count forward, number strip, 1-digit number, 2-digit number, doubles addition facts, add to, addition fact, correct place.
	C. W.
	H. W.
	a) Using what you know Explanation & C.W.-Pg.105(Book work)
	b) Addition Explanation & C. W. - Pg. 106 (including T.T.) Pg.107 Add by counting counting (first row), Solve using number line (first row) (Book work)
	c) More Addition Explanation & C.W.-Pg.108,109(try this) Pg.110 Ex.6A(Q.1(a-e),2(a-e), 3(a-e))& Pg. 111(Book work)
	Pg.107 Add by counting (2 nd row) Pg. 107 Solve using number line (2 nd row) (Book Work)
	Pg. 110 Ex.6A (Q. 1(f-h), 2(f-h) 3(f-h)) Pg. 112 Chapter Check Up & Keeping in Touch Worksheet- Pg. 113 (B. W.)
	Use Your Skills : Pg. No. 115
	Maths Practical-1 Addition of 2-digit Numbers (Pg. 114) to be done in the practical sheet, use bindis in place of rajma seeds. Do it as an individual activity. (Things will be provided by the school).
	Mathspeak - Pg. 105 & 108 to be discussed.
	Steam Connect- Pg. 114 to be discussed.
	Learner's Comate - Assignment - 1 + Fast Track + Mental Maths
	Enrichment Booklet -Maths Enrichment Sheet No.7 to be discussed in class.
	Jodo Gyan Activities - 100 Rang ki khoj, Word problems (based on number combinations & doubling)
	TLM - Abacus, Rajma seeds.

Month	Contents										
	Jodo Gyan TLM - 100 Rang ki khoj. Number Sense (Number combinations, Quantity and Order sense) Jodo Gyan Activities - Magic game, Clip-I : Quantity sense, Clip-II : Quantity & order sense Jodo Gyan TLM - Dodecahedron, Ganitmala (Big), Ganitmala (small) Khan Academy Assignments • Introduction of Adding Greater numbers • Adding without Regrouping-Breaking apart Two Digits addition Problems • Revision • Math Practical No. 1 (To be done in practical file)										
November 24 days	Chapter-7 Subtracting Greater Numbers (New Enjoying Mathematics-1 Part-2) Theme of the chapter - Tell Me a Story (No. of iBLD-1) Vocabulary Review (Pg. No. 16) - count back, addition fact, 1-digit number, 2-digit number, number strip, number facts, correct place, doubles addition facts <table> <tr> <th>C. W.</th><th>H. W.</th></tr> <tr> <td> a) Using what you know Explanation & C. W. - Pg. 7 & 8 (including Challenge) (Book work) </td><td></td></tr> <tr> <td> b) Subtraction Explanation & C. W. - Pg. 9 (including try this), Pg. 10 (1st exercises) </td><td>Pg. No. 10 (2nd exercises)</td></tr> <tr> <td> c) More Subtraction Explanation & C. W.- Pg. 11 & 12 (including try this), Pg. 11 (Challenge), Pg. 13 Ex. 7A- (Q. 1(a-e), 2(a-e), 3(a-e)) </td><td>Pg. No. 13 Ex. 7A - (Q. 1(f-h), 2(f-h), 3(f-h))</td></tr> <tr> <td> d) Story Sums Explanation & C. W. - Pg. 14, 15 Mental Maths - Pg. 18 (Book work) </td><td> Chapter Check Up - Pg. 16 & Keeping in Touch Worksheet- Pg.17 (Book work) </td></tr> </table> Mathspeak - Pg. 7 to be discussed Learner's Comate - Assignment - 2 + Fast Track + Mental Maths Enrichment Booklet - Maths Enrichment Sheet No.8 to be discussed in class. Jodo Gyan Activities - Lali ki thali (Square pieces), 100 Rang ki khoj, Word Problems (near doubles and halving, number combinations) TLM - Abacus, Rajma seeds, Subtraction card. Jodo Gyan TLM - Rangometry, 100 Rang ki khoj. Number Sense (Comparison & Structured Counting) Jodo Gyan Activities - Clip-III : Numeral Recognition, Ganitmala pair game with dice. Jodo Gyan TLM - Ganitmala (Big) & Maan cards, Ganitmala (small) & Dice (small for each group/pair)	C. W.	H. W.	a) Using what you know Explanation & C. W. - Pg. 7 & 8 (including Challenge) (Book work)		b) Subtraction Explanation & C. W. - Pg. 9 (including try this), Pg. 10 (1 st exercises)	Pg. No. 10 (2 nd exercises)	c) More Subtraction Explanation & C. W.- Pg. 11 & 12 (including try this), Pg. 11 (Challenge), Pg. 13 Ex. 7A- (Q. 1(a-e), 2(a-e), 3(a-e))	Pg. No. 13 Ex. 7A - (Q. 1(f-h), 2(f-h), 3(f-h))	d) Story Sums Explanation & C. W. - Pg. 14, 15 Mental Maths - Pg. 18 (Book work)	Chapter Check Up - Pg. 16 & Keeping in Touch Worksheet- Pg.17 (Book work)
C. W.	H. W.										
a) Using what you know Explanation & C. W. - Pg. 7 & 8 (including Challenge) (Book work)											
b) Subtraction Explanation & C. W. - Pg. 9 (including try this), Pg. 10 (1 st exercises)	Pg. No. 10 (2 nd exercises)										
c) More Subtraction Explanation & C. W.- Pg. 11 & 12 (including try this), Pg. 11 (Challenge), Pg. 13 Ex. 7A- (Q. 1(a-e), 2(a-e), 3(a-e))	Pg. No. 13 Ex. 7A - (Q. 1(f-h), 2(f-h), 3(f-h))										
d) Story Sums Explanation & C. W. - Pg. 14, 15 Mental Maths - Pg. 18 (Book work)	Chapter Check Up - Pg. 16 & Keeping in Touch Worksheet- Pg.17 (Book work)										

Month	Contents	
	<div>Khan Academy Assignments</div> <div><div>·Introduction Of Subtracting Greater Number</div><div>·Subtracting Without Regrouping</div><div>·Word problems with “More and Fewer”</div><div>·Revision(subtracting Greater number)</div><div>·Addition and Subtraction - Quiz 1</div><div>·Addition and Subtraction Without Regrouping – Quiz 2</div><div>·Addition and Subtraction without Regrouping – Unit Test</div></div>	
December 25 days	Chapter - 8 : Measurement (New Enjoying Mathematics-1 Part-2)	
	Theme of the chapter - I Am Special! (No. of iBLD-1)	
	Vocabulary Review (Pg. No. 28)- longest, shortest, arm span, foot span, pace, hand span, length, measure, heavier, lighter, weight, holds more, holds less	
	Activity - Have a collection of packets or boxes of different sizes, shapes and weight. Put things in them ensuring that there is no connection between size and weight (some smaller packets should be heavier than some larger ones). Students may be given any three packets at a time and asked to arrange them from heaviest to lightest and vice versa.	
	C. W.	H. W.
		Looking back Pg. 19 (HHW) (Book work)
	a) How Long ? (Measuring length) Explanation & C. W. - Pg. 20 & 21 (including Try This), Pg. 22 (Book work)	
	b) How Tall ? Explanation and C.W. Pg. 23 (Book work) (Try This will be done as a Practical)	
	c) How heavy ? (Measuring weight) Explanation and C.W. - Pg. 24 (Book work)	d) How much does it weigh? Pg. 25
	e) How much does it hold? Explanation and C. W. - Pg. 26 & 27 (including Try This) Pg. 31 - Put on your thinking cap!	Pg. 26 (Project) HHW Chapter Check Up & Keeping in touch- Pg. 28 (Book work)
	Worksheet - Pg. 29 (do it your self) (Book work)	
Maths Practical - 2 Measurement (Pg. 23) to be done in practical sheet. (Things will be provided by the school).		
Mathspeak -Pg. 20, 22 & 24 to be discussed.		

Month	Contents	
	Maths Lab Activity & STEAM Connect (Pg. 30 - to be explained) things will be provided and done as C. W. Activity	
	Learner's Comate - Assignment - 3 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.9 to be discussed in class.	
	Jodo Gyan Activities - Kamra naapna, Idhar se udhar tak/Dhak ke dekho.	
	TLM - Measuring scale, Measuring vessel, Weighing balance.	
	Jodo Gyan TLM - Rangometry (pieces of anyone shape)	
	Number Sense (Visualising number relationships)	
	Jodo Gyan Activities - Clip-IV : Numeral with Quantity, Stop activity with Blue cards, Introduction to '0', 100 Rang ki khoj, Word problems (numbers upto 100)	
	Jodo Gyan TLM - Ganitmala (Big) & Blue cards, 100 Rang ki khoj.	
	Khan Academy Assignments <ul style="list-style-type: none"> • Introduction of Measurement • Geometry and Measurement- length and size • Geometry and Measurement - Unit Test • Math practical no 2 (To be done in practical File) 	
	Chapter 9 : Time (New Enjoying Mathematics-1 Part-2)	
	Theme of the chapter - Birthday Party! (No. of iBLD-1)	
	Vocabulary Review (Pg. No. 39) - time, o'clock, long hand, short hand, hour hand, minute hand, clock face, days of the week	
	Maths Game - Make 2 sets of cards with days of the week. Shuffle and keep them between 2 students who will take turns to open the card and placing them in order. The cards that are picked and do not fit the order are put at the bottom of the pile. (Teacher's tip Pg. 37)	
	C. W.	H. W.
	a) Reading Time Explanation & C. W. - Pg. 33 (including Try This & Challenge), Pg. 34 & 35(B.W.)	Looking Back Pg. 32 (B. W.)
	b) Explanation & C. W. - Pg. 36 EX. 9A - Q. 1, 2 & 3	
	c) Days of the week Explanation - Pg. 37 (Book work) Explanation and C. W. - Pg. 38 Ex. 9B - (Q. 1 & 2)	Pg. 37 (Book work) (Project) HHW Pg. 38 (Q. 3) (Project)

Month	Contents	
	C. W.	H. W.
	Pg. 41 Use Your Skills	Chapter Check Up - Pg. 39 (B. W.) & Keeping in touch Worksheet - Pg. 40(B. W.)
	Notebook Work - Days of a week and months of a year. Eg. - Q.1. How many days are there in a week? Name them. Ans. :- There are seven days in a week. 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday Q.2. How many months are there in a year? Name them. Ans. :- There are 12 months in a year. 1. January 5. May 9. September 2. February 6. June 10. October 3. March 7. July 11. November 4. April 8. August 12. December	
	* Extra exercises to be done in the learner's comate.	
	Mathspeak - Pg. 32, 33, 36 & 37 to be discussed.	
	Maths Practical-3 Reading time (Self made) to be done in practical sheet. (Things will be provided by the school).	
	Learner's Comate - Assignment - 4 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.10 to be discussed in class.	
	TLM - Calendar & Clock	
	Chapter 10 : Money (New Enjoying Mathematics-1 Part-2)	
January 23 days	Theme of the chapter - Going Shopping (No. of iBLD-1)	
	Vocabulary Review (Pg. No. 47) -rupees, paise, coins, notes, is the same as, counting in jumps, price, value, amount	
	Maths Game - Set up a small "grocery store" in a class, let each item have a price tag. Give the children toy money and let them add up the values to form the correct sum to buy.(Pg. 42)	

Month	Contents	
	C. W.	H. W.
	a) Identifying Money Explanation & C. W. - Pg. 42 (including try this), 43, 44, 45 (challenge) Pg. 46 (Bottom)	Pg. No.46 (Book work) (Top)
	Worksheet - Pg. 48 Mental Maths - Pg. 49 (B. W.)	Chapter Check Up - Pg. 47 & Keeping in touch (B. W.)
	Mathspeak - Pg 46 to be discussed	
	Maths and Art- Pg. No. 43 (to be explained) to be given as H. W.	
	Learner's Comate - Assignment - 5 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.11 to be discussed in class.	
	TLM - Rupees and Coins.	
	Chapter - 11 : Data (New Enjoying Mathematics-1 Part-2)	
	Theme of the chapter - Fun at the Park (No. of iBLD-1)	
	Vocabulary Review (Pg. No. 53) - list, most fewest, more than, fewer than, count	
	Maths Game - Pg. 51 (Project) (Book work)	
	C. W.	H. W.
	Explanation & C. W. - Pg. 50 & 51 (Book work) (including project) Pg.52,54(Put on your thinking cap)	Chapter Check Up - Pg. 53 & keeping in touch (B.W.)
	Mathspeak- Pg 51 to be discussed	
	Learner's Comate - Assignment - 6 + Fast Track + Mental Maths	
	Enrichment Booklet - Maths Enrichment Sheet No.12 to be discussed in class.	
	Jodo Gyan Activities - Aaj hamari class mein kitne bacche hai (Daily), Make and Count & Record in table. Jodo Gyan TLM - Calendar Number Patti, Rangometry.	
	Khan Academy Assignments <ul style="list-style-type: none"> • Smart Charts- Picture graphs • Smarts Charts - Solve problems with picture graphs • Smart Charts - Making Picture graphs and line plots • Smart Charts – Make Picture Graph – Exercise • Customized assignments as per the need of Individual Students 	
February + March 21+22=43 days	Chapter-12 Multiplication Readiness (New Enjoying Mathematics-1 Part-2)	
	Theme of the chapter - Food We Eat (No. of iBLD-1)	

Month	Contents								
	<p>Vocabulary Review (Pg. No. 60)- groups, repeated addition, equal groups, times, same, in all</p>								
	<p>Maths Game - The game of buzz will be played. Suppose the child is working on the 5 times table, this is how it goes.</p> <p>Child one says 1, child two says 2, child three says 3, child four says 4, child five does not say 5 but says 'buzz' instead. Similarly, the other children say the number from 6 to 9, but the child 10 says 'buzz' instead of 10. A child who misses same buzz and say the number itself is out of the game.</p>								
	<table> <tr> <th>C. W.</th><th>H. W.</th></tr> <tr> <td>Explanation & C. W. Pg. 55, 56,57,59 (Book work)</td><td>H. W. - Pg. 58 (Book work)</td></tr> <tr> <td>Worksheet - Pg. 61 (do it yourself) (Book work)</td><td>Chapter Check Up - Pg. 60 & keeping in touch (Book work)</td></tr> <tr> <td>Mental Maths - Pg. 63 (Book work)</td><td>Use your skills - Pg. 64 (Book work)</td></tr> </table>	C. W.	H. W.	Explanation & C. W. Pg. 55, 56,57,59 (Book work)	H. W. - Pg. 58 (Book work)	Worksheet - Pg. 61 (do it yourself) (Book work)	Chapter Check Up - Pg. 60 & keeping in touch (Book work)	Mental Maths - Pg. 63 (Book work)	Use your skills - Pg. 64 (Book work)
C. W.	H. W.								
Explanation & C. W. Pg. 55, 56,57,59 (Book work)	H. W. - Pg. 58 (Book work)								
Worksheet - Pg. 61 (do it yourself) (Book work)	Chapter Check Up - Pg. 60 & keeping in touch (Book work)								
Mental Maths - Pg. 63 (Book work)	Use your skills - Pg. 64 (Book work)								
	Mathspeak - Pg 59 to be discussed								
	Maths lab activity & Maths and Arts - Pg 62 to be explained								
	Learner's Comate - Assignment-7 + Fast Track + Mental Maths Revision Sheet and Mixed Bag (Revisional Assignment)								
	Enrichment Booklet - Maths Enrichment Sheet No.13 to be discussed in class.								
	Jodo Gyan Activities - Skip counting, Making groups, Bol bhai kitne - game for grouping, Ganit mala clip IV, Taming the table.								
	TLM - Beads in the bowl, Rajma seeds in Ice-tray.								
	Jodo Gyan TLM - Ganitmala (Big), Jodo blocks.								
	Number Sense (Visualising number relationships)								
	Jodo Gyan Activities - Ganitmala (Clip-IV) revisiting, Empty number line location, Guess my number. Word problems (numbers upto 100)								
	Jodo Gyan TLM - Ganitmala (Big) & Blue cards.								
	Note - Aaj humari class main kitne bacche? (Daily)								

Month	Contents
	Maths Walk based on the poster will be done in the Learner's Comate. (Pg. 66 & 67 to be explained in class)
	REVISION + C. W. Assignment
	<u>HOLIDAY HOMEWORK (Winter Vacation)</u> 1. Looking Back Pg. 19 (Book Work) (Part-2) 2. Project Pg. 26 & 37 (Book Work) (Part-2) 3. Learn and write tables from 0 to 5 in your C. W. Note Book. 4. Write 0 to 150 (in figures) in Learner's Comate.

ENVIRONMENTAL STUDIES

Friends of the Earth (Part 1 & 2)

Note:-

1. One single lined activity note book is to be maintained during the session in which children are expected to do New Words, Dictation and all the activities of the book C.W., H. W. & HHW) **(subjected for correction and Assessment)**
2. **New words** will be discussed in the class and will be written in the activity notebook.
3. Children are supposed to **learn & understand** the new words from the syllabus. It will be tested for spelling check in Dictation after completion of every chapter and in the Unit Test. Unit Test will be of 25 marks. The bifurcation for the same is Written 17.5 + 2.5 Dictation and 5 marks for Activity Notebook. Ev. S. Activity Notebook should be brought to school on the day of Ev. S. Unit Test.
4. **Homework index** will be attached on the first page of the book.
5. **e-content & Web Links** given in the book will be shown related to the topic to provide additional information to the students.
6. **Science Experiment** Sheets based on STEM has been given in Learner's Comate. The world today demands a harmonious blend of scientific temperament and artistic view point. Focusing on enhancing students interest towards Science, Technology, Engineering, Arts & Mathematics, we have designed 'Early Engineering Assignment Sheets' where the students learn through 'Learning by Doing Method'. **(Subjected for Correction)**
7. **Conversation corner** assignments to be done in Learner's Comate (subjected to correction).
8. **Learner's Comate** to be done along with the lessons (subjected to corrections) & will be tested in Unit Tests.
9. Few topics from Ev.S. text book '**Friends of the Earth**' are related to Craft Work. This is an **interdisciplinary approach** where the Craft and Ev.S. teachers will coordinate for better understanding. Few photographs (3-4) will be sent on **parents e-mail id/whatsapp number** after every activity.
10. **Integrated Craft** items made by the children will be displayed during the PTM/CPTD.
11. The following assignments are given in the Learner's Comate. Students are expected to do them as per the instructions given.
 - (a) **Sikh Gurus Assignment**
 - (b) **Geeta Week Assignment**
 - (c) **My City Week**
 - (d) **Journey of Earth around the Sun** (Sunrise/Sunset record sheet)

Purpose - To record and keep a track of sunrise and sunset times and analyze the changing pattern of season.

 - An assignment - 'Journey of Earth Around The Sun' is given in L.C. to record the sunrise and sunset time and related terms.
 - Students will fill the table once in a month according to the dates mentioned in sheet which will be checked by the subject teacher.
 - Discussion to be done by the teacher to make children understand the pattern of observation

taken and concept of Sunrise/Sunset/Day-length.

- Children will answer the questions given in the assignment at the end of the month January which is subjected to correction.
- In case student is out of station during summer/winter vacations or for any other reason on mentioned date in assignment, student will record the Sunrise/Sunset times of that place and fill the data in Learners comate when he/she comes back.
- Note to Parents - Your child will need your assistance to record & keep a track of Sunrise & Sunset times.

Asynchronous Tasks

Topic wise **Asynchronous tasks** in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do on their own, back home, as instructed by the respective teachers to enhance their conceptual/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers; so it is important to go through them regularly.

Virtual Escape Room - Links of Escape Room of all the chapters will be shared in Google Classroom (G-Suite) for revising the concepts.

Pronunciation Lab - Links of recording (Audio/video) of Pronunciation Lab of all the chapters will be shared in Google Classroom (G-Suite) to practice the correct Pronunciation of difficult words.

Month	Contents		
	HALF YEARLY		
	Sl. No.	Name of the Chapter	No of iBLD
	1	About Me	1
	2	My Body	1
	3	My Family	1
	4	My Neighbourhood	1
	5	My School	1
	6	Houses	1
	7	Our Festivals	1
	8	Our Food	1
	9	Our Clothes	1

Month	Contents		
Apr+May 23+9 = 32 Days	Chapter 1 :	About Me (Part-1)	No. of iBLD-1
	New Words :	1. family 2. toddler 3. friends 4. different 5. dislike 6. favourite	
	Text Book :	Classroom explanation and discussion Pgs. 9-12 which also includes-Pg. 9 Let us Begin, Pg. 11-As a Matter of Fact, Pg. 12- Word Meanings, Mind Map, Let us Remember & Pg. 14 Let us have fun, Let us think & Let us value	
	Book Work :	CW - Pg. 9 Who am I ?	
	(Subjected for	HW - Pg. 10 Let me show....	
	Correction)	CW - Pg. 11 Things I like	
		CW - Pg. 12 Things I dislike	
		CW - Pg. 13 (A) Tick (✓) the correct answer	
		CW - Pg. 13 (B) Complete the sentences	
		HW - Pg. 13 (C) Fill in your details on identity	
	Activities :	CW - Pg. 14 Let us have fun - to be done in the book HW - Pg. 9 Let us begin to be done in the Activity Notebook	
	Learner's Comate :	Worksheet on About Me	
	TLM :	Toys, Mirror, Pg. 11 Web Link & e-content	
	Chapter 2 :	My Body (Part-1)	No. of iBLD-1
	Art Integrated Project (AIP) :	Refer to Craft Work (Uses of Sense Organs)	
	New Words :	1. shoulder 2. stomach 3. knee 4. knuckles 5. teeth 6. healthy 7. sense	
	Text Book :	Classroom explanation and discussion Pgs. 15 -19 which also includes - Pg. 15 Let us Begin, Pg. 16 - As a Matter of Fact, Pg. 17- Take a Break, Pg. 19- Word Meanings, Mind Map, Let us Remember, Pg. 22 Let us have fun, Let us think & Let us value	
	Book Work :	CW - Pg. 20 (A) Choose the correct answer	
	(Subjected for	HW - Pg. 20 (B) Draw the Sense Organ....	
	Correction)	CW - Pg. 21 (C) Answer these questions to be done in the LC	
		CW - Pg. 21 Match the following	
		CW - Pg. 21 Search the names of body parts....	
	Activities :	HW - Pg. 15 Let us begin to be done in the Activity Notebook	

Month	Contents
	<p>HW - Pg. 22 Let us have fun to be done in the book</p> <p>Learner's Comate : Worksheet on My Body, Pg. 21 Question & Ans.</p> <p>TLM : Flash Cards Chart of Body Parts, Hygiene Kit, & Web Link</p> <hr/> <p>Chapter 3 : My Family (Part-1) No. of iBLD-1</p> <p>New Words : 1. people 2. cousins 3. joint 4. single 5. members 6. vacations 7. celebrate 8. sibling</p> <p>Text Book : Classroom explanation and discussion Pgs. 23 - 29 which also includes -Pg. 23 Let us Begin, Pgs. 24 & 28 Take a Break, Pg. 27 - As a Matter, Pg. 29 - Word Meanings, Mind Map, Let us Remember & Pg. 31 Let us have fun, Let us think & Let us value</p> <p>Book Work : HW - Pg. 23 Let us begin to be given before starting the chapter. (Subjected for Correction) HW - Pg. 24 Take a break HW - Pg. 25 Fill in the blanks CW - Pg. 28 Complete the table CW - Pg. 30 (A) Choose the correct answer CW - Pg. 30 (B) Write (T) for True.... CW - Pg. 30 (C) Answer the following questions to be done in the LC CW - Pg. 30 (D) Tell us about your family</p> <p>Activity : CW - Pg. 31 Let us have fun & Let us value to be done in the book</p> <p>Learner's Comate : Worksheet on My Family</p> <p>TLM : Flash Cards on Family Tree, Pg. 26 - Web Link & e-content</p> <hr/> <p>Science Experiment Based on STEM : Solid, Liquid and Gas demonstration to develop the concept of Solid, Liquid and Gas</p> <hr/>
June+July 5+27= 32Days	<p>Chapter 4 : My Neighbourhood (Part-1) No. of iBLD-1</p> <p>New Words : 1. neighbours 2. grocery 3. autorickshaw 4. uniform 5. hospital 6. station 7. engines</p> <p>Text Book : Classroom explanation and discussion Pgs. 32 - 36 which also includes - Pg. 32 Let us Begin, Pg. 33 - Take a Break & As a Matter of Fact, Pg. 34 - As a Matter of Fact, Pg. 35- Take a Break, Word Meanings, Mind Map, Pg. 36 - Let us Remember & Pg. 38 - Let us have fun, Let us think & Let us value</p>

Month	Contents
	<p>Book Work : CW - Pg. 32 Let us begin (Subjected for CW - Pg. 33 Take a break Correction) HW - Pg. 35 Take a break (discussion to be done in the class) CW - Pg. 36 (A) Unjumble the letters CW - Pg. 36 (B) Answer these questions to be done in LC HW - Pg. 37 (C) Match the following</p> <p>Activity : HW - Pg. 38 Let us have fun to be done in the Activity Notebook</p> <p>Learner's Comate : Worksheet on My Neighbourhood</p> <p>TLM : E-content, Flash cards of neighbourhood places, Web Link</p> <hr/> <p>Chapter 5 : My School (Part-1) No. of iBLD-1</p> <p>New Words : 1. paint 2. playground 3. learn 4. swings 5. slides 6. principal 7. dustbin</p> <p>Text Book : Classroom explanation and discussion Pgs. 39 - 43 which also includes - Pg. 39 Let us Begin, Pg. 40 - As a Matter of Fact, Pg.41- Take a Break, Pg. 42- Take a Break & Word Meanings, Pg. 43- Mind Map, Let us Remember & Pg. 45 Let us think & Let us value, Pg. 46 - Let us have fun</p> <p>Book Work : CW - Pg. 39 Let us begin discussion to be done in the (Subjected for class Correction) CW - Pgs. 41 & 42 Take a break CW - Pg. 43 (A) Choose the correct answer CW - Pg. 44 (B) What things will you... CW - Pg. 45 (C) Answer in one word CW - Pg. 45 (D) Answer these questions to be done in LC</p> <p>Activity : CW - Pg. 46 Let us have fun Group Activity</p> <p>Learner's Comate : • Worksheet on My School • Assignment on Sikh Gurus and their teaching, not subjected to Unit Test</p> <p>TLM : Flash Cards of Action Words, Pg. 42 Web Link & e-content</p> <hr/> <p>Science Experiments Based on Stem: Mixing Colour (Melt Coloured Ice Cubes to make new colour). To be done in LC</p>

Month	Contents
	<p>Chapter 6 : Houses (Part-1) No. of iBLD-1</p> <p>New Words : 1. heat 2. storm 3. thieves 4. building 5. bungalow 6. balconies 7. germs 8. guests</p> <p>Text Book : Classroom explanation and discussion Pgs. 47-50 which also includes - Pg. 47 Let us Begin & Take a Break, Pg. 49 Take a Break, Pg. 50 - Word Meanings, Mind Map & Let us Remember , Pg. 52 Let us have fun, Let us think & Let us value</p> <p>Book Work : HW - Pg. 47 Let us begin (Subjected for Correction) HW - Pg. 47 Take a break CW - Pg. 49 Take a break CW - Pg. 51 (A) Circle the things.... CW - Pg. 51 (B) Match the following CW - Pg. 51 (C) Answer these questions to be done in LC</p> <p>Test Paper-1 : CW - Pg. 53 (A), (B) to be done in the book & (C) to be done in LC.</p> <p>Activity : HHW - Pg. 52 Let us have fun</p> <p>Learner's Comate : Worksheet on Houses</p> <p>TLM : Flash cards of different houses, Pg. 48 Web Link & e-content</p> <hr/> <p>Test Paper-1 : C.W. - Pg. 53 A & B to be done in book C.W. - Pg. 53 C to be done in Activity Notebook</p> <hr/> <p>Good Habits Pg. 54 & 55 only for discussion (not subjected for Unit Test & Class Work Assignment)</p>
August 24 Days	<p>Chapter 7 : Our Festivals (Part-1) No. of iBLD-1</p> <p>New Words : 1. festival 2. occasions 3. decorate 4. rangolis 5. mosque 6. national 7. hoist 8. patriotic 9. parade</p> <p>Text Book : Classroom explanation and discussion Pgs. 56 - 60 which also includes - Pg. 56 Let us Begin & Take a Break, Pg. 57 - As a Matter of Fact, Pg. 58- Take a Break, Pg. 59 - As a Matter of Fact, Word Meanings, Pg. 60 - Mind Map, Let us Remember & Pg. 62 Let us have fun, Let us think & Let us value</p> <p>Book Work : CW - Pg. 56 Let us begin (Subjected for Correction) HW - Pg. 56 & 58 Take a break CW - Pg. 60 (A) Draw anyone thing.... CW - Pg. 61 (B) Fill in the CW - Pg. 61 (C) Answer these questions to be done in LC</p>

Month	Contents
	<p>CW - Pg. 61 (D) Read the clues....</p> <p>Activity : HW - Pg. 62 Let us have fun students will make and stick in the Activity Notebook</p> <p>Learner's Comate: Worksheet on Our Festivals</p> <p>TLM : Flash cards of different festivals, Pg. 57 - Web Link & e-content, .</p> <hr/> <p>Chapter 8 : Our Food (Part-1) No. of iBLD-1</p> <p>Art Integrated Project (AIP) - Refer to Craft Work (Food from Plants and Animals)</p> <p>New Words : 1. energy 2. diseases 3. hungry 4. spices 5. meal 6. diet</p> <p>Text Book : Classroom explanation and discussion Pgs. 63 - 66 which also includes- Pg. 63 Let us Begin, Pg. 65 As a Matter of Fact, Pg. 66 - Take a Break, Word Meanings, Mind Map, Pg. 67 - Let us Remember & Pg. 68 - Let us have fun, Let us think & Let us value</p> <p>Book Work : CW - Pg. 63 Let us begin (Subjected for CW - Pg. 66 Take a break Correction) CW - Pg. 67 (A) Choose the correct Answer CW - Pg. 67 (B) Write (T) for True CW - Pg. 67 (C) Who am I ? CW - Pg. 68 (D) Answer these questions to be done in LC</p> <p>Activities : HW - Pg. 68 Let us have fun to be pasted in the Activity Notebook Food Pyramid (Group Activity) will be done in the class (Instructions are given in the LC)</p> <p>Learner's Comate : • Worksheet on Our Food • Worksheet on Bhagvad Gita</p> <p>TLM : Fruits and Vegetables, Flash Cards on Healthy and Junk Food & Pg. 64 Web Link</p> <hr/> <p>Introduction of Entrepreneurship - Know the product (small group activity)</p> <hr/> <p>Gallery Walk on Our Food</p> <hr/> <p>Science Experiment Based on STEM: What happened to potatoes when sliced ? To be done in LC</p>

Month	Contents
September 22 Days	Chapter 9 : Our Clothes (Part-1) No. of iBLD-1 Art Integrated Project (AIP) - Refer to Craft Work (Clothes for different seasons) New Words : 1. injuries 2. silkworms 3. seasons 4. clothes 5. comfortable 6. cotton 7. woollen 8. protect Text Book : Classroom explanation and discussion Pgs. 69 - 73 which also includes- Pg. 69 Let us Begin, Pg. 70 - Take a Break, As a Matter of Fact, Pg. 71 - Take a Break, Pg. 72 - Word Meanings, Mind Map, Pg. 73 - Let us Remember & Pg. 75 Let us have fun, Let us think & Let us value Book Work : CW - Pg. 69 Let us begin (Subjeected for HW - Pg. 70 Take a break Correction) HW - Pg. 71 Take a break to be pasted in the Activity Notebook CW - Pg. 73 (A) Take help from.... CW - Pg. 73 (B) Fill in the blanks..... CW - Pg. 74 (C) Complete the dialogues CW - Pg. 74 (D) Answer these questions to be done in LC CW - Pg. 74 (E) Colour the clothes.... CW - Pg. 75 Let us think Activity : HW - Pg. 75 Let us have fun to be done in the book Learner's Comate : Worksheet on Our Clothes TLM : Charts on Seasons, Season Clock, Flash Cards of Seasons and Clothes, Pg. 71 Web Link
	Science Experiment Based on STEM : Early Engineering Activity - Balloon Rocket (Individual Activity) to make children understand how real rockets work by making a balloon rocket. To be done in LC
	Revision & Class Work Assignment of Half Yearly
	HOLIDAY HOMEWORK (SUMMER VACATION)
	1. Let us have fun (Pg. No. 52)
	2. Do and Learn (Pg. No. 76 & 77)

Month	Contents			
	ANNUALS			
	Sl. No.	Name of the Chapter		No of iBLD
	1	Air		1
	2	Water		1
	3	In the Sky		1
	4	Weather and Seasons		1
	5	The Animal World		1
	6	World of Plants		1
	7	How We Travel		1
	8	Let us be Safe		1
	9	Safe Touch and Unsafe Touch		1
	October 18 Days	Chapter 10 : Air (Part-2)		
	New Words	: 1. breathe 2. air 3. yachts 4. breeze 5. wind 6. storm 7. damage 8. factories 9. polluted		
	Text Book	: Classroom explanation and discussion Pgs. 87-91 which also includes - Pg. 87 - Let us Begin, As a Matter of Fact, Pg. 88 - Take a Break, Pg. 89- Take a Break & As a Matter of Fact, Pg. 90- Word Meanings, Mind Map, Pg. 91 - Let us Remember & Pg. 92 Let us have fun, Let us think & Let us value		
	Book Work (Subjected for Correction)	: CW - Pg. 87 Let us begin HW - Pg. 88 Take a break CW - Pg. 89 Take a break CW - Pg. 91 (A) Choose the correct.... CW - Pg. 91 (B) Write (T) for True..... CW - Pg. 91 (C) Answer these questions to be done in LC		
	Activity	: HW - Pg. 92 Let us have fun		
	Learner's Comate	: Worksheet on Air		
	TLM	: Flash cards of different types of Air, Charts and Posters, Pg. 89 Web Link & e-content		

Month	Contents
November 24 Days	Chapter 11 : Water (Part-2) No. of iBLD-1
	New Words : 1. precious 2. crops 3. electricity 4. springs 5. oceans 6. underground 7. shower
	Text Book : Classroom explanation and discussion Pgs. 93 - 96 which also includes- Pg. 93 Let us Begin, Pg. 94- As a Matter of Fact, Pg. 95 - Take a Break, As a Matter of Fact, Pg.96 - Word Meanings, Mind Map, Let us Remember, Pg. 98- Let us have fun, Pg. 99- Let us think & Let us value
	Book Work : CW - Pg. 93 Let us begin (Subjected for HW - Pg. 95 Take a break Correction) CW - Pg. 97 (A) Choose the correct answer CW - Pg. 97 (B) Look at these pictures... CW - Pg. 97 (C) Spot the names of five sources.... CW - Pg. 97 (D) Answer these questions to be done in LC CW - Pg. 99 Let us think
	Activities : CW - Pg. 98 Let us have fun HW - Pg. 99 Let us value Paste pictures to show How to save water in Activity Notebook
	Learner's Comate : Worksheet on Water
	TLM : Flash cards of different source of Water, Charts, Posters, Pg. 94 Web Link & e-content
	Chapter 12 : In the Sky (Part-2) No. of iBLD-1
	Art Integrated Project (AIP) : Refer to Craft Work (Day and Night)
	New Words : 1. morning 2. evening 3. huge 4. brightly 5. weather 6. summer 7. winter
	Text Book : Classroom explanation and discussion Pgs. 100 -102 which also includes- Pg. 100 - Let us Begin, Pg. 101 - As a Matter of Fact, Take a Break, Pg. 102- As a Matter of Fact, Word Meanings, Mind Map, Let us Remember & Pg. 104 - Let us have fun, Let us think & Let us value
	Book Work : CW - Pg.100 Let us begin (Subjected for CW - Pg. 103 (A) Write (T) for True.... Correction) CW - Pg. 103 (B) Who am I ?

Month	Contents
	<p>CW - Pg.103 (C) Look at these pictures....</p> <p>Activity : HW - Pg.101 Take a break to be done in the Activity Notebook</p> <p>HHW - Pg. 104 Let us have fun to be done in the book</p> <p>Learner's Comate : Worksheet on In the Sky</p> <p>TLM : Flash cards of Sky, Charts, Posters, Pg. 101 Web Link & e-content</p> <p>Science Experiment Based on STEM : Early Engineering Activity - Airplanes and Aerodynamics (Individual Activity). To be done in LC To make children explore how planes fly upwards because of the lift created by the wings.</p>
December 25 Days	<p>Chapter 13 : Weather and Seasons (Part-2) No. of iBLD-1</p> <p>New Words : 1. cloudy 2. sunny 3. seasons 4. sunglasses 5. raincoats 6. umbrellas 7. mufflers</p> <p>Text Book : Classroom explanation and discussion Pgs. 105 - 109 which also includes - Pg. 105 Let us Begin, Pg. 106- As a Matter of Fact, Take a Break, Pg. 107 - Take a Break, Pg. 108 - As a Matter of Fact, Word Meanings, Pg. 109 - Mind Map, Let us Remember, Pg. 111 Let us have fun, Let us think & Let us value</p> <p>Book Work : CW - Pg. 105 Let us begin (Subjected for CW - Pg. 107 Take a break Correction) CW - Pg. 109 (A) Name the following CW - Pg. 110 (B) Answer these questions to be done in LC CW - Pg. 110 (C) Something is wrong in these.... CW - Pg. 110 (D) Choose the correct answer</p> <p>Activities : HW - Pg. 106 Take a break children will do the activity, click picture and paste in the Activity Notebook HHW - Pg. No. 111 Let us have fun to be done in the book</p> <p>Learner's Comate : Worksheet on Weather and Seasons</p> <p>TLM : Flash cards of different seasons, Pg. 106 Web Link & e-content</p> <p>Test Paper-2 : CW - Pg. 112 (A), (B) to be done in the book CW - Pg. 112 (C) Answer these questions to be done in Activity Notebook</p>

Month	Contents
	<p>Chapter 14 : The Animal World (Part-2) No. of iBLD-1</p> <p>Art Integrated Project (AIP) : Refer to Craft Work (Things we find on farm)</p> <p>New Words : 1. insects 2. wild 3. jungle 4. farm 5. animals 6. guard 7. domestic 8. plough 9. feathers 10. beaks</p> <p>Text Book : Classroom explanation and discussion Pgs.113 - 118 which also includes - Pg. 113- Let us Begin, Pg. 114 & 115 - Take a Break, Pg. 117 - As a Matter of Fact, Pg. 118- Word Meanings, Mind Map, Let us Remember, Pg. 120- Let us have fun, Let us think & Let us value</p> <p>Book Work : CW - Pg. 113 Let us begin (Subdued for CW - Pg. 114 & 115 Take a Break.... Correction) CW - Pg.118 (A) Choose the correct CW - Pg. 119 (B) Fill in the missing..... CW - Pg. 119 (C) Put the names of the CW - Pg. 119 (D) Answer these questions to be done in LC CW - Pg. 120 Let us think & Let us value</p> <p>Activity : CW - Pg. 120 Let us have fun to be done in the book</p> <p>Learner's Comate : Worksheet on The Animal World</p> <p>TLM : Charts and Posters, Flash cards of Farm, Pets and Wild Animals, Pg. 117 Web Link</p> <p>Gallery Walk on The Animal World</p>
January 23 Days	<p>Chapter 15 : World of Plants (Part-2) No. of iBLD-1</p> <p>New Words : 1. stems 2. shrubs 3. herbs 4. climbers 5. grapevine 6. creepers 7. medicines 8. shade</p> <p>Text Book : Classroom explanation and discussion Pgs. 121-125 which also includes - Pg. 121 - Let us Begin, Pg. 122 & 123 Take a Break, Pg. 124- As a Matter of Fact, Pg. 125 - Word Meanings, Mind Map, Let us Remember & Pg. 127 Let us have fun, Let us think & Let us value</p> <p>Book Work : CW - Pg. 121 Let us begin (Subdued for HW - Pg. 122 Take a break Impression to be stuck in the Correction) Activity Notebook.</p>

Month	Contents
	<p>CW - Pg. 126 (A) Write (T) for True.....</p> <p>CW - Pg. 126 (B) Label the different.....</p> <p>CW - Pg. 126 (C) Answer these questions to be done in LC</p> <p>CW - Pg. 127 (D) Tick the things</p> <p>Activity : HW - Pg. 123 Take a break</p> <p>HW - Pg. 127 Let us have fun to be done in the Activity Notebook</p> <p>Learner's Comate : Worksheet on World of Plants</p> <p>TLM : Charts of types of plants, Flash Cards of Plants, Real Plants, Pg. 121 Web Link</p> <hr/> <p>Science Experiment Based on STEM: Droppers - Absorbing Play (Group Activity) to make children explore the process of absorption. To be done in LC</p> <div style="border: 1px solid black; padding: 5px;"> <p>AIL Activity (Art Integrated Learning) :</p> <ol style="list-style-type: none"> Children will study different types of plants found in the state 'Arunachal Pradesh'. Children will be asked to draw or paste picture of things that people in Arunachal Pradesh use from plants. </div> <hr/> <p>Chapter 16 : How We Travel (Part-2) No. of iBLD-1</p> <p>Art Integrated Project (AIP) : Refer to Craft Work (Modes of Transport)</p> <p>New Words : 1. autorickshaw 2. transport 3. vehicles 4. land</p> <p>5. tracks 6. carriages 7. bullock 8. steamers</p> <p>9. helicopters</p> <p>Text Book : Classroom explanation and discussion Pgs. 128 - 131 which also includes - Pg. 128 Let us Begin, As a Matter of Fact, Pg. 129 Take a Break, Pg. 131 Word Meanings, Mind Map, Let us Remember, Pg. 133 Let us think, Pg. 134- Let us have fun & Let us value</p> <p>Book Work : CW - Pg. 128 Let us begin</p> <p>(Subjected for CW - Pg. 129 Take a break</p> <p>Correction) CW - Pg. 132 (A) Choose the correct....</p> <p> CW - Pg. 132 (B) Answer these questions to be done in LC</p> <p> CW - Pg. 132 (C) Who am I ?</p> <p> CW - Pg. 133 (D) Tick the correct....</p>

Month	Contents
	<p>Activities : HW - Pg. 134 Let us have fun to be done in the book HW - Pg. 134 Let us value to be done in the Activity Notebook</p> <p>Learner's Comate : Worksheet on How We Travel</p> <p>TLM : Flash cards of different types of transport, Pg. 130 Web Link & e-content,</p>
February+ March 21+22 = 43 Days	<p>Chapter 17 : Let us be Safe No. of iBLD-1</p> <p>New Words : 1. accidents 2. safety 3. playground 4. electric shock 5. wound 6. trip 7. cotton 8. first - aid bod</p> <p>Text Book : Classroom explanation and discussion Pgs. 135 - 138 which also includes - Pg. 135 Let us Begin, Pg. 136 As a Matter of Fact, Pg. 137 Take a Break, Pg. 138 Word Meanings, Mind Map, Pg. 139 Let us Remember, Pg.140 Let us think & Let us value, Pg. 141 - Let us have fun</p> <p>Book Work : CW - Pg. 135 Let us begin (Subjected for CW - Pg. 137 Take a break Correction) CW - Pg. 139 (A) Cross (x) the picture CW - Pg. 140 (B) Fill in the blanks CW - Pg.140 (c) these questions to be done in LC</p> <p>Activities : HW - Pg. 140 Let us value to be done in the book. HHW - Pg. 141 Let us have fun</p> <p>Learner's Comate : Worksheet on Let us be Safe</p> <p>TLM : Pg. 136 Web Link</p> <p>Chapter 18 : Safe Touch and Unsafe Touch No. of iBLD-1</p> <p>New Words : 1. private 2. body parts 3. safe touch 4. good touch 5. unhappy 6. unsafe touch 7. bad touch 8. permission</p> <p>Text Book : Classroom explanation and discussion Pgs. 142 - 145 which also includes - Pg. 142 Let us Begin, Pg. 143 & 144 Take a Break, Pg. 145 As a Matter of Fact, Word Meaning, Mind Map, Let us Remember & Pg. 148 Let us have fun, Let us think & Let us value</p>

Month	Contents
	<p>Book Work : CW - Pg. 143 Let us Break (Subjected for CW - Pg. 144 Take a Break Correction) CW - Pg. 146 (A) Write (T) for true CW - Pg. 146 (B) Answer these questions to be done in LC CW - Pg. 146 (C) Draw a situation CW - Pg.147 (D) Tick (✓) the pictures.....</p> <p>Activities : HW - Pg. 148 Let us have fun to be done in the book.</p> <p>Learner's Comate : Worksheet on Safe Touch and Unsafe Touch</p> <p>TLM : Pg. 143 Web Link & e-content</p>
	<p>Test Paper - 3 : C.W. - Pg. 149 (A) & (B) to be done in Book C.W. - Pg. 149 (C) to be done in Activity Notebook.</p>
	<p>Revision & Class Work Assignment of Annuals</p>
	<p>HOLIDAY HOMEWORK (WINTER VACATION)</p> <ol style="list-style-type: none"> 1. Let us have fun (Pg. No. 104) 2. Let us have fun (Pg. No. 111) 3. Let us have fun (Pg. No. 141)

COMPUTER SCIENCE

Book: Cyber Quest-1 (Based on Windows 10 & MS office 2019 version).

Note :

1. All Book Exercises to be done in the Text book itself.
2. The Brain Developer given at the end of every chapter will be subjected for Unit Tests and Examinations.
3. At the end of the every chapter CYL (Consolidate Your Learning) & ICL (Interactive Classroom Learning) will be done .
4. Digital Health and Wellness Curriculum for new age citizens will be done. (i) Net Hygiene and Healthy Living will be done in Half yearly Term. (ii) Digital De-addiction and Fun with AI will be done in Annual Term.
5. Topic wise **Asynchronous task** in various modes (audio/video/ wakelet) will be shared in the Google classroom.

HALF YEARLY TERM

Sl. No.	Name of the Chapter
1	Net Hygiene
2	Healthy Living
3	Chapter : 2 - Computer- A Machine
4	Chapter : 4 - Parts of a Computer
5	Chapter : 3 - Uses of a Computer

Month	Content
April+May 23 + 09 = 32 days	Digital health and wellness curriculum for new age citizen: Net Hygiene : Given in the precept (to be discussed Ref. Pg. No. 111) Healthy living : Given in the book (to be discussed Ref. Pg. No. 64) Chapter : 2- Computer- A Machine Brain Developer given on Pg. No. 14-15 My Activity- Pg. No. 16-17
June+July 05 + 27 = 32 days	Chapter : 4 - Parts of a Computer Brain Developer given on Pg. No. 27 My Activity - Pg. No. 28-29 Practical: * Lab activity given on Pg. No. 30 * Kea Coloring given on Pg. No. 31-33 * Computer Manners given on Pg. No. 33

Month	Content												
August 24 days	Chapter : 3 - Uses of a Computer Brain Developer given on Pg. No. 21 My Activity- Pg. No. 22-23 Practical: * Lab activity given on Pg. No. 24 to be done using eduActiv8 learning app. * Computer Manners given on Pg. No. 24												
September 22 days	* Worksheet given on Pg. No. 34 * Test Paper given on Pg. No. 35 Revision to be done												
	Holiday Homework (Summer Vacation) Computational Thinking given on Pg. No. 59												
<p style="text-align: center;"><u>ANNUAL TERM</u></p> <table border="1"> <thead> <tr> <th>Sl. No.</th><th>Name of the Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>Digital De-addiction</td></tr> <tr> <td>2</td><td>Fun with AI : Digital Assistants</td></tr> <tr> <td>3</td><td>Chapter : 5 - The Keyboard</td></tr> <tr> <td>4</td><td>Chapter : 6 - Using a Mouse</td></tr> <tr> <td>5</td><td>Chapter : 7 - Data and Storage</td></tr> </tbody> </table>		Sl. No.	Name of the Chapter	1	Digital De-addiction	2	Fun with AI : Digital Assistants	3	Chapter : 5 - The Keyboard	4	Chapter : 6 - Using a Mouse	5	Chapter : 7 - Data and Storage
Sl. No.	Name of the Chapter												
1	Digital De-addiction												
2	Fun with AI : Digital Assistants												
3	Chapter : 5 - The Keyboard												
4	Chapter : 6 - Using a Mouse												
5	Chapter : 7 - Data and Storage												
Month	Content												
October 18 days	Digital health and wellness curriculum for new age citizen: * Digital De-addiction : Given in the Precept (to be discussed Ref. Pg. No. 112) * Fun with AI (Digital Assistants) Given in the book (to be discussed Ref. Pg. No. 62-63). Chapter : 5 - The Keyboard Brain Developer given on Pg. No. 40 My Activity - Pg. No. 38 Fun Time - Given on Pg. No. 39 to be done using eduActiv8 learning app. Practical - * Lab Activity given on Pg. No. 41												

Month	Content
November 24 days	Chapter : 6 - Using a Mouse Brain Developer given on Pg. No. 45 My Activity - Pg. No. 46 Practical : * Lab activity given on Pg. No. 47 'Coding Fun' - Given on Pg. No. 56
December + January 25 + 23 = 48 days	Chapter : 7- Data and storage Brain Developer given on Pg. No. 52 My Activity - Given on Pg. No. 48-49 Fun Time - Given on Pg. No. 51 to be done using eduActiv8 learning app. Practical : Lab activity given on Pg. No. 53
February + March 21 + 22 = 43 days	Revision * Worksheet given on Pg. No. 54 * Test Paper on Pg. No. 55
	Holiday Homework (Winter Vacation) * Project Work given on Pg. No. 57

Digital Health and Wellness Curriculum for new age citizens.

Net Hygiene (to be done in the month of April)

To be explained to Children by teachers in the class

Using Passwords

What is a password?



We use passwords to log in to online games, email, and learning areas.



Passwords are personal information that we need to keep safe.



We must **NOT** share our passwords with anyone.



When we type a password, each letter will appear as an **asterisk** symbol, so no one can see it.

What password shall I choose?



We must **NOT** include our names, birthdays, family names or pet names in our passwords.



When creating a password, we recommend using random words, e.g. **jellybus**

123

ABC

We can include numbers and capital letters, e.g. **JELLYbus100**

! £ ?
+ #

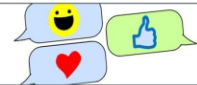
We can include symbols in our passwords too, e.g. **JELLYbus100!**

What is Net Hygiene ?

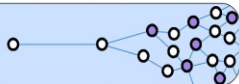
It is an act of keeping personal information safe while using Internet.

8 tips to stay safe online

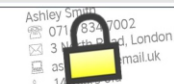
1 Be nice to people online.



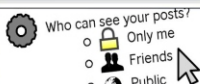
2 Take care with what you share.



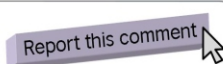
3 Keep personal information private.



4 Check your privacy settings.



5 Know how to report posts.



6 Keep your passwords safe.



7 Never meet anyone in person you've only met online.



8 If you see anything online that you don't like or you find upsetting, tell someone you trust.



Digital De-addiction (to be done in the month of October)

What is Digital De-addiction ?

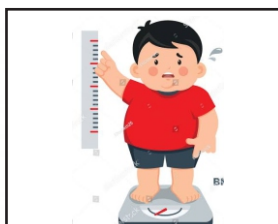
Digital addiction is a harmful dependence on digital media and devices such as smartphones, tabs and computers.



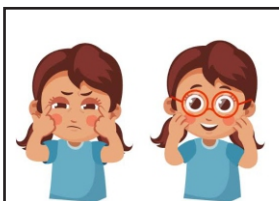
Symptoms of Gadget Addiction



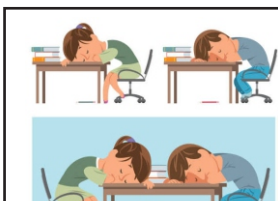
Anger



Obesity



Poor Eyesight



Lack of sleep



Distraction

How to overcome Digital De addiction?



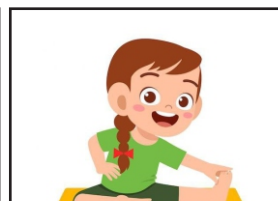
Reading Books



Listening to Music



Family Time



Exercise



Outdoor Activities

GENERAL KNOWLEDGE

Book : Updated Knowledge Lighthouse – 1

Asynchronous Tasks

Topic wise Asynchronous tasks in various modes (audio/video/ texts/graphic novels etc.) will be shared in the Google classrooms.

Students are expected to go through them and do it on their own, back home, as instructed by the respective teachers to enhance concepts/understanding of the topic. The extended Asynchronous work will be taken up in the classes by the teachers so it is important to go through them regularly.

- G. K. book is not subjected to corrections, but the G. K. teachers will mark it as seen.
- All pages mentioned in both the columns will be explained and discussed in the class. However, page numbers mentioned in the 2nd column will not be subjected for Unit Test.
- Only oral test will be taken in G. K. However, recognition of pictures given on the pages (for test) is important.
- Current Affairs will also be discussed during the G. K. period .
- Homework index will be stuck in the book.
- **Tips for parents to improve on the General Knowledge of their child : Create an environment for knowledge enhancement. Please buy an English Newspaper and see that your child reads Newspaper daily, discuss Current Affairs with your child and make listening to the news and absorbing it, a habit. Do check the Current Affairs that we update on SNAP.**

I -TERM

Month	Content	
April + May 23 + 09 = 32 days	<u>Subjected for UT</u> C. W. - Pgs. 14, 15, 16, 18, 19, 20 H. W. - Pgs. 12, 13, 17, 21	<u>Not Subjected for UT</u> C. W. - Pg. No. 9 H. W. - Pgs. 10, 11
June + July 05 + 27 = 32 days	<u>Subjected for UT</u> C. W. - Pgs. 22, 23, 26, 27, 28 H. W. - Pgs. 29, 30	<u>Not Subjected for UT</u> H. W. - Pgs. 24, 25
August 24 days	<u>Subjected for UT</u> C. W. - Pgs. 32, 33, 34, 35 H. W. - Pgs. 36, 37	<u>Not Subjected for UT</u> H. W. - Pgs. 31
September 22 days	<u>Subjected for UT</u> C. W. - Quiz Yourself-1 (Pg. No. 75) Quiz Yourself-2 (Pg. No. 76)	<u>Not Subjected for UT</u>

II - TERM

Month	Content	
October 18 days	<u>Subjected for UT</u> C. W. - Pgs. 38, 39, 42, 43 H. W. - Pgs. 44, 45	<u>Not Subjected for UT</u> H. W. - Pgs. 40, 41
November 24 days	<u>Subjected for UT</u> C. W. - Pgs. 46, 47, 50, 52, 53 H. W. - Pg. No. 51	<u>Not Subjected for UT</u> H. W. - Pgs. 48, 49
December 25 days	<u>Subjected for UT</u> C. W. - Pgs. 56, 57, 60, 61 H. W. - Pgs. 58, 59	<u>Not Subjected for UT</u> H. W. - Pgs. 54, 55
January 23 days	<u>Subjected for UT</u> C. W. - Pgs. 64, 65, 66, 67 H. W. - Pgs. 68, 69	<u>Not Subjected for UT</u> H. W. - Pgs. 62, 63
February + March 21 + 22 = 43 days	<u>Subjected for UT</u> C. W. - Quiz Yourself-3 (Pg. No. 77) Quiz Yourself-4 (Pg. No. 78)	<u>Not Subjected for UT</u> H. W. - Pgs. 71, 72, 73, 74

DRAWING AND CRAFT

General Instructions :

- The Drawing & Craft syllabus includes -
- Colouring and craft pages from the book **My Colourful World**
- Free hand drawing
- **Imaginative Drawing** - Children use their own imagination to draw anything of their choice. These drawings usually reflect the feelings of a child and are assessed by the school counsellor. Emotional help is given to children who need it by the counsellor.
- **Craft Work- Art Integrated Project (AIP)**- is related to few topics from the Ev.S. text book - 'Friends of the Earth'. This is an interdisciplinary approach where the craft and Ev.S. teacher will coordinate for better understanding. This will enhance the learning & understanding of science concepts amongst children. This will be used by the Ev.S. teacher in the Ev.S. class for concept building of science through the medium of craft and developing conversation, brain storming & building a connect to the outside world.
- A set of 4-5 questions are given with every topic which will be taken up by the Art & Craft teacher to introduce a craft topic & build a connect with the respective lesson.

Traditional Art Form : Engaging children in traditional art form will instill a sense of pride in our rich cultural heritage and promote creativity and artistic skills. Children will be doing few art forms given in the book and few on the sheet provided by the school.


• **Assessment:**



Children's involvement & creativity will be assessed in the course of the term. Children will be given grades which will reflect in the Report Card.



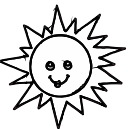
Guidelines for Craft Work (AIP):

- Craft Work (AIP) will be done in groups or as class projects.
- Materials required for craft will be provided by the school.
- Children should bring a pair of scissors and apron for craft class. Wearing of aprons for craft work is compulsory.

Drawing Book : My Colourful World

Month	Contents
April + May 23 + 09 = 32 days	<p align="center">Half Yearly Term</p> <p><u>My Colourful World</u></p> <p>Book Work : C. W. Pg. 18 (explanation) & 20 H. W. Pg. 7,19</p> <p><u>Note Book Work</u></p> <p>Free Hand Drawing: C.W. - Hut (Pencil Shading) H.W. - Repeat</p> <p>Imaginative Drawing - (One on separate sheet)</p> <p>Traditional Art - <u>Madhubani Art</u> (Sheet to be provided by school)</p> <p>Craft (AIP) : Uses of Sense Organs (Group Activity) - Ch. 2 My body (Ev. S. Book - Friends of the Earth)</p> 

	<p>Conversation Questions :</p> <ul style="list-style-type: none"> ■ Name five sense organs. ■ Are all the sense organs important for us ? Give reasons. ■ Which sense organ helps you to read ? ■ Which sense organ helps you to find that there is a leakage in the gas pipe? ■ Which sense organ does not function properly in people who have hearing problem?
<p>June + July 05 + 27 = 32 days</p>	<p>My Colourful World Book Work : C. W. Pg- 10 & 15, H. W. Pg. 11 & 12 Note Book Work Hand Drawing : C. W. - How to turn numbers into drawing (1 to 9 Numbers), H. W. - Repeat</p> 
<p>August 24 days</p>	<p>My Colourful World Book Work : C.W. - Pg. 9 H.W. Pg. 8 Craft (AIP) : Food from Plants and Animals (Group Activity) - Ch. 9 Our Food (Ev.S. Book -Friends of the Earth) Conversation Questions : <ul style="list-style-type: none"> • Why do we need food ? • Name some healthy food ? • Name some food items that you can eat raw. • Name some food items that you get from plants. • Name some food items that you get from animals. Note Book Work Free Hand Drawing: C. W. - Ice-Cream (Draw & Colour), H. W. - Repeat Imaginative Drawing - (in Drawing Note Book)</p>
<p>September 22 days</p>	<p>My Colourful World Book Work : C.W. - Pg- 24 & 25 H.W. - Pg. 21 Craft (AIP) : Clothes for different seasons (Group Activity) - Ch. 9 Our Clothes (Ev.S. Book -Friends of the Earth) Conversation Questions : <ul style="list-style-type: none"> • Why are clothes important for us ? • What kind of clothes do we wear when it is hot ? • Why do we wear woollen clothes when it is cold ? • Name two clothes for rainy season ? • Why do we wear different kinds of clothes ? Revision</p> 
<p>Summer Vacation Holiday Home Work H.H.W. - Pg. : 13, 14, 16, 17, 22 & 23</p>	

<p>October 18 days</p>	<p><u>My Colourful World</u> Book Work : C.W. - Pg. 26 & 27 H.W. Pg. 43 (Diwali) <u>Note Book Work</u> Drawing: Line Drawing C.W. - Cartoons  H.W. - Repeat Traditional Art - <u>Mandala Art</u> (Sheet to be provided by school)</p>
<p>November 24 days</p>	<p><u>My Colourful World</u> Book Work : C. W. Pg. 31 & 32 H. W. Pg. 33 <u>Note Book Work</u> Free Hand Drawing: C.W. - Cat (Pencil Shading)  H.W. - Repeat Imaginative Drawing- (On separate sheet) Craft (AIP) : Group Activity- Day & Night Ch. 13 The Earth & The Sky (Ev.S. Book Friends of the Earth) <u>Conversation Questions :</u> What is the colour of the sky during day and night ? What gives you heat and light during the day ? Can you see clouds only during the day in the sky ? Although sun, moon and stars are big in size, they look small. What do you think is the reason ? What is the difference between the Sun and the Moon ?</p>
<p>December 25 days</p>	<p><u>My Colourful World</u> Book Work : C. W. - Pg. 34 & 35 H. W. - Pg. 36 & 37 <u>Note Book Work</u> Free Hand Drawing: C.W. - Sun (Draw & Colour)  H.W. - Repeat Imaginative Drawing - (in Drawing Note Book) Craft (AIP) : Class Project- Things we find on a farm (trees, plants and animals, fruits and vegetables) Ch.11 Animals around us (Ev.S. Book Friends of the Earth) <u>Conversation Questions :</u> Name 5 farm animals. What are the things that you see at the farm ? Who takes care of the farm ? Which animal gives you wool ? Name five wild animals.</p>

<p>January 23 days</p>	<p><u>My Colourful World</u> Book Work : C. W. - Pg. 38 & 40 H. W. - Pg. 39 & 41 Craft (AIP) : Class Project- Modes of Transport Ch.16 How We Travel (Ev.S. Book Friends of the Earth) <u>Conversation Questions :</u> 1. Name some vehicles that you see around yourself. 2. Name three modes of transport. 3. Do all vehicles run on land ? If not, why ? 4. Why would you choose to travel by air transport i.e. (aeroplane, helicopter, etc.) ? 5. Which vehicle would you choose to travel when you and your family plan to go for a vacation out of city ? Why ? Paint Like Raza Art : Artist Raza (Sheet to be provided by school)</p>
<p>February + March 21 + 22 = 43 days</p>	<p><u>My Colourful World</u> Book Work : C. W. - Pg . 44 & 45, <u>47, 49 & 50</u> (Only for explanation) <u>51 & 52 (Cave Art)</u> Revision</p> <hr/> <p style="text-align: center;">Winter Vacation Holiday Home Work H.H.W. - Pgs. : 29, 30, 42, 48</p>

MUSIC

Music curriculum has been designed by Padma Bhushan Pt. Rajan Mishra & Padma Bhushan Pt. Sajan Mishra, eminent classical vocalists of India.

'Music gives soul to the universe, wings to the mind, flight to the imagination and charm and gaiety to life and to everything.'

Note : To inculcate an aesthetic feeling in the children, the English songs will be taught during the morning assembly / dispersal assembly and the songs marked with '*' (प्रार्थना गीत, प्रेरणा गीत, देशभक्ति गीत) will be taught in the music class.

The print outs of the lyrics of the songs will be given to students to be pasted in the Almanac since we want students to avoid carrying heavy bags. Students are requested not to bring the song book to school everyday.

Half Yearly

Month	Contents
April + May 23 + 9 = 32 days	1. English Song -Hooray – Hooray it's a Holi Holiday (to be sung in assembly) 2. *प्रेरणा गीत - सुन्दर स्वर (सा सुन्दर रे सुन्दर) (to be sung in music class) 3. अलंकार - सासा, रेरे, गग, मम (to be sung in music class)
June+July 5+27 = 32 days	1. English Song -Yellow River (to be sung in assembly) 2. *प्रेरणा गीत - हम होंगे कायमयाब (to be sung in music class) 3. अलंकार-सासा, रेरे, गग, मम (पुनरावृत्ति) (to be sung in music class) 4. हम होंगे कामयाब
August 24 days	1. English Song -Rain Drops (to be sung in assembly) 2. *देशभक्ति गीत - विजय विश्व तिरंगा प्यारा (to be sung in music class)
September 22 days	Revision
Annual	
October 18 days	1. English Song -Roar (Katy Perry) (to be sung in assembly) 2. *प्रार्थना गीत - ईश्वर अल्लाह वाहे गुरु (to be sung in music class) 3. We Shall Overcome

Month	Contents
November 24 days	1. English Song - Smile (to be sung in assembly) 2. *प्रार्थना गीत - हे शारदे माँ (to be sung in music class) 3. अलंकार - सासासा, रेरेरे, गगग, ममम (to be sung in music class)
December 25 days	1. English Song -Silent Night (to be sung in assembly) 2. * प्रार्थना गीत - तुम्हीं हो माता-पिता तुम्हीं हो (to be sung in music class) 3. अलंकार - सासासा, रेरेरे, गगग, ममम (पुनरावृत्ति) (to be sung in music class)
January 23 days	1. English Song -Ten Guitars (to be sung in assembly) 2. *देशभक्ति गीत - हिन्द देश का प्यारा झण्डा (to be sung in music class)
February + March 21 + 22 = 43 days	Revision
ROAR - Song of the Month October	
I used to bite my tongue and hold my breath Scared to rock the boat and make a mess So I sat quietly, agreed politely I guess that I forgot I had a choice I let you push me past the breaking point I stood for nothing, so I fell for everything You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh-oh – 3 times You're gonna hear me roar	Now I'm floatin' like a butterfly Stinging like a bee, I earned my stripes I went from zero, to my own hero You held me down, but I got up (hey) Already brushing off the dust You hear my voice, you hear that sound Like thunder, gonna shake the ground You held me down, but I got up (hey) Get ready 'cause I've had enough I see it all, I see it now I got the eye of the tiger, a fighter Dancing through the fire 'Cause I am a champion, and you're gonna hear me roar Louder, louder than a lion 'Cause I am a champion, and you're gonna hear me roar Oh-oh-oh-oh-oh – 3 times You're gonna hear me roar <div style="position: absolute; right: 0; top: 50%; transform: translateY(-50%); border-left: 1px solid black; padding-left: 10px;">4 times</div>

DRILL SYLLABUS

	ANP	LHT/ Knowledge Partners	VRN	BGN	SNT	SCT	ING
KG's	Karate & Sticks	Karate & Tambourine	Karate & PEC	Karate & Tambourine	Karate & Pompom	Karate & Ball	Karate & PEC
I-V	Elastic	Rhythmic Sticks	Umbrella	Cloth Panel	Hula Hoops	Skipping Rope	Half Rings
VI-VIII	Half Rings	Hula Hoops	Ribbon Wand	Parachute	Basket Ball	Parachute	Elastic
Support Staff	Cloth Panel	Basket Ball	Maypole	Handkerchief	Parachute	Cones	Hula Hoops

Note:

- * These drill must be performed on 26th January and have to be practiced in the mass drill period.
- * Karate classes to be conducted throughout the session and it is necessary for students to perform on Republic Day.
- * Both male and female support staff must be part of the support staff drill on 26th January.

SONG ON THE BAND

Branch	15th Aug.	26th Jan.
Annapurna	Sare jahan se achcha	Mere desh ki dharti
Lahartara & Knowledge Partners	Mera mulk mera desh	Yeh desh hai veer jawano ka
Varuna	Hum honge kamyab	Taqat watan ki humse hai
Sarnath	Watan ki raah pe watan ke naujawan shahid ho	Mera desh rangila
Suncity	Maa Tujhe Salaam	Aye mere watan ke logon
Bhagwanpur	Bharat Humko Jaan Se Pyara Hai	Kadam kadam badhayee ja
Indiranagar	Chhoro Kal ki baatein	Hum sab bhartiya hai

<u>DANCE</u>	
Month	Contents
<i>Half Yearly</i>	
April + May 23 + 09 = 32 days	Warming up Aerobics Namaskar General Steps
June + July 05 + 27 = 32 days	Warming up Aerobics Eye movements Neck Movements
August 24 days	Warming up Aerobics Western Dance (Free style on any popular song)
September 22 days	Warming up Aerobics Revision
<i>Annual</i>	
October + November 18 + 24 = 42 days	Warming up Aerobics Folk Dance (Marathi)
December 25 days	Warming up Aerobics Hand movements Leg movements
January 23 days	Warming up Aerobics Expressions
February + March 21 + 22 = 43 days	Warming up Aerobics Revision

LIFE SKILLS

Book : School Cinema

My Cinema Book-I (EduMedia India Pvt. Ltd.)

The major purpose of including life skill is to help the student lead the right way of life. Also to promote human values, appreciating and understanding the need for positive attitudes. My Cinema Book is the most innovative approach to arise, awaken and inculcate the right values of life in an individual.

Note :

1. There will be no written examination in Life Skills.
2. Regular assessment of life skills during teaching learning process will take place on the basis of that, grades will be given.
3. Teachers will check the workbook and write 'seen' to ensure that the students complete the exercises of the work book.

The school cinema program comprise of :

- i) **Films** : School Cinema for class-1 comprises of 12 films :
10 films for students (to be shown in school)
1 film for teachers
1 film for parents (a film which is mandatory for parents to watch)
- ii) **My Cinema Book** - (workbook)
- iii) **School Cinema Rhyme** (to be sung at the end of every lesson, lyrics of which is given in the book.
- iv) **Sticker** - My Cinema Book enables interaction at 3 levels - self, teacher and parents. Every module has space provided for any two of the following -
 - **Self stickers** :A set of stickers provided at the end of the workbook. Wherever specified, students can choose any one of these self stickers and paste them in the space provided.
 - **Teacher's stickers** : To be given by the teacher.
 - **Parent's stickers** : Given at the end of the workbook - the parent has to give a sticker to his/her child wherever specified in the workbook.

There are certain sections in the workbook which the child will have to do with the help of parents.

HALF YEARLY

S.No.	Name of the Chapter
1	New Friend
2	Hidden Treasure
3	Lost Toy
4	Tooth Trouble
5	Fly Birdie Fly

Month	Contents
April + May 23+09 = 32 days	<p>Introductory pages (Pg. No. 2, 3 - My Family) C. W. Pg. No. 4, 5 - My Life : All about me!! I Love My Family</p> <p>Ch.1: New Friend Value : Respect, Being supportive Attitudes : Being considerate, Thoughtfulness Life Skills : Empathy, Decision making, Critical thinking Film : New Friend (to be shown in the school) Oral questions based on the film will be asked : 1. Who did iYO and Tom find in the bushes? 2. What type of sounds do crickets make? 3. Why did Mr. Cricket decide to leave iYO's house? 4. Why is it important to let Mr. Cricket stay outside with his friends? 5. How can iYO and Tom still be friends with Mr. Cricket even though he lives outside? Workbook : C. W. - Pg. 6, 7, 8, 9, 12 H. W. - Pg. 10, 11 Topics of Discussion : (to be discussed in class) 1. What are some ways you can make new friends? 2. How can we show our friends and family that we care for them? 3. How can we stay friends with people who don't live near us? 4. Why is it important to listen to what our friends say? 5. What are some fun activities you like to do with your friends?</p> <p>Ch.2: Hidden Treasure Value : Sharing, Honesty Attitudes : Accountability, Coping with greed Life Skills : Interpersonal skills, Self esteem Film: Hidden Treasure (to be shown in the school) Oral questions based on the film will be asked : 1. What special event was happening at school? 2. How did Tom find the presents? 3. Where did Tom and iYO find the presents in the school? 4. How do you think Tom felt when his friend shared the toys with him? 5. Why is it important to share with friends? Workbook : C. W. - Pg. 13, 14, 15, 16, 17 H. W. - Pg. 18, 19 Topics of Discussion : (to be discussed in class) 1. Tom used iYO's scanner to find the treasures. Do you think this was fair? 2. How do you think Tom felt when he realized his friends were sad about not finding any treasures?</p>

Month	Contents
	<p>3. Why is it important to make sure everyone has a fair chance to find treasures? How can we make sure games and activities are fair for everyone?</p> <p>4. Can you think of a time when you had to decide between keeping something for yourself or sharing it with others? What did you do and why?</p>
<p>June + July 05+27 = 32 days</p>	<p>Ch.3: Lost Toy Value : Caring for others, Being Supportive Attitudes : Being Considerate, Helpfulness Life Skills : Empathy, Problem Solving, Executive Function Film : Lost Toy (to be shown in the school) Oral questions based on the film will be asked : 1. Who did iYO and Tom meet at school, and what did he show them? 2. Why was Sam sad after class? 3. What did iYO suggest when they found out Bobby was missing? 4. What do you think made iYO and Tom decide to help Sam find Bobby? 5. How would you feel if you lost a special toy? What would you do? Workbook : C. W. - Pg. 20, 21, 22, 23, 26 H. W. - Pg. 24, 25 Topics of Discussion : (to be discussed in class) 1. Discuss about the importance of having friends like iYO and Tom? 2. Ask students if they help their friends and in what way? 3. Why are some toys or objects more special than others? 4. Do you have a toy or object that is very special to you?</p> <hr/> <p>Ch.4: Tooth Trouble Value : Acceptance, Courage Attitudes : Self control, Asking for help, Acceptance, Sensitivity Life Skills : Emotional regulation, Problem solving Film : Tooth Trouble (to be shown in the school) Oral questions based on the film will be asked : 1. Why do you think Tom was worried? 2. Why did Tom's tooth become more wobbly? 3. How did iYO try to help Tom? 4. What were the soft and hard foods that Tom and iYO tested? 5. What did Tom's mom say when she discovered that Tom had a wobbly tooth? 6. What lesson did Tom learn?</p>

Month	Contents
	<p>Workbook : C. W. - Pg. 27, 28, 29, 30, 31 H. W. - Pg. 32, 33</p> <p>Topics of Discussion : (to be discussed in class) 1. Ask students if they have ever had a wobbly tooth or experienced any kind of pain in their body and what did they do about it. 2. Discuss how Tom spoke about it to his family members and had support to solve the problem. 3. Talk about the various ways in which students can ask for help even if it seems silly to them.</p>
August 24 days	<p>Ch.5: Fly Birdie Fly Value : Care, Persistence, Compassion Attitudes : Sensitivity, Responsibility, Self-confidence Life Skills : Problem-solving, Decision making, Empathy Film : Fly Birdie Fly (to be shown in the school) Oral questions based on the film will be asked : 1. How was iYO feeling in the morning? 2. Why did the birdie come to iYO and Tom's balcony? 3. How did iYO, Tom and Mei take care of Birdie? 4. How did iYO and his friends help Birdie feel confident? Can you point out the encouraging words iYO used to help Birdie fly?</p> <p>Workbook : C. W. - Pg. 34, 35, 36, 37 H. W. - Pg. 38, 39, 40</p> <p>Topics of Discussion : (to be discussed in class) 1. Ask the students how their parents or guardians take care of them when they get hurt or are sick. Do they visit a doctor? Do they eat healthy food, etc? 2. Why is it important to help animals and people who are hurt? 3. Talk about various ways in which students can help take care, if someone is hurt and how important patience is during the recovery. 4. Talk about how we can show kindness to others in our daily lives</p>
September 22 days	<p>Revision of all the values done during the term</p>

Month	Contents												
	<p style="text-align: center;">ANNUAL</p> <table border="1"> <thead> <tr> <th>S.No.</th><th>Name of the Chapter</th></tr> </thead> <tbody> <tr> <td>1</td><td>Scaredy Spider</td></tr> <tr> <td>2</td><td>Lost</td></tr> <tr> <td>3</td><td>Best Friend</td></tr> <tr> <td>4</td><td>Picnic</td></tr> <tr> <td>5</td><td>Love Is Everywhere</td></tr> </tbody> </table>	S.No.	Name of the Chapter	1	Scaredy Spider	2	Lost	3	Best Friend	4	Picnic	5	Love Is Everywhere
S.No.	Name of the Chapter												
1	Scaredy Spider												
2	Lost												
3	Best Friend												
4	Picnic												
5	Love Is Everywhere												
October 18 Days	<p>Ch. 6: Scaredy Spider</p> <p>Value : Courage, Reasoning</p> <p>Attitudes : Self belief, Determination, Self confidence</p> <p>Life Skills : Stress management, Emotional regulations</p> <p>Film : Scaredy Spider (to be shown in the school)</p> <p>Oral questions based on the film will be asked :</p> <ol style="list-style-type: none"> 1. What was Tom's reaction when he saw the spider for the first time? 2. How did Dad and Mei help iYO and Tom overcome their fear of spiders? 3. What was iYO scared of after overcoming his fear of spiders? <p>Workbook :</p> <p style="padding-left: 40px;">C. W. - Pg. 41, 42, 43</p> <p style="padding-left: 40px;">H. W. - Pg. 44, 45, 46</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. Discuss what the students would do if they were in iYO and Tom's place. 2. Share with children how they can overcome a fear by being brave if they're scared of something. This will help them understand that adults also are afraid of certain things and there are ways of dealing with it. It will also help validate their feelings. 3. Teach students affirmative phrases like "I can handle this!", "I will be okay!", "I am brave!". 4. Discuss how one's family can help when you are scared or worried about something. 												

Month	Contents
	<p>Ch.7: Lost Value : Perseverance, Courage Attitudes : Determination, Self confidence Life Skills : Stress management, Critical thinking, Resilience Film : Lost (to be shown in the school) Oral questions based on the film will be asked : 1. Should we give food to wild animals like monkeys? 2. Which insect or animal were Tom and iYO following when they got lost in the nature reserve? 3. How were iYO and Tom planning to spend their time in the nature reserve if nobody finds them? 4. How did Dad find iYO and Tom? What device did he use? Workbook : C. W. - Pg. 47, 48, 49, 50 (Q.2), 51 H. W. - Pg. 50 (Q.3) 52, 53 Topics of Discussion : (to be discussed in class) 1. Why is it important to be with the group or adults when you go on an adventure to forests or nature reserves? 2. Why is it important to stay at one place when you are lost? 3. Ask the students to imagine that they are lost and discuss what would they do?</p>
<p>November 24 Days</p>	<p>Ch.8: Best Friends Value : Relationship, Friendship, Care Attitudes : Jealousy, Being considerate, Being appreciative Life Skills : Interpersonal effective, Managing relationship, Communication Film : Best Friends (to be shown in the school) Oral questions based on the film will be asked : 1. Who is iYO's best friend? 2. What did iYO and Tom play together? 3. Who was Tom's new friend? 4. How did iYO feel about Tom's new friend? 5. What did iYO's mother make him understand? 6. Why did iYO and Tom apologize to each other?</p>

Month	Contents
	<p>Workbook : C. W. - Pg.54, 55, 56, 59 (What are you) H. W. - Pg. 57, 58, 59 (Diary Time), 60</p> <p>Topics of Discussion : (to be discussed in class) 1. Why is it important to say sorry when you have made a mistake? 2. Is it okay to fight with your friends? What would you do to make your friendship better again? 3. What are the benefits of having friends?</p>
December 25 Days	<p>Ch.9: Picnic Value : Patience, Acceptance, Creativity Attitudes : Optimistic, Openness, Being appreciative/Appreciation Life Skills : Creative thinking, Critical thinking, Problem solving Film : Picnic (to be shown in the school) Oral questions based on the film will be asked : 1. Where were iYO and his family planning to go? 2. What had iYO and his family packed for the picnic? 3. Why did the picnic get cancelled? 4. What did iYO's dad do to cheer up their family? 5. What did they imagine their house to be? Workbook : C. W. - Pg. 61, 62, 63, 64, 67 H. W. - Pg. 65, 66 Topics of Discussion : (to be discussed in class) 1. Sometimes you do not get the things you want. What can you do at times like this?</p>
January 23 Days	<p>Ch.10: Love Is Every Where Value : Loving, Caring Attitudes : Thoughtful, Responsibility, Team work Life Skills : Empathy, Interpersonal skills, Goal setting Film : Love Is Every Where (to be shown in the school) Oral questions based on the film will be asked : 1. What did iYO's father tell him about showing love to others? 2. What did iYO and his family do to help others? 3. What did iYO and his family do to help the earth? 4. What did iYO's father tell him about loving oneself? 5. What happened to iYO because he worked too much?</p>

Month	Contents
	<p>Workbook : C. W. - Pg.68, 69, 70, 71 H. W. - Pg. 72, 73, 74, 75</p> <p>Topics of Discussion : (to be discussed in class)</p> <ol style="list-style-type: none"> 1. What happens to the earth/animals if we pollute the environment? 2. What are some ways in which you can help the earth? 3. How can we spread love in our community? 4. Sometimes it is hard to be nice to someone who is mean. What can we do? 5. How can we be kind and compassionate to people who are different from us?
February + March 21+22 = 43 Days	Revision of all the values done during the term

GROOMING ETIQUETTES

The objective of introducing grooming etiquettes to students is to help them develop essential habits of personal hygiene, social skills and manners. These etiquettes foster respect, consideration and good communication, preparing students to navigate various social situations with ease and courtesy throughout their lives. It prepares them for adulthood.

Grooming etiquettes discussion will be conducted by teachers. To ensure that parents are well-informed and can support their child's learning journey, the school will be sending slides of **Grooming Etiquettes** prior to the discussions in school. These slides will cover the topics to be discussed in class, allowing parents to help their child consolidate the learning at home. Regular revision and reminders at home on etiquettes will enable the child to evolve as a well groomed child.

Month & No. of working Days	Content
April+ May 23 + 09 = 32 Days	CLASSROOM ETIQUETTES 1. Raise your hand to speak up. 2. Do not drag table and chair. 3. Walk on your left in the corridor. 4. Respect your fellow students and teachers. 5. While sitting always sit straight, this will help you look smart.
June+July 05 + 27 = 32 Days	SOCIAL ETIQUETTES 1. Show respect and kindness to everyone around you. 2. Use "please" " thank you" and "excuse me" everyday. 3. Always knock on the door before opening it. 4. Do not point or stare at other people. 5. Always cover your mouth when sneezing or coughing.
	PARTY ETIQUETTES 1. When you need someone' s attention , say “ excuse me” . 2. Ask permission to touch or have something that belongs to someone else. 3. Greet everyone with a smile. 4. Do not fight for a seat or push to get ahead. 5. Do not waste food.
August 24 Days	DINING ETIQUETTES 1. Do not speak while eating. 2. Keep your mouth closed while chewing. 3. Do not play with cutlery. 4. Speak politely specially on the table. 5. Don't make sound while eating the food. 6. Keep your left hand on your lap unless you are using it.
Oct.+Nov. 18+24 Days	Revision of all etiquettes covered in Term-I.

PHYSICAL EDUCATION

General Instructions

Size of the ball to be used by the students and the sports teachers during games/LTA period, keeping in mind the safety of the child.

Basketball		
Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - VI	Size - No. 5	Size - No. 5
VII - VIII	Size - No. 6	Size - No. 6
IX and above	Size - No. 7	Size - No. 6
Handball		
Classes	Boys	Girls
I - IV	Size - No. 1	Size - No. 1
V - VII	Size - No. 2	Size - No. 2
VIII and above	Size - No. 3	Size - No. 2
Football		
Classes	Boys	Girls
I - II	Size - No. 3	Size - No. 3
III - V	Size - No. 4	Size - No. 4
VI and above	Size - No. 5	Size - No. 5

Play provides active & stimulating learning opportunities to children which is organized in different ways in our Precept as per the guidelines of NCF. Physical Education curriculum is organized under 3 heads :

1. **Free Play** : is completely child initiated and self directed wherein children choose what they would like to play, how would they like to play.
2. **Guided Play** : Children lead the activity but teacher facilitates the play activity.
3. **Structured Play** : These are Teacher directed, carefully thought through activities which are fun and playful but with specific rules and guidelines.
4. As per NCF traditional games have been added.

Month	Half Yearly Term		
	Guided	Structured	Free Play
April + May 23+09= 32 days	<ul style="list-style-type: none"> • PEC - 1 Walking on the toes and heels • PEC-2 & 3 - Body Awareness • Skipping Rope 	<ul style="list-style-type: none"> • PEC - 6 Bean Bag Relay Race • Aankh Micholi (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
June + July 05+27= 32 days	<ul style="list-style-type: none"> • PEC - 4 Running and Jumping • PEC - 5 Jumping and Hopping • Skipping Rope 	<ul style="list-style-type: none"> • PEC - 7 Animal Walking Game • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
August 24 days	<ul style="list-style-type: none"> • PEC - 8 Introducing ball handling • PEC - 9 Rolling a ball • PEC - 10 Dribbling a ball • Skipping Rope 	<ul style="list-style-type: none"> • Pitthu Game (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
September 22 days	Revision	Revision	Revision
Annual Term			
October 18 days	<ul style="list-style-type: none"> • PEC - 11 Rolling at larger targets • Obstacle Race • Skipping Rope 	<ul style="list-style-type: none"> • Hop Scotch (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
November 24 days	<ul style="list-style-type: none"> • PEC - 12 Throwing and catching game around the circle. • Diverse Run • Skipping Rope 	<ul style="list-style-type: none"> • Hoola Hoops - Contest Game (Swinging Hoop Around Your Waist) • Kho-Kho (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
December 25 days	<ul style="list-style-type: none"> • PEC-15 & 16 Responding commands and signals • Seema Says Game (traditional game) • Skipping Rope 	<ul style="list-style-type: none"> • PEC-16 Fire in the mountain (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
January 23 days	<ul style="list-style-type: none"> • PEC - 19 • Spinning Top (traditional game) • Skipping Rope 	<ul style="list-style-type: none"> • PEC - 18 Ring master (traditional game) • Physical Drill 	<ul style="list-style-type: none"> • Free Play in Playground
February + March 21+22= 43 days	Revision	Revision	Revision

YOGA

General Instruction -

- (1) Students must follow the asanas as per their comfort level.
- (2) Each asanas to be done at a comfortable pace.
- (3) In the beginning children may not be able to do all the asanas. Therefore let them do only the few that they can manage.
- (4) At the end children must be in Dhyan Mudra position for at least two minutes before ending the session.

Month	Content
<u>Half Yearly</u>	
April + May 23 + 09 = 32 days	<ul style="list-style-type: none"> ● Revision of KG Syllabus.
June + July 05 + 27 = 32 days	<ul style="list-style-type: none"> ● Trikonasan
August 24 days	<ul style="list-style-type: none"> ● Vajrasan
September 22 days	Revision
<u>Annual Term</u>	
October + November 18 + 24 = 42 days	<ul style="list-style-type: none"> ● Practice of Ist Term Syllabus. ● Anuloma - Viloma (pranayama)
December + January 25 + 23 = 48 days	<ul style="list-style-type: none"> ● Suryanamaskar
February + March 21 + 22 = 43 days	Revision

Career Awareness Careers related to Education	
Half Yearly	
June+July 05 + 27 = 32 days	Session : 1 <ul style="list-style-type: none"> • Introduction on – What is career ? Career is what people / relatives / family, friends do for their living. Sample Questions to stimulate curiosity and understanding about different careers. <ol style="list-style-type: none"> 1. "What does your mom/dad/grandparent do for work?" 2. "Do you know anyone in your family who is a doctor/ nurse/ teacher/ businessman, lawyer, etc.?" 3. Why do they work ? 4. "Have you ever visited your parent's workplace? What did you observe ?" <ul style="list-style-type: none"> • Exploring professions – Show a short video - (https://youtu.be/jB9psPqg6nY?feature=shared) about few of the given professions. eg. : doctors, lawyers, engineers, teachers, banker, actor, astronomer, chef, farmer, artist, pharmacist, police man, scientist, soldier.
August 24 days	Session : 2 <ul style="list-style-type: none"> • Introduction to Careers in EDUCATION & BEYOND • Awareness about Educationists (teachers) as Nation Builders Of Tomorrow. • Activity – Trip Around the School followed by interaction with kids on the role of the following in smooth functioning of the school. Principal, Vice Principal, Teachers (Subject, Additional Subject), School Counsellor
Annuals	
October 18 days	Session : 3 <ul style="list-style-type: none"> • Introduction of the following professions and their roles in the smooth functioning of the school. Estate Manager / Care Taker, Front Office / back Office, Accountant & Infirmarian. • Brief Discussion on people who help us in school, Gardener, Guard, Electrician, Plumber, Sweeper, Maid, Carpenter, Driver. Sample Questions : <ol style="list-style-type: none"> 1. Name any three people who help us in school. 2. Why is the security guard important in school? 3. Who keeps our school clean? 4. Who helps parents with admission inquiries and school-related information at the entrance? 5. If a student gets hurt, whom should they visit for first aid?

Quality Circle Time (I Term)

Lesson Plan - 1

Theme for the Lesson : I love my family

SEL Competency for the lesson - *Self Awareness* (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard:- Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome:- Recognise that one's emotional responses can be distinct from others' in the same situation

Learning objective:- Students will be able to describe situations that trigger various emotions through the circle time session

- **Introduce the five skills with actions** – Listening, Speaking, Looking, Thinking and Concentrating.
- **QCT Aids** – Speaking Object

Meeting Up:	Everyone introduces themselves loudly
Warming up:	Children are given names of favourite fruit like apple, mango etc. Teacher says apple they exchange places. Teacher says fruit basket all children exchange places.
Opening up :	Children speak on : What are three things you like about yourself, and why?
Cheering up :	Who is your favourite person in Family_____
Calming down :	Experiencing silence – sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this.

Lesson Plan - 2

Theme for the Lesson : Helping others

SSEL competency for the lesson - *Self Management* (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard:- Manage one's emotions and behavior and develop a positive attitude.

Learning outcome:- Manage stress and demonstrate positive behaviors.

Learning objective:- Students will be able to identify situations in which they feel stressed through the circle time session

- Revisit the Five Skills and Ground Rules for QCT.

- **QCT Aids** – Speaking Object

Meeting Up:	Everyone introduces the next person sitting next to him/her. e.g.- He is Rahul, he is my friend.
Warming up:	Ask Open-ended question about feelings and emotions- As for an example: - In last class/period you were feeling Happy, Sad or excited? What happened?
Opening up :	Children speak on: * Who are the people who help me daily. * How can I be of help to my teachers?
Cheering up :	I would like to say thank you to because he/she has helped me.
Calming down :	All the children come together to sing a song that they all know.

Lesson Plan - 3

Theme for the Lesson : Health & Hygiene

SEL competency for the lesson - *Social Awareness* (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard:- Recognize individual and group similarities and differences.

Learning outcome:- Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective:- Students will be able to recognise the existence of diversity in the society that they are a part of through this circle time session.

- Revisit the Five Skills and Ground Rules for QCT.

- **QCT Aids** – Speaking Object

Meeting Up:	<p>The teacher creates a rhythm by clapping twice on the knees and clapping twice with hands.</p> <p>When you tap on your knees, you say your name with the rhythm and then you clap your hands and take somebody else's name. And then that child takes her/his name first followed by someone else's same. Slowly the rhythm increases and that creates lot of excitement for children. This game is excellent for settling down and concentration. You can create lots of combination like no repetition of names or that girls have to say a boy's name and vice versa.</p>
Warming up:	<p>Chorus recitation with action:</p> <p>This is the way we brush our teeth, early in the morning. This is the way we comb our hair, early in the morning This is the way we take a bath, early in the morning.</p>
Opening up :	<p>The teacher asks students "What if" questions – For ex- What if.....</p> <ul style="list-style-type: none">* The neighbor comes to your front door and your parents aren't home.* Someone asks you to keep a secret between just you and them, and it made you feel uncomfortable.
Cheering up :	<p>I appreciate because he/she is the neatest boy/girl in the class. The child whose name is taken says Thank you.</p>
Calming down :	<p>One child is chosen & he calls the names of all children in the group one by one & asks them to 'freeze' in whichever position they are. When everyone freezes - they are left like that for a minute & then called off.</p>

Lesson Plan - 4

SEL competency for the lesson - *Relationship Management* (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard:- Use communication and social skills to interact effectively with others.

Learning outcome:- Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective:- Students will be able to examine how they respond to peer pressure through this circle time session.

Revisit the Five Skills and Ground Rules for QCT.

• QCT Aids – Speaking Object

Meeting Up:	<p>The teacher creates a rhythm by clapping twice on the knees and clapping twice with hands.</p> <p>When you tap on your knees, you say your name with the rhythm and then clap your hands and take somebody else's name. And then that child takes her/his name first followed by someone else's same. Slowly the rhythm increases and that creates lot of excitement for children. This game is excellent for setting down and concentration. You can create lots of combination like no repetition of names or that girls have to say a boy's name and vice versa.</p>
Warming up:	<p>Chorus recitation with action: What do we do to keep our surroundings clean? We do not litter to make the class neater. We clean our room With a broom.</p> <p>Germ Wash your face and hands with soap, Wash them every day. Keeping clean by using soap, Will keep the germs away.</p>
Opening up :	<p>Children speak on: * Why should we keep our surroundings clean? * What are the things that we can do to keep our school/home clean?</p>
Cheering up :	<p>Do you remember any time when you helped someone in cleaning and keeping things clean? How you felt after helping?</p>
Calming down :	<p>The students hold hands in the circle. One student starts by squeezing the hand of the student next to him and saying one positive quality about him. The squeeze gets passed on round the group till the circle is complete by everyone & asks them to 'freeze' in whichever position they are. When everyone freezes - they are left like that for a minute & then called off.</p>

Lesson Plan - 5

Theme for the Lesson : Not wasting food.

SSEL competency for the lesson - *Responsible Decision Making* (The ability to make constructive choices about personal behavior, health, relationships and career, considering existing social, ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others' rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard:- Consider ethical, safety and societal factors in making decisions.

Learning outcome:- Analyze the reasons for school and societal rules.

Learning objective:- Students will be able to examine the purpose of rules through this circle time session.

- Revisit the Five Skills and Ground Rules for QCT.
- **QCT Aids** – Speaking Object, Parachute, Soft Toy.

Meeting Up:	Children speak by turn: My name is and I love to eat
Warming up:	Activity Game: Children standing inside circle. One clap – walk. Two claps – stop. Three claps – walk on spot. Teacher is leader initially; eventually child could do clapping.
Opening up :	Children speak on: * Self-evaluates: Do I waste my food? * I should not waste food and water because * What are the things that we can do with left-over food.
Cheering up :	Parachute Game – Put a toy and the group tries to keep the toy on the parachute while bouncing it at least 2-3 minutes.
Calming down :	Pass a smile 😊 Teacher looks at the next child and passes a smile. The child in turn passes it on and thus the smile goes around the circle.

Quality Circle Time (II Term)

Lesson Plan - 1

Theme for the term: Sharing and wishing

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard:- Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome:- Recognise that one's emotional responses can be distinct from others in the same situation

Learning objective:- Students will be able to describe situations that trigger various emotions through the circle time session.

•**Teaching Aids:** Speaking Object, keys / tambourine / bell

•Revisit the five skills required for QCT.

Meeting Up:	Round Game: Teacher begins by saying 'I am sitting beside ...' (giving next child's name). I would love to share my favourite toy (name of the toy) Then/or 'My friend is' (giving next child's name).
Warming up:	Play a mix up game Change places with someone if Whose name start with first letter of your name. i.e. - All the students whose name start with letter "A"
Opening up :	Students speak on : Who all should you wish every day ?
Cheering up :	Moving fast and slow * Play slow music (if there is no music the teacher should clap) * Encourage the children to move to the music by taking huge, soft giant steps. * Another way to move very slowly is to sway like a branch blowing in the breeze. * For a faster movement, play brisk music and suggest hopping in place, running on tiptoes or moving arms rapidly. * This game helps children acquire the concepts of fast and slow.
Calming down :	Experiencing silence – Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this.

Lesson Plan - 2

Theme for the term: Sharing and Wishing

SEL competency for the lesson - *Self Management* (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard:- Manage one's emotions and behavior and develop a positive attitude.

Learning outcome:- Manage stress and demonstrate positive behaviors.

Learning objective:- Students will be able to identify situations in which they feel stressed through the circle time session

- **Teaching Aids:** Speaking Object, Soothing log, Parachute.
- Revisit the five skills required for QCT.

Meeting Up:	Pass on thunder i.e. stamping on floor - touch to pass it on. Listening - point to ears) Thinking - point to head) Get class to follow teacher's actions Looking - point to eyes) Concentrating - fold arms)
Warming up:	Play 'Simon Says'.
Opening up :	Students speak on. The first thing I do in the morning...
Cheering up :	Ball in the Bucket (parachute game): Divide the group into two teams down a central line. Two plastic balls are placed on the parachute, while held waist high. Each team tries to shake its ball into the hole and keep the other team from putting its ball in the hole. A point is earned each time a team puts a ball in the hole.
Calming down :	Children close their eyes and lie down. They are asked to listen to all the sounds. The teacher slowly touches their shoulder and they move back to the class room.

Lesson Plan - 3

Theme for the term : Sharing and wishing

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard:- Recognize individual and group similarities and differences.

Learning outcome:- Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective:- Students will be able to recognise the existence of diversity in the society that they are a part of through this circle time session.

● **Teaching Aids:** Speaking Object, Soothing log.

● Revisit the five skills required for QCT.

Meeting Up:	Games of 'Follow the Leader': Teacher does an action and the class copies, e.g. teacher claps, child follows. Clap hands, touch knees etc. Progress to child being a leader when class feel competent.
Warming up:	Here we grow : This activity will focus on understanding of the process of growth. 1. Have students stand 2. Tell students to pretend that they are seeds. Ask students to make themselves as small as possible. 3. Talk to the "seeds" about how comfortable they are, tucked away in the soil. Describe how the warm sun and sweet rain makes them wake up and want to grow. 4. Act out the growth of the plant by gradually beginning to unfold and stretch. 5. Encourage students to imagine the particular type of flower they are growing into as they use their hands and whole bodies to 'bloom'.
Opening up :	The teacher asks "what if" questions For ex- what if..... ● A visiting person looking at you while you are taking shower. ● Someone use bad words for you.
Cheering up :	Game of 'Statue': Children walk round to beat of instrument, e.g. tambourine / clapping. Freeze when beat stops.
Calming down :	Children mix up in a group and go around shaking hands, exchanging High-Five, making eye contact, smiling without talking to each other. They can hug each other as well.

Lesson Plan - 4

Theme for the term : Sharing and wishing

SEL competency for the lesson - *Relationship Management* (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard:- Use communication and social skills to interact effectively with others.

Learning outcome:- Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective:- Students will be able to examine how they respond to peer pressure through this circle time session

• **Teaching Aids:** Speaking Object, keys / tambourine / bell

• Revisit the five skills required for QCT.

Meeting Up:	Fruit Salad Children are named oranges or apples. Oranges changes seats when teacher calls 'Oranges', apples change seats when he/she calls 'Apples' (Fruit basket-all change).
Warming up:	Teacher asks students.... Who is the favourite person with whom you love to play and share your things...
Opening up :	Children speak on : One boy/girl who wishes everyone I think, we should wish our elders because ...
Cheering up :	Pass the Squeeze: Children and teacher hold hands around the circle. The teacher gently squeezes the hand of the child on his/her left, who then squeezes the hand of the child on his/her left and so on until the 'squeeze' has passed round the circle and back to the teacher.
Calming down :	Experiencing silence – Sit quietly, be very still. Now pass an object round without a sound, e.g. keys, bells, tambourine. See how quietly the children can do this

Lesson Plan - 5

Theme for the term: Sharing and wishing

SEL competency for the lesson - *Responsible Decision Making* (The ability to make constructive choices about personal behavior, health, relationships and career, considering existing social, ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others' rights; demonstrate responsible citizenship in the larger interest of then society).

Learning standard:- Consider ethical, safety and societal factors in making decisions.

Learning outcome:- Analyze the reasons for school and societal rules.

Learning objective:- Students will be able to examine the purpose of rules through this circle time session

- **Teaching Aids:** Speaking Object
- Revisit the five skills required for QCT.

Meeting Up:	Pass on rain I i.e. Hands raised up & down, fingers wiggling, touch next child and pass it on.
Warming up:	Imagination Game – 'The Magic Wand': Teacher passes the wand to the students one by one and ask them if they have this wand what wish they will make and why? (encourage students not to repeat same things)
Opening up :	Children Speak : Why it is important to be honest to our teachers and parents? What happens if we don't speak truth?
Cheering up :	The Bird can fly : * Call out the name of a bird that flies * Ask the children to flap their arms like wings. * Call out the name of an animal that doesn't fly. * Everyone stops flapping their wings. * Name another bird that flies, and everyone starts flapping again. * The idea of the game is to name several birds in a row and then to name an animal that does not fly.
Calming down :	One child is chosen and he calls the names of the children one by one and asks them to freeze in whichever position they are. When everyone freezes they are left like that for a minute and then called off.

CHETNA

Chetna curriculum is designed keeping in mind the socio emotional development and the safety of the children. It also focuses on preventing child abuse and child sexual abuse in particular. It includes various activities, presentations and brainstorming sessions which will motivate students to introspect, communicate without fear and find solution to the problems in the best possible way, sometime on their own or by seeking help from the right person at the right time.

Half Yearly

Month	Content	Resource Person
April 23 days	<p>Session-1 (for parents in Parent's Orientation Program) Personal Hygiene (parent should teach their child about private parts and related feelings while giving them bath or change their clothes) Fostering positive parent child relationship and balancing parental expectations</p> <p>Session-2 (for students) (i) Introductory Activity – Let's learn to be safer and smarter (ii) Body Safety Rules (good & bad behaviour) (iii) Going to washroom – Girl's washroom and boy's washroom (iv) Komal Movie to be shown https://youtu.be/5cBQtZRbRJU (v) Activity: Rhyme on safety with actions (printed in the Precept) (vi) Sharing of information – People who can be approached in school for help related to personal safety - Principal, Counsellor, Academic Head, Teachers & Pastoral Guides.</p>	Counsellor

Month	Content	Resource Person
June & July 05 + 27 = 32 days	Session-3 (for students) Gadget De-addiction – Mind your screen time Differentiating virtual and real world	Counsellor
	Session-4 (for students) Setting boundaries and respecting privacy (teaching about when to say NO) followed by a Worksheet on Private Parts (given in English Learner's Comate)	Class Teacher
	Session-5- (for students) 'What if' game and role play to help them develop skills needed in certain situations.	QCT Teacher
August 24 days	Session-6 (for students) (i) Child safety – physical, emotional, cyber, social and personal areas to be discussed. (ii) Activity: Going to Washroom (via worksheet in English Learner's Comate)	Counsellor

Annual

Month	Content	Resource Person
November 24 days	Session-1 (for students) (i) Revision of Half Yearly Syllabus (ii) Activity – My Safe People (via worksheet in English Learner's Comate) (iii) Touching Tales of Parental Love, Family Values, Kindness and Good Deeds. ●Parent's Love & Family Values: <i>Film Link</i> ●Kindness & Good Deeds: <i>Film Link</i>	Counsellor

Month	Content	Resource Person
December 25 days	Session-2 (for students) Discussion on HUMAN TRAFFICKING after showing the video clip and followed by the worksheet in English Learner's Comate https://drive.google.com/file/d/1sbUOyESli_TUp6QjFL3ZMgZaKPVWNHYg/view?usp=sharing	Counsellor
	Session-3 (Revision) (for students) 'What if' game and role play to help them develop skills needed in certain situations.	QCT Teacher
January 23 days	Session-4 (for students) Happiness habits – Cultivating a positive mindset from a young age	Counsellor

RHYME ON SAFETY WITH ACTIONS

*Head, shoulders, knees and toes,
 Knees and toes.
 Head, shoulders, knees and toes,
 Knees and toes.
 And eyes and, ears and, mouth and nose.
 Head, shoulders, knees and toes,
 Knees and toes.
 This is my chest.
 It belongs to me,
 Me, me, me.
 This is my back.
 It belongs to me,
 Me, me, me.*

HALF YEARLY (Summer Vacation Holiday Home Work)

- English -**
1. Lets Practice Handwriting : Do 8 pages of handwriting in English L. C.
 2. Read the book 'The Mango Tree' (by Orient Black Swan) for RFP Exam.
 3. Verbal Reasoning Summer Assignment 1 & 2 (Enrichment Booklet)
 4. Art Corner 1 (Pg. No. 33 in the Course book & complete the Assignment in the Learner's Comate)

- Hindi -**
१. १ से १० तक की गिनती के अंकों का मौखिक तथा लिखित अभ्यास कीजिए। (Learner's Comate)
 २. 'आ' (I) की मात्रा के पाँच शब्द अपनी कक्षा कार्यपुस्तिका में लिखिए।
 ३. 'क' से 'झ' तक के वर्णों को कार्य पुस्तिका में लिखकर दोहराएँ।

- Maths -**
1. Book Work Part-1 (Pg. No. 9, 94)
 2. Learn & write tables from 0 to 5 in your C. W. Note Book.
 3. Maths about me Assignment to be done in Learner's Comate.
 4. Write 0 to 150 (in figures) in Learner's Comate.

- Ev. S. -**
1. Let us have fun (Pg. No. 52)
 2. Do and Learn (Pg. No. 76 & 77)

Drawing - My Colourful World - (Pg. No. 13, 14, 16, 17, 22, 23)

Computer - Computational Thinking (Pg. No. 59)

ANNUAL TERM (Winter Vacation Holiday Home Work)

- English -**
1. Learn the new words of the chapters taught in the second term.
 2. Read any one book from the list of suggested reading given in your syllabus.
 3. Do 8 pages of handwriting in English Learner's Comate.
 4. Verbal Reasoning Winter Assignment (Enrichment Booklet)
 5. Art Corner 2 (Pg. No. 81 in the Course book)
 6. Sports Corner 2 (Pg. No. 105 in the Course book)

- Hindi -**
१. १ से २० तक की गिनती के अंकों का मौखिक तथा लिखित अभ्यास कीजिए।(L. C.)
 २. 'ए', 'ऐ', 'ओ', 'औ' तथा 'अं' की मात्राओं के पाँच-पाँच शब्द अपनी कक्षा कार्यपुस्तिका में लिखें।
 ३. प्रतिदिन एक पृष्ठ सुलेख अपनी किसी घर की कार्यपुस्तिका में करें।
 ४. 'क' से 'झ' तक के वर्णों को कार्य पुस्तिका में लिखकर दोहराएँ।

- Maths -**
1. Looking Back Pg. No. 19 (Book Work) (Part-2)
 2. Project Pg. No. 26 and 37 (Book Work) (Part-2)
 3. Learn & write tables from 0 to 5 in your C. W. Note Book
 4. Write 0 to 150 (in figures) in Learner's Comate.

- Ev. S. -**
1. Let us have fun (Pg. No. 104)
 2. Let us have fun (Pg. No. 111)
 3. Let us have fun (Pg. No. 141)

Drawing - My Colourful World : (Pg. No. 29, 30, 42, 48)

Computer - Project Work (Pg. No. 57)