



Yuvashakti Model School

इतिहास और इकाइयों

RAMA VIHAR, DELHI - 110081

(Affiliated to CBSE and Recognised by Directorate of Education)

ACADEMIC SESSION (2026 – 27)

ANNUAL CURRICULUM

GRADE I

SUBJECT – ENGLISH

BOOKS:-

1. COMMUNICATE WITH CAMBRIDGE (COURSE BOOK – 1)
2. GRAMMAR GEAR – 1
3. WRITE & STYLE – 1 (CURSIVE BOOK)
4. GEM’S BOOK OF STORIES AND POEMS

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES / METHODOLOGY
<p><u>APRIL</u></p> <p><u>1. Communicate with Cambridge (Course Book– 1)</u></p> <ul style="list-style-type: none"> ➤ Do You Remember? ➤ Lesson – 1 Monu and His Family ➤ Poem – 1 All of me <p><u>2. Grammar Gear - 1</u></p> <ul style="list-style-type: none"> ➤ Time to Recall ➤ Chapter – 12 Prepositions(in, on, under) <p><u>3. Gem’s Book of Stories and Poems</u></p> <ul style="list-style-type: none"> ➤ 1. Good Morning! ➤ 2. The Little Boy and the Goat ➤ 3. This Little Bunny 	<p><u>1. Communicate with Cambridge (Course Book–1)</u></p> <p>L-1 Manu and His Family</p> <p>Poem -1 All of Me</p> <p>Introduce self and family members. Read simple sentences confidently. Understand family relationships.</p> <p><u>Grammar Gear - 1</u></p> <p>Ch–12 Prepositions (in, on, under)</p> <p>Understand position words. Use prepositions correctly in sentences.</p>	<p><u>1. Communicate with Cambridge (Course Book– 1)</u></p> <p>L-1 Manu and His Family</p> <p>Poem -1 All of Me</p> <p>Speaking skills Reading fluency Listening skills</p> <p><u>2. Grammar Gear - 1</u></p> <p>Ch–12 Prepositions (in, on, under)</p> <p>Spatial awareness Observation</p>	<p><u>L-1 Manu and His Family Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Pg no-8 Boy and Girl – Newspaper pasting. (experimental Learning approach) <p><u>Integrated with Maths (Maths Pie)</u></p> <p>Ch-1 Spatial Awareness</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • My Introduction Circle Time – Children-Introduce name, age, favorite colour. (Child-Centered Approach) <p>Poem -1 All of Me</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> • Ch-7 Crossing the river (Believe in yourself) (Value

			<p>based education supported by social emotional learning.)</p> <p><u>Integrated with know for sure (GK)</u></p> <ul style="list-style-type: none"> • Gk-pg no 16,18 (Multidisciplinary Approach) <p><u>Integrated with Hindi (सारंगी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-pg no 4 (Multidisciplinary Integration Approach) <p><u>Integrated with Communicate with Cambridge (English)</u></p> <ul style="list-style-type: none"> • All of me (Multi-disciplinary Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no15,35 (Constructivist Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Body Parts Song + Action Game • Sense Organs Box – identify objects by touch/smell (Activity-Based Learning Approach)
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JULY

1. Communicate with Cambridge (Course Book– 1)

- Lesson – 2 Friends in the Park
- Poem – 2 At School
- Enrichment Activities - 1

2. Grammar Gear - 1

- Chapter – 1 Nouns
- Chapter – 2 Nouns Common & Proper

3. Gem's Book of Stories and Poems

- 4. A Rainy Day
 - 5. Colours
6. Granny's Birthday

1. Communicate with Cambridge (Course Book– 1)

L-2 Friends in the Park

Poem – 2 At School

Understand importance of friendship.

Identify action words.

Frame simple sentences.

2. Grammar Gear - 1

Chapter – 1 Nouns

Children will be able to:

Understand that nouns are naming words.

Identify nouns in simple sentences.

Name persons, places, animals, and things.

Use nouns correctly in speaking and writing.

Chapter – 2 Nouns Common & Proper

- Differentiate between common and proper nouns. Understand that proper nouns begin with a capital letter.
- Identify and sort common and proper nouns.
- Use proper nouns correctly in sentences.

1. Communicate with Cambridge (Course Book– 1)

L-2 Friends in the Park

Poem – 2 At School

Social skills

Vocabulary building

Comprehension

2. Grammar Gear - 1

Chapter – 1 Nouns

Vocabulary development

Observation skills

Reading and comprehension

Writing skills

Categorization skills

Thinking and reasoning skills

Speaking confidence

Chapter – 2 Nouns Common & Proper

Categorization

Writing accuracy

Poem – 2 At School Integrated with Welcome back school special assembly

- Experiential Learning Approach

Integrated with our Wondrous World (ER)

Ch-12 My School

Activity

- School Tour Activity (Experiential Learning Approach)

Chapter – 1 Nouns

Integrated with व्याकरण

पाठ - 6 नाम वाले शब्द

पाठ - 7 नाम कैसे – कैसे

Activity

Noun Scavenger Hunt: Give students a checklist for "Person, Place, and Thing." Have them explore the classroom or schoolyard to find examples, like a "desk" (thing) or the "library" (place).

AUGUST

1. Communicate with Cambridge (Course Book– 1)

- Lesson – 5 Hide and Sleep
- Lesson – 7 The Red raincoat
- Poem – 7 The Rainbow
- Enrichment Activities – 3

2. Grammar Gear - 1

- Chapter – 4 Nouns – Gender
- Chapter – 10 Pronouns

3. Gem's Book of Stories and Poems

- 7. My Toys
- 8. Why did Gopal Fall?
- 9. Miss Polly

1. Communicate with Cambridge (Course Book– 1)

L-5 Hide and Sleep
Understand rhyming words
Improve reading rhythm.
Identify key ideas from poem.

L-7 The Red Raincoat Poem – 7 The Rainbow Recognize colours and nature elements.

Frame simple sentences.
Enhance descriptive writing.

Grammar Gear – 1

Ch–4 Nouns – Gender
Identify masculine and feminine nouns.

Use correct gender words.

Ch–10 Pronouns

Use I, you, he, she, it correctly.
Replace nouns with pronouns.

1. Communicate with Cambridge (Course Book– 1)

L-5 Hide and Sleep
Listening skills
Phonics awareness

L-7 The Red Raincoat Poem – 7 The Rainbow
Observation
Writing skills

Grammar Gear – 1

Ch–4 Nouns – Gender
Vocabulary enrichment
Word recognition

Ch–10 Pronouns
Grammar substitution
Speaking skills

Ch–4 Nouns – Gender
Integrated with व्याकरण

पाठ - 8 लड़का -

लड़की

Integrated with Being noble (life skill)

Chapter-7 Rainbow colours
(Multidisciplinary Integration Approach)

Integrated with पाठमाला

वर्षा आई

Activity

- The teacher will create two-color cards: Blue cards (Masculine): Papa, Dada, Brother, King, Peacock, Lion.
Pink cards (Feminine): Mom, Grandma, Sister, Queen, Peahen, Lioness.

Now, students have to move around the class and find their correct 'pair'. For example, the student with 'King' will look for the student with 'Queen'. When the pair is found, both students will stand together and tell the class: "I am the king, and this is my queen." (Activity Based Approach)

SEPTEMBER

1. Grammar Gear - 1

- Chapter – 5 Adjectives

2. Gem's Book of Stories and Poems

10. A House for Hippo

OCTOBER

1. Communicate with Cambridge (Course Book– 1)

- Lesson – 6 The Magic Tree
- Poem – 6 A Child's Song
- Lesson – 9 The Poor Woodcutter (Play)
- Enrichment Activities - 2
- Revision - 1

2. Grammar Gear - 1

- Chapter – 3 Nouns – Singular & Plural
- Chapter – 7 Verbs
- Chapter – 8 Verbs am, is, are

3. Gem's Book of Stories and Poems

- 11. To the Farm
- 12. Minoo and Kitty
- 13. I can

1. Grammar Gear - 1

Ch-5 Adjectives

Understand describing words. Use adjectives in sentences.

1. Communicate with Cambridge (Course Book– 1)

L-6 The Magic Tree

Poem – 6 A Child's Song

Understand moral/message of story. Identify characters and setting. Develop imagination.

L-9 The Poor Woodcutter (Play)

Understand dialogue form. Develop confidence in speaking. Learn moral values (honesty).

2. Grammar Gear - 1

Ch-3 Nouns – Singular and Plural

Change singular nouns to plural. Use correct plural forms in sentences.

Ch-7 Verbs

Identify & use action words (verbs) in sentences.

Use verbs to describe actions (e.g., run, jump, read).

Ch-8 Verbs – am, is, are

Use am, is, are correctly in sentences.

1. Grammar Gear - 1

Ch-5 Adjectives Creative thinking

Sentence formation

1. Communicate with Cambridge (Course Book– 1)

L-6 The Magic Tree

Poem – 6 A Child's Song

Critical thinking
Creative expression

L-9 The Poor Woodcutter (Play)

Dramatic skills
Speaking skills

2. Grammar Gear - 1

Ch-3 Nouns – Singular and Plural

Grammar application
Spelling skills

Ch-7 Verbs

Language skills
Comprehension

Ch-8 Verbs – am, is, are Sentence correction
Grammar accuracy

Ch-5 Adjectives

Integrated with व्याकरण

पाठ - 11 विशेषता

बताने वाले शब्द

Activity

Students will describe 3 characteristics of his friend. (Multidisciplinary Integration Approach)

L-6 The Magic Tree

Integrated with our Wondrous World

Ch-4 Good Manners

Integrated with Being noble (life skill)

- The golden lotus (Helping others)
- Pumpkin, not again! (sharing) (Experiential Learning Approach)

Ch-5 Noun- Singular and Plural

Integrated with व्याकरण

पाठ - 9 एक - अनेक

Ch-7 Verbs

Integrated with व्याकरण

पाठ - 12 काम बताने

वाले शब्द

Activity

Prepare flashcards with singular nouns (e.g., pencil, book, toy). Divide the class into small groups. Each group picks a card and says the singular form. They then imagine sharing the object with their group, making it plural (e.g., pencils, books, toys).

NOVEMBER

4. Communicate with Cambridge (Course Book– 1)

- Lesson – 3 At the Zoo
- Poem – 3 Mr Caterpillar
- Lesson – 8 King Lion and Rabbit
- Poem – 8 My Big Fat Cat
- Enrichment Activities – 4
- Revision – 2

5. Grammar Gear - 1

- Chapter – 6 Articles
- Chapter – 9 Adverbs

6. Gem's Book of Stories and Poems

- 14. Jimmy Crow
- 15. Teenu save the Lion
- 16. A happy Child

1. Communicate with Cambridge (Course Book–1)

L-3 At the Zoo

Poem – 3 Mr. Caterpillar

Identify animals and insects.

Use describing words.

Answer simple questions from text.

L-8 King Lion and Rabbit

Poem – 8 My Big Fat Cat

Understand moral values.

Sequence events correctly. Improve reading fluency.

2. Grammar Gear - 1

Ch–6 Articles – a and an

Use 'a' and 'an' correctly.

Identify vowel and consonant sounds.

Ch–9 Adverbs (ending in –ly)

Identify simple adverbs.

Use adverbs in sentences.

1. Communicate with Cambridge (Course Book– 1)

L-3 At the Zoo

Poem – 3 Mr. Caterpillar

Observation

Reading comprehension

Creative thinking

L-8 King Lion and Rabbit

Poem – 8 My Big Fat Cat

Logical sequencing

Comprehension skills

2. Grammar Gear - 1

Ch–6 Articles – a and an

Listening skills

Phonics awareness

Ch–9 Adverbs (ending in –ly)

Vocabulary building

Sentence enrichment

L-3 At the Zoo

L-8 King Lion and Rabbit

Integrated with Creative kids (art and craft)

- Elephant-coin Impression
- Butterfly-Impression
- Honeybee-trace and color
- Fish-step by step
- Rabbit-dot joining and creation
- Hen-cotton bird impression
- Duck-paper ball pasting
- Whale-paper folding
- Animal mask
- Insect's- draw and color
- Toucan bird-bindi pasting

(Art-Integrated Learning Approach)

Integrated with Being noble (life skill)

- The lost kitten(Kindness to animals)
(Integrated Learning Approach)

Integrated with Know for sure (GK)

- Pg no- 3,8,2738,39,4,46,(Integrated Learning Approach)

Integrated with EVS (The Wondrous World)

- The Animal world
(Multidisciplinary Integration Approach)

Integrated with AI

Pg18,19,21(Constructivist Approach)

Activity

"Article Makers"

Students create their own objects (e.g., a hat, an umbrella) using paper, and then say "I made a hat" or "I made an umbrella".

DECEMBER

1. Communicate with Cambridge (Course Book– 1)

- Lesson – 4 My Red Bicycle

2. Grammar Gear - 1

- Chapter – 13 Punctuation
- Chapter – 14 Sentences
- Chapter – 15 Composition

3. G

- 17. The Shoem

1. Communicate with Cambridge (Course Book–1)

L-4 My Red Bicycle

Describe objects using simple sentences.

Use colours and describing words.

Express personal experiences.

2. Grammar Gear - 1

Ch–13 Punctuation (Capital Letters & Full Stop)

Use capital letters correctly.

Use full stop at the end of a sentence.

Ch–14 Sentences (this, that, these, those)

Form sentences using this, that, these, those.

Understand singular and plural usage.

Ch – 15 Composition

Children will be able to:

Write simple and meaningful sentences.

Complete sentences with correct words.

Describe a given picture in simple sentences.

1. Communicate with Cambridge (Course Book–1)

L-4 My Red Bicycle

Writing skills

Vocabulary development

2. Grammar Gear - 1

Ch–13 Punctuation (Capital Letters & Full Stop)

Writing accuracy

Editing skills

Ch–14 Sentences (this, that, these, those)

Sentence formation

Demonstrative usage

Ch – 15 Composition

Creative thinking

Vocabulary development

Sentence formation

Writing skills

Observation skills

Logical sequencing

Integrated with Know for sure GK)

- Pg no-3,8,2738,39,4,46, (Integrated Learning Approach)

Integrated with AI

- Pg no-34,36 (Constructivist Approach)

Integrated with EVS (The Wondrous World)

- Ch-20 Travelling is fun
Activity
- Toy Vehicle Ramp Activity
(Activity-Based Learning Approach)

	<p>Arrange words to form correct sentences.</p> <p>Use correct punctuation and capital letters.</p> <p>Express their ideas clearly in short paragraphs (4–5 lines).</p>		
<p><u>JANUARY</u></p> <p>1. <u>Grammar Gear – 1</u></p> <ul style="list-style-type: none"> ➤ Chapter – 11 Conjunctions ➤ Chapter – 16 Reading Comprehension <p>2. <u>Gem’s Book of Stories and Poems</u></p> <ul style="list-style-type: none"> ➤ 19. My Garden 	<p>2. <u>Grammar Gear - 1</u></p> <p>Ch–11 Conjunctions (and, but) Join two sentences using and/but.</p> <p>Ch – 16 Reading Comprehension Children will be able to: Read simple passages fluently with correct pronunciation. Understand the main idea of a short passage. Answer simple who, what, where questions. Identify characters, place, and events in a story. Find answers directly from the text. Develop interest and confidence in reading.</p>	<p>3. <u>Grammar Gear - 1</u></p> <p>Ch–11 Conjunctions (and, but) Sentence formation Logical connection</p> <p>Ch – 16 Reading Comprehension Reading fluency Listening skills Comprehension skills Vocabulary building Critical thinking Observation skills</p>	<p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Dice Sentence Game Write AND, BUT, BECAUSE on chart paper. Students roll a dice with pictures (sun, rain, food, toy). They make a sentence using a conjunction. (Interactive and experiential learning)
<p><u>FEBRUARY</u></p> <ul style="list-style-type: none"> ➤ Revision for Annual Exam 			

SUBJECT - HINDI

BOOKS

- सुरखी हिन्दी पाठमाला
- हमारी हिंदी व्याकरण
- सुलेख माला

विषय	सीखने का प्रतिफल	कौशल	गतिविधि/शिक्षण पद्धति
<p>APRIL</p> <p>पाठमाला</p> <p>पाठ - 1 अ (बिना मात्रा के शब्द)</p> <p>पाठ - 2 आ की मात्रा</p> <ul style="list-style-type: none"> • मैं और मेरा परिवार • शरीर के अंग • रेखीय अभ्यास • वर्णमाला • सूरज दादा <p>व्याकरण</p> <p>पाठ - 1 हमारी भाषा</p> <p>पाठ - 2 भाषा के रूप</p> <p>पाठ - 3 वर्ण</p>	<ul style="list-style-type: none"> • बिना मात्रा वाले 'अ' और 'आ' की मात्रा के शब्दों को पहचानना और शुद्ध उच्चारण के साथ पढ़ना। • भाषा के दो रूप—'बोलना' और 'लिखना'—के बीच के अंतर को उदाहरण के साथ समझना। • शरीर के अंगों के नाम हिंदी में जानना और उनके कार्यों (जैसे- आँखों से देखना) को समझना। 	<ul style="list-style-type: none"> • लेखन कौशल (Writing Skills): पेंसिल पर नियंत्रण पाना और वर्णों को सही गोलाई में लिखना सीखना। • सामाजिक कौशल (Social Skills): 'मेरा परिवार' विषय के माध्यम से रिश्तों के नाम और उनके प्रति सम्मान व्यक्त करना। • भाषिक कौशल (Linguistic Skills): अपनी बात को सरल वाक्यों में कहने का आत्मविश्वास विकसित करना। 	<p align="center">मैं और मेरा परिवार</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Pg no - 8 Boy and Girl - Newspaper pasting. (Experimental Learning approach) <p align="center">गतिविधि</p> <ul style="list-style-type: none"> • 'मेरा परिचय' सर्कल टाइम - बच्चे अपना नाम, उम्र और पसंदीदा रंग बताएँगे। (Child-Centered Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Gk Pg no - 53 (Interdisciplinary Approach.) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Manu and his family (Multidisciplinary Integration Approach) <p><u>Integrated with ER (The Wondrous World)</u></p> <ul style="list-style-type: none"> • About me and I Love my family (Multidisciplinary Integration Approach) <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • My family-hand print (Art-Integrated Learning Approach)

गतिविधि

- रोल प्ले : घर पर मदद करना
(Activity-Based Learning Approach)

शरीर के अंगों के नाम

Integrated with Being noble (life skill)

- Ch-7 Crossing the river (Believe in yourself) (Value based education supported by social emotional learning.)

Integrated with know for sure (GK)

- Gk Pg no - 16,18 (Multidisciplinary Approach)

Integrated with ER (The Wondrous World)

- My Body (Multidisciplinary Integration Approach)

Integrated with Communicate with Cambridge (English)

- All of me (Multidisciplinary Approach)

Integrated with AI

- Pg no - 15,35 (Constructivist Approach)

गतिविधि

- शरीर के अंगों का गीत + एक्शन गेम
- ज्ञानेंद्रिय बॉक्स : स्पर्श या गंध द्वारा वस्तुओं की पहचान करना (Activity-Based Learning Approach)

सूरज दादा

Integrated with Know for sure (GK)

- Gk Pg no - 6,42,43,54
(Interdisciplinary Approach.)

Integrated with world earth day

- Integrated Learning Approach supported by Activity-Based and Experiential Learning strategies.

			<p><u>Integrated with ER (The Wondrous World)</u></p> <ul style="list-style-type: none"> In the sky (Multidisciplinary Integration Approach) <p>गतिविधि</p> <ul style="list-style-type: none"> दिन और रात के अंतर को समझने वाली आसमान को देखने का गृहकार्य (Experiential Learning Approach)
<p><u>JULY</u></p> <p><u>पाठमाला</u></p> <p>पाठ - 3 इ की मात्रा</p> <p>पाठ - 4 ई की मात्रा</p> <ul style="list-style-type: none"> खेल कूद एवं मेल जोल <p><u>व्याकरण</u></p> <p>पाठ - 6 नाम वाले शब्द</p> <p>पाठ - 7 नाम कैसे - कैसे</p> <ul style="list-style-type: none"> रंगों के नाम 	<ul style="list-style-type: none"> छोटी 'इ' और बड़ी 'ई' की ध्वनि के बीच अंतर को सुनकर पहचानना (जैसे- दिन और दीन) और लिखने का अभ्यास। 'संज्ञा' (नाम वाले शब्द) की परिभाषा को अपने आसपास की चीजों (बस्ता, मेज, दोस्त) से जोड़कर समझना। कविताओं को उचित लय, ताल और हाव-भाव (Action) के साथ सुनाने की क्षमता विकसित करना। 	<ul style="list-style-type: none"> रचनात्मक कौशल (Creative Skills): नई शब्दावली का प्रयोग करके छोटे-छोटे तुकबंदी वाले शब्द बनाना। श्रवण कौशल (Listening Skills): अलग-अलग ध्वनियों और मात्राओं को सुनकर उनके बीच के अंतर को पहचानने की क्षमता। दृश्य कौशल (Visual Skills): रंगों के माध्यम से अपने आसपास की दुनिया को वर्गीकृत (Categorize) करना। 	<p><u>व्याकरण</u></p> <p>पाठ - 6 नाम वाले शब्द</p> <p>पाठ - 7 नाम कैसे - कैसे</p> <p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> Nouns - Common and Proper (Multisensory Integration) <p>गतिविधि</p> <ul style="list-style-type: none"> एक डिब्बे में अलग-अलग चीजें रखें, बच्चा हाथ डालकर चीज़ निकालेगा और उसका 'नाम' (संज्ञा)। (Activity-Based Learning Approach) <p>खेल कूद एवं मेल जोल</p> <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> Pg no - 28,29 (Experiential Learning Approach) <p>गतिविधि</p> <ul style="list-style-type: none"> कूदो और गिनो (Experiential Learning Approach) <p>रंगों के नाम</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Concept of colors and Secondary colors (Experiential Learning Approach)

			<p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg no - 7,16 (Experiential Learning Approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> कलर मिक्सिंग लैब: बच्चों को लाल, पीला और नीला पानी दें और उन्हें आपस में मिलाकर नए रंग (जैसे हरा और नारंगी) बनाने को कहें। यह जादू जैसा अनुभव उन्हें प्राइमरी और सेकेंडरी कलर्स सीखने में मदद करेगा। (Experiential Learning Approach)
<p><u>AUGUST</u></p> <p><u>पाठमाला</u></p> <p>पाठ - 5 उ की मात्रा</p> <p>पाठ - ऊ की मात्रा</p> <ul style="list-style-type: none"> मेरी उड़ान वर्षा आई <p><u>व्याकरण</u></p> <p>पाठ - 8 लड़का - लड़की</p> <p>पाठ - 10 सब नामों के लिए शब्द</p>	<ul style="list-style-type: none"> 'उ' और 'ऊ' की मात्रा के शब्दों को वाक्यों में प्रयोग करना सीखना। * सर्वनाम शब्दों (मैं, तुम, आप) का प्रयोग करके बातचीत करना ताकि बार-बार नाम न लेना पड़े। (पुल्लिंग) और (स्त्रीलिंग) के बीच के अंतर को स्पष्ट रूप से पहचान सकेंगे , पुल्लिंग शब्दों को उनके सही स्त्रीलिंग रूप में बदलना सीख जाएंगे (जैसे: शेर - शेरनी)। 	<ul style="list-style-type: none"> तार्किक कौशल (Logical Thinking): पुल्लिंग और स्त्रीलिंग शब्दों के जोड़ों को समझकर उनमें सही संबंध बनाना। वाक कौशल (Speaking Skills): अपनी बात को छोटे और सही वाक्यों में कहने का आत्मविश्वास। 	<p><u>व्याकरण</u></p> <p>पाठ - 8 लड़का - लड़की</p> <p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> Nouns - Gender (Multidisciplinary Approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> शिक्षक दो रंग के कार्ड बनाएंगे नीले कार्ड (पुल्लिंग): पापा, दादा, भाई, राजा, मोर, शेर। गुलाबी कार्ड (स्त्रीलिंग): मम्मी, दादी, बहन, रानी, मोरनी, शेरनी। अब बच्चों को कक्षा में घूमकर अपनी सही 'जोड़ी' ढूँढनी होगी। जैसे: 'राजा' वाला बच्चा 'रानी' वाले बच्चे को ढूँढेगा। जब जोड़ी मिल जाए, तो दोनों बच्चे साथ खड़े होकर कक्षा को बताएंगे: "मैं राजा हूँ और यह मेरी रानी है।" (Activity-Based Learning Approach) <p>पाठ - 10 सब नामों के लिए</p>

			<p style="text-align: center;">शब्द</p> <p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> Pronouns (Multisensory Integration) <p style="text-align: center;">गतिविधि</p> <ul style="list-style-type: none"> रोल प्ले – बच्चे एक-दूसरे का परिचय सर्वनाम शब्दों का प्रयोग करके देंगे (जैसे- "यह मेरा मित्र है, इसका नाम राहुल है")। (Multidisciplinary Approach) <p style="text-align: center;">पाठमाला</p> <p style="text-align: center;">वर्षा आई</p> <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> The Red Raincoat The Rainbow <p>(Multidisciplinary Integration Approach)</p> <p style="text-align: center;">गतिविधि</p> <p>इंद्रधनुष क्राफ्ट (मूल्य आधारित शिक्षा) (Value based education supported by Social Emotional Learning.)</p>
<p><u>SEPTEMBER</u></p> <p><u>पाठमाला</u></p> <p>पाठ - 7 ऋ की मात्रा</p> <ul style="list-style-type: none"> अब तक जाना आकार <p><u>व्याकरण</u></p> <p>पाठ - 11 विशेषता बताने वाले शब्द</p> <ul style="list-style-type: none"> हमारे सहायक 	<ul style="list-style-type: none"> 'ऋ' की मात्रा वाले कठिन शब्दों (जैसे- वृक्ष, मृग, गृह) का सही उच्चारण और लेखन करना। विशेषण शब्दों का प्रयोग करके अपनी चीजों का वर्णन करना (जैसे- "मेरी फ्रॉक गुलाबी है")। 	<ul style="list-style-type: none"> स्मरण शक्ति (Memory Retention): पिछले 5 महीनों में सीखे गए वर्णों, मात्राओं और व्याकरण के नियमों को याद रखना। अवलोकन कौशल (Observation Skills): किसी वस्तु की सूक्ष्म विशेषताओं (छोटा, बड़ा, कड़वा, मीठा) को गौर से देखना और बताना। 	<p style="text-align: center;">व्याकरण</p> <p>पाठ - 11 विशेषता बताने वाले शब्द</p> <p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> Adjectives (Multidisciplinary Integration Approach) <p style="text-align: center;">गतिविधि</p> <ul style="list-style-type: none"> एक बच्चा किसी भी विषय पर उसकी 3 विशेषताएँ बताएगा। (Multidisciplinary Integration Approach) <p style="text-align: center;">हमारे सहायक</p> <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> Pgno-14 (Integrated Learning)

			<p>Approach)</p> <p><u>Integrated with Teacher's Day</u></p> <ul style="list-style-type: none"> • Thematic/Integrated Learning Approach <p><u>Integrated with ER (The Wondrous World)</u></p> <ul style="list-style-type: none"> • People who help us (Multidisciplinary Integration Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pgno-50 (Constructivist Approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> • हमारे सहायक : देखो और बताओ (Activity-Based Learning Approach) <p>आकार</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Pg no - 9 Shapes boat (Experimental Learning approach) <p><u>Integrated with Maths Pie</u></p> <ul style="list-style-type: none"> • Shapes and Patterns (Multidisciplinary Integration Approach) <p><u>Integrated with Know For Sure(GK)</u></p> <ul style="list-style-type: none"> • Pg no. 49 A Walk Through Nature(Interdisciplinary Learning approach) <p><u>Integrated with Be AI Smart (Computer)</u></p> <ul style="list-style-type: none"> • Patterns in data (Pg no. 25-26, 28-30) (Interdisciplinary Learning approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> • अलग-अलग आकृतियों (shapes) के पैटर्न बनाएंगे । (Art Integrated Learning Approach)
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OCTOBER

पाठमाला

पाठ - 8 ए की मात्रा

पाठ - 9 ऐ की मात्रा

- खान पान
- उंगलियों की लड़ाई
- आम

व्याकरण

पाठ - 9 एक - अनेक

पाठ - 12 काम बताने वाले शब्द

- फलों के नाम
- फूलों के नाम

- **ए (केला) और ऐ (पैर)** की मात्रा के बीच के बारीक अंतर को समझना और लिखना। *
- **'एक-अनेक' (वचन)** की अवधारणा को समझना, जैसे: एक तारा - अनेक तारे।
- **जीव-जंतुओं** के नाम और उनकी बोलियों को पहचानना।
- **क्रिया** - वाक्यों में कार्यों की पहचान करना और उनके सही प्रयोग से अपनी बात व्यक्त करना सीखेंगे।
- बच्चे विभिन्न **फलों** को उनके रंग, और नाम से पहचानना सीखेंगे।
- बच्चे अलग-अलग प्रकार के **फूलों** को पहचानकर उनके नाम और उनकी विशेषताओं का वर्णन करना सीखेंगे।

- **भाषिक शुद्धता** : 'काम वाले शब्द' (क्रिया) का सही प्रयोग करना, जैसे: मछली तैरती है, शेर दहाड़ता है।
- **भाषाई कौशल (Linguistic Skills)**: शब्दों की शुद्ध वर्तनी (Spelling) और सही उच्चारण का विकास करना.
- **कौशल विकास** : इससे बच्चों में वस्तुओं को गिनने का बोध (Number Sense), शब्दों की ध्वनि पहचानने का भाषाई कौशल और तार्किक सोच का विकास होगा।
- **वर्गीकरण कौशल** : वस्तुओं को उनके गुणों (जैसे रंग, आकार और उपयोग) के आधार पर पहचानने और वर्गीकृत करने की क्षमता.

उंगलियों की लड़ाई

Integrated with Being noble (life skill)

- The golden lotus (Helping others)
- Pumpkin, not again! (sharing) (Experiential Learning Approach)

Integrated with Know for sure (GK)

- Pg no-9 (Integrated Learning Approach)

Integrated with Communicate with Cambridge(English)

- Ch-6 The magic Tree (Multidisciplinary Integration Approach)

Integrated with AI

- Pg no - 27,39,54,55,47 (Constructivist Approach)

Integrated with ER (The Wondrous World)

- Good Manners (Multidisciplinary Integration Approach)

गतिविधि

- शिष्टाचार पर पोस्टर बनाना (Activity-Based Learning Approach)

पाठमाला

खान पान, आम, फलों के नाम

Integrated with World Food day

- Integrated Learning Approach

Integrated with Know for sure (GK)

- Pgno-17 (Integrated Learning Approach)

Integrated with ER (The Wondrous World)

- My food habits (Multidisciplinary Integration Approach)

Integrated with Communicate with AI

- Pg no-30,36(Constructivist Approach)

गतिविधि

- फलों का सलाद (Activity-Based Learning Approach)

फूलों के नाम

Integrated with Creative kids (art and craft)

- Flower-vegetable printing
- Tree-Finger Impression
- Craft time- printing Tree
- Craft time-paper flower

(Art-Integrated Learning Approach)

Integrated with Know for sure (GK)

- Pg no- 15,21,26 (Integrated Learning Approach)

Integrated with ER (The Wondrous World)

- The world of plants
(Multidisciplinary Integration Approach)

Integrated with Communicate with Cambridge(English)

- Ch-9 The Poor woodcutter
(Multidisciplinary Integration Approach)

गतिविधि

- पत्तियों की छाप वाली कला (Experiential Learning Approach)

व्याकरण

पाठ - 9 एक - अनेक

Integrated with Grammar Gear

- Nouns - Singular and Plural
(Interdisciplinary Integration)

गतिविधि

बच्चे डिब्बे में से एक वस्तु (जैसे- एक पेंसिल) निकालेंगे और जादुई छड़ी घुमाकर उसे अनेक (पेंसिलें) में बदलते हुए नए शब्द का उच्चारण करेंगे। (Experiential Learning Approach)

पाठ - 12 काम बताने वाले

शब्द

			<p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> • Verbs (Interdisciplinary Integration) गतिविधि • वास्तविक जीवन पर आधारित गतिविधि जैसे - लिखना, पढ़ना, कूदना (Experiential Learning Approach)
<p><u>NOVEMBER</u></p> <p><u>पाठमाला</u></p> <p>पाठ - 10 ओ की मात्रा</p> <p>पाठ - 11 औ की मात्रा</p> <p>पाठ - 15 संयुक्त व्यंजन</p> <ul style="list-style-type: none"> • जीव - जंतुओं की दुनिया • चिड़िया रानी <p><u>व्याकरण</u></p> <p>पाठ - 13 उलटे अर्थ वाले शब्द</p> <p>पाठ - 14 गिनती</p> <ul style="list-style-type: none"> • पक्षियों के नाम • जानवरों के नाम 	<ul style="list-style-type: none"> • 'ओ' (मोर) और 'औ' (कौआ) की मात्रा के शब्दों को पढ़ना और लिखना सीखना । • विलोम शब्द (उल्टे अर्थ) के माध्यम से शब्दों के विपरीत अर्थों को समझना (जैसे: दिन-रात, ठंडा-गर्म)। • बच्चे अपने आस-पास के वातावरण और जीव-जंतुओं को पहचानना और उनका वर्गीकरण करना सीखेंगे। 	<ul style="list-style-type: none"> • तार्किक सोच (Logic): संयुक्त व्यंजनों (क्ष, त्र, ज्ञ, श्र) का प्रयोग करके नए शब्द बनाने की क्षमता। • संख्यात्मक कौशल (Numeracy) : 1 से 10 तक की हिंदी गिनती को अंकों और शब्दों में पहचानना। 	<ul style="list-style-type: none"> • पक्षियों के नाम • जानवरों के नाम • जीव - जंतुओं की दुनिया <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Elephant-coin Impression • Butterfly-Impression • Honeybee-trace and color • Fish-step by step • Rabbit-dot joining and creation • Hen-cotton bird impression • Duck-paper ball pasting • Whale-paper folding • Animal mask • Insect's- draw and color • Toucan bird-bindi pasting <p>(Art-Integrated Learning Approach)</p> <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • At the Zoo • King Lion and Rakhi • Mr caterpillar • My Big fat <p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> • The lost kitten(Kindness to animals) (Integrated Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-3,8,2738,39,4,46,(Integrated

			<p>Learning Approach) <u>Integrated with ER (The Wondrous World)</u></p> <ul style="list-style-type: none"> The Animal world (Multidisciplinary Integration Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg18,19,21(Constructivist Approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> जानवरों की आवाज़ें पहचानने का खेल (Activity-Based Learning Approach)
<p><u>DECEMBER</u></p> <p><u>पाठमाला</u></p> <p>पाठ - 12 अनुस्वार (ं)</p> <p>पाठ - 13 अनुनासिक (ँ)</p> <p>पाठ - 14 विसर्ग (ः)</p> <ul style="list-style-type: none"> बारह खड़ी अब तक जाना <p><u>व्याकरण</u></p> <p>पाठ - 4 मात्राएँ</p> <p>पाठ - 5 वाक्य</p> <ul style="list-style-type: none"> मेरा परिचय 	<ul style="list-style-type: none"> अनुस्वार (अं) और विसर्ग (अः) के साथ चंद्रबिंदु (अँ) का सही उच्चारण और प्रयोग। वाक्यों की रचना करना सीखना और पूर्ण विराम (।) का सही उपयोग समझना। बारहखड़ी के माध्यम से सभी मात्राओं का एक साथ दोहराव करना। 	<ul style="list-style-type: none"> स्व-अभिव्यक्ति (Self-Expression): 'मेरा परिचय' के माध्यम से अपने बारे में 5 पंक्तियाँ आत्मविश्वास से बोलना। लेखन प्रवाह : शब्दों को जोड़कर सरल और छोटे वाक्य लिखने की गति में सुधार। 	<ul style="list-style-type: none"> मैं कौन हूँ? : प्रत्येक बच्चा कक्षा के सामने आकर अपना परिचय देगा— "मेरा नाम... है, मैं छह साल का हूँ, मुझे आम खाना पसंद है।" इससे उनका मंच का डर दूर होगा। (Child-Centered Approach) <p><u>व्याकरण</u></p> <p>पाठ - 5 वाक्य</p> <p><u>Integrated with Grammar Gear</u></p> <ul style="list-style-type: none"> Sentences (Thematic Integration Approach) <p><u>गतिविधि</u></p> <ul style="list-style-type: none"> शब्द-रेलगाड़ी : <ul style="list-style-type: none"> कक्षा के 4-5 बच्चों का एक समूह बनाएं। हर बच्चे को एक फ्लैशकार्ड या कागज़ का टुकड़ा दें जिस पर एक शब्द लिखा हो। उदाहरण के लिए: [आम] [मीठा] [हैं] [यह] पहले बच्चों को इधर-उधर खड़ा करें

			<p>ताकि वाक्य का कोई अर्थ न निकले (जैसे: "है मीठा आम यह")। बच्चों से पूछें- "क्या रेलगाड़ी सही पटरी पर है?" बच्चे कहेंगे- "नहीं!"</p> <p>➤ इंजन की भूमिका: आप (शिक्षक) 'इंजन' बनें और बच्चों को सही क्रम में लगने के लिए कहें ताकि एक अर्थपूर्ण वाक्य बने।</p> <p>सही क्रम: [यह] → [आम] → [मीठा] → [है]</p> <p>➤ रेलगाड़ी चलाना: जब बच्चे सही क्रम में खड़े हो जाएं, तो वे एक-दूसरे का कंधा पकड़कर एक रेलगाड़ी की तरह चलें और अपना-अपना शब्द जोर से बोलें। (Thematic Integration Approach)</p>
<p>JANUARY</p> <p>पाठमाला</p> <p>पाठ - 16 आगत ध्वनियाँ</p> <p>पाठ - 17 संयुक्ताक्षर</p> <p>पाठ - 18 र के रूप</p> <ul style="list-style-type: none"> • खेल - खेल में <p>व्याकरण</p> <p>पाठ - 15 आइए कहानी बनाए</p>	<ul style="list-style-type: none"> • र' के विभिन्न रूपों (रेफ जैसे- सूर्य, पदेन जैसे- द्रम) और आगत ध्वनियों (जैसे- ज़, फ़) का सही उच्चारण व प्रयोग करना। • संयुक्त अक्षरों और द्वित्व व्यंजनों (जैसे- पत्ता, बिल्ली) को बिना हिचकिचाहट के शुद्ध रूप से पढ़ना और लिखना। 	<ul style="list-style-type: none"> • कल्पनाशीलता : चित्रों को देखकर अपने शब्दों में छोटी और मजेदार कहानियाँ बुनने की क्षमता विकसित करना। <p>तार्किक चिंतन (Logical Thinking): कहानी की घटनाओं को सही क्रम (शुरुआत, मध्य, अंत) में व्यवस्थित करना सीखना।</p>	<ul style="list-style-type: none"> • "मेरी कहानी, मेरा चित्र" : शिक्षक बोर्ड पर तीन चित्र बनाएंगे या फ्लैश कार्ड का भी इस्तेमाल कर सकते हैं(जैसे: एक कौआ, एक घड़ा और सूरज)। बच्चे इन चित्रों को जोड़कर अपनी कल्पना से एक छोटी कहानी बनाएंगे और उसे कक्षा में सुनाएंगे। (Thematic Integration Approach)

SUBJECT – MATHS

BOOKS

- MATHS PIE
- SKILL SAFARI (NUMERACY SKILLS)

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p>APRIL</p> <p>1. Maths Pie</p> <ul style="list-style-type: none"> ➤ Chapter - 1 Spatial Awareness ➤ Chapter - 2 Numbers from 11 to 20 <p>2. Skill Safari</p> <ul style="list-style-type: none"> ➤ Chapter - 1 Spatial Understanding 	<p>1. Maths Pie</p> <p>Ch-1 Spatial Awareness</p> <ul style="list-style-type: none"> • Identify and use positional words (in, on, under, near, far, between). • Follow simple directions (left, right, forward, backward). • Describe position of objects correctly. <p>Ch-2 Numbers from 11 to 20</p> <ul style="list-style-type: none"> • Read and write numbers 11-20. • Understand tens and ones. • Count forward and backward. • Identify before, after and between numbers. <p>2. Skill Safari</p> <p>Ch-1 Spatial Understanding</p> <ul style="list-style-type: none"> • Understand positional words (inside, outside, near, far, above, below). • Identify direction (left, right, forward, backward). • Describe the position of objects correctly. 	<p>1. Maths Pie</p> <p>Ch-1 Spatial Awareness</p> <ul style="list-style-type: none"> • Observation • Listening skills • Visual discrimination • Motor coordination • Confidence Building <p>Ch-2 Numbers from 11 to 20</p> <ul style="list-style-type: none"> • Number sense • Logical thinking • Counting skills <p>2. Skill Safari</p> <p>Ch-1 Spatial Understanding</p> <ul style="list-style-type: none"> • Observation • Listening skills • Visual discrimination • Motor coordination 	<p style="text-align: center;">Ch-1 Spatial Awareness</p> <p><u>Integrated with English(Grammar Gear)</u></p> <ul style="list-style-type: none"> • CH-12 Prepositions. (Interdisciplinary Learning approach) • Art Integration - Pg no.13 <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Helping Hands for a Cleaner Planet 🌍</p> <ul style="list-style-type: none"> • Students clean up litter in pairs using prepositions (in, on, under...) to describe positions.(Life skill based learning) <p style="text-align: center;">Ch - 2 Numbers from 11 to 20</p> <ul style="list-style-type: none"> • Art Integration - Pg no.24 • Experiential Learning - Pg no.28 <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Healthy Plates for a Healthy Planet 🥗</p> <ul style="list-style-type: none"> • Count fruits/veggies (11-20) for a healthy plate. Groups create & share plates. (Activity based Learning)

JULY

1. Maths Pie

- Chapter - 3 Addition up to 20
- Chapter - 4 Subtraction within 20
- Number names 21 to 40 [Pg no. 66, 67(Q2), 68, 69(Q2)]

2.Skill Safari

- Chapter - 3 Mental Arithmetic [Pg no. 15, worksheet 3A, 3B, 3C(A)]

1. Maths Pie

Ch-3 Addition up to 20

- Add numbers within 20.
- Use number bonds.
- Add using number line.
- Solve simple word problems.

Ch-4 Subtraction within 20

- Subtract numbers within 20.
- Subtract using number line.
- Understand addition-subtraction relation.

2.Skill Safari

Ch-3 Mental Arithmetic

- Perform simple addition and subtraction mentally.
- Develop speed and accuracy in basic calculations.
- Solve simple word problems mentally.

1. Maths Pie

Ch-3 Addition up to 20

- Problem solving
- Mental maths
- Analytical thinking

Ch-4 Subtraction within 20

- Logical reasoning
- Observation
- Accuracy

2. Skill Safari

Ch-3 Mental Arithmetic

- Mental maths
- Concentration
- Quick thinking

Ch - 3 Addition up to 20

- Multisensory Approach : Visual, Auditory, kinesthetic methods to engage students with addition.

Activity

Food Drive Fun

- Groups collect food items (addition upto 20). Roll dice, add, "collect" food. (Play Based Learning)

Ch - 4 Subtraction within 20

- Experiential Learning - Pg no.59

Activity

Recycling Race

- Students start with 20 items to recycle.
- Subtract items "not recycled" from 20. Discuss recycling importance. (Montessori Method)

AUGUST

1. Maths Pie

- Chapter - 5 Numbers from 21 to 50
- Chapter - 6 Numbers from 51 to 100
- Number names 41 to 60 [Pg no. 70, 71(Q2), 77, 79(Q2)]

2.Skill Safari

- Chapter - 2 Fun With Numbers
- Chapter - 6 Analogy

1. Maths Pie

Ch-5 Numbers from 21 to 50

- Read and write numbers 21-50.
- Understand tens and ones.
- Compare and order numbers.

Ch-6 Numbers from 51 to 100

- Read and write numbers 51-100.
- Count in tens.
- Write expanded form.
- Compare numbers.

2.Skill Safari

Ch-2 Fun with Numbers

- Read and write numbers correctly.
- Count forward and backward.
- Compare numbers.

1. Maths Pie

Ch-5 Numbers from 21 to 50

- Place value understanding
- Number comparison

Ch-6 Numbers from 51 to 100

- Logical thinking
- Number fluency

2. Skill Safari

Ch-2 Fun with Numbers

- Number sense
- Logical thinking

Ch - 5 Numbers from 21 to 50

- Art Integration - Pg no.65

Activity

School Green Audit

- Students will count trees in school. (sustainable school) (Experiential Outdoor Learning)

Ch - 6 Numbers from 51 to 100

- Constructive Approach - Pg no. 92

<ul style="list-style-type: none"> ➤ Pg no. 58(D,F) ➤ Pg no. 61(E) 	<ul style="list-style-type: none"> • Arrange numbers in order. <p>Ch-6 Analogy</p> <ul style="list-style-type: none"> • Use analogies to solve problems and think critically. • Develop logical thinking and reasoning skills.. 	<ul style="list-style-type: none"> • Sequencing <p>Ch-6 Analogy</p> <ul style="list-style-type: none"> • Critical Thinking Problem-solving abilities 	
<p><u>SEPTEMBER</u></p> <p>1. Maths Pie</p> <ul style="list-style-type: none"> ➤ Chapter - 7 Shapes and Patterns ➤ Counting 101 to 120 <p>2.Skill Safari</p> <ul style="list-style-type: none"> ➤ Chapter - 8 Shapes and Patterns ➤ Pg no. 56(F) 	<p>1. Maths Pie</p> <p>Ch-7 Shapes and Patterns</p> <ul style="list-style-type: none"> • Identify 2D and basic 3D shapes. • Recognize patterns. • Differentiate straight and curved lines. <p>2.Skill Safari</p> <p>Ch-8 Shapes and Patterns</p> <ul style="list-style-type: none"> • Identify basic 2D and 3D shapes. • Recognize and continue patterns. • Differentiate straight and curved lines. 	<p>1. Maths Pie</p> <p>Ch-7 Shapes and Patterns</p> <ul style="list-style-type: none"> • Visual recognition • Creativity • Pattern identification <p>2. Skill Safari</p> <p>Ch-8 Shapes and Patterns</p> <ul style="list-style-type: none"> • Visual recognition • Creativity <p>Pattern understanding</p>	<p>Ch-7 Shapes and Patterns</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Shapes Boat. (experimental Learning approach) <p><u>Integrated with Hindi (सूरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-Pg no.7 आकार (Multidisciplinary Integration Approach) <p><u>Integrated with Know For Sure(GK)</u></p> <ul style="list-style-type: none"> • Pg no. 49 A Walk Through Nature (Interdisciplinary Learning approach) <p><u>Integrated with Be AI Smart (Computer)</u></p> <ul style="list-style-type: none"> • Patterns in data (Pg no. 25-26, 28-30) (Interdisciplinary Learning approach) <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Pattern Partnerships 🤝</p> <ul style="list-style-type: none"> • Divide class into groups. • Each group will create different shape patterns together. (Collaborative Learning)
<p><u>OCTOBER</u></p> <p>1. Maths Pie</p> <ul style="list-style-type: none"> ➤ Chapter - 8 Addition and Subtraction up to 99 ➤ Counting 121 to 140 ➤ Number names 61 to 80 [Pg no. 78, 79(Q3), 80, 863(Q1)] <p>Table of 2</p>	<p>1. Maths Pie</p> <p>Ch-8 Addition and Subtraction up to 99</p> <ul style="list-style-type: none"> • Add and subtract 2-digit numbers. • Solve word problems. • Apply in real-life situations. <p>2. Skill Safari</p>	<p>1. Maths Pie</p> <p>Ch-8 Addition and Subtraction up to 99</p> <ul style="list-style-type: none"> • Problem solving • Critical thinking <p>Accuracy</p> <p>3. Skill Safari</p> <p>Ch-3 Mental Arithmetic</p>	<p>Ch-8 Addition and Subtraction up to 99</p> <p><u>Integrated with Halloween Day</u></p> <ul style="list-style-type: none"> • Trick or Treat Math :Integrated Learning Approach supported by Activity-Based and Experiential Learning strategies. <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Equality in School Count 👧👦 12 34</p> <ul style="list-style-type: none"> • Students will count boys/girls in class. • They will choose the correct flashcard of the number names.

<p>2.Skill Safari</p> <ul style="list-style-type: none"> ➤ Chapter - 3 Mental Arithmetic <p>[Worksheet 3C (B,C), 3D, 3E]</p> <ul style="list-style-type: none"> ➤ Pg no. 55 (D,E) ➤ Pg no. 57 (B,C) ➤ Pg no. 60 (B) <p>Pg no. 61(C)</p>	<p>Ch-3 Mental Arithmetic</p> <ul style="list-style-type: none"> • Perform simple addition and subtraction mentally. • Develop speed and accuracy in basic calculations. • Solve simple word problems mentally. 	<ul style="list-style-type: none"> • Mental maths • Concentration • Quick thinking 	<p>(Activity Based Learning)</p>
<p>NOVEMBER</p> <p>1. Maths Pie</p> <ul style="list-style-type: none"> ➤ Chapter - 9 Measurement - Length, Mass and Capacity ➤ Chapter - 10 Money ➤ Counting 141 to 160 ➤ Number names 81 to 100 [Pg no. 81, 82, 83(Q2,3)] Ex- 6A (Q2) ➤ Pg no. 93(Q2,3,4) ➤ Table of 5 <p>2.Skill Safari</p> <ul style="list-style-type: none"> ➤ Chapter - 4 Measurement [Pg no. 21, Worksheet- 4A, 4B, 4C(A)] ➤ Chapter - 5 Money [Pg no. 25, Worksheet- 5C, 5D, 5E] ➤ Pg no. 56(G) ➤ Pg no. 59(G,H) ➤ Pg no. 60(A) 	<p>1. Maths Pie</p> <p>Ch-9 Measurement (Length, Mass, Capacity)</p> <ul style="list-style-type: none"> • Measure using non-standard units. • Compare long/short, heavy/light, more/less. <p>Ch-10 Money</p> <ul style="list-style-type: none"> • Identify coins and notes. • Count money. • Add and subtract rupees. <p>2.Skill Safari</p> <p>Ch-4 Measurement</p> <ul style="list-style-type: none"> • Compare long/short, heavy/light, more/less. • Measure using non-standard units. • Understand basic concepts of length, mass, and capacity. <p>Ch-5 Money</p> <ul style="list-style-type: none"> • Recognize coins and notes. • Count simple amounts of money. 	<p>1. Maths Pie</p> <p>Ch-9 Measurement (Length, Mass, Capacity)</p> <ul style="list-style-type: none"> • Observation • Estimation • Comparison <p>Ch-10 Money</p> <ul style="list-style-type: none"> • Financial awareness • Calculation skills <p>2. Skill Safari</p> <p>Ch-4 Measurement</p> <ul style="list-style-type: none"> • Estimation • Comparison • Observation <p>Ch-5 Money</p> <ul style="list-style-type: none"> • Financial literacy • Calculation skills 	<p>Ch-9 Measurement</p> <ul style="list-style-type: none"> • Art Integration - Pg no.123 (SDG 15 - Life on Land) • Experiential Learning - Pg no.132 (Application based and Experiential Learning) <p>Activity</p> <p>Treasure Hunt Measure 🗺️ 🧰</p> <ul style="list-style-type: none"> • Measure objects (blocks/hand spans), find "treasure" using clues. (Experiential Learning) <p>Ch-10 Money</p> <p>Integrated with Know For Sure(GK)</p> <ul style="list-style-type: none"> • Pg no. 40 Going Shopping (Interdisciplinary Learning approach) <p>Integrated with Creative kids (art and craft)</p> <ul style="list-style-type: none"> • Elephant- coin impression. (Experimental Learning approach) • Financial Literacy (Pg no. 140) <p>Activity</p> <p>Fresh Market for All 🥬 🍌</p> <ul style="list-style-type: none"> • Groups set up fruit/veg stalls, price items (₹5-₹10). • "Customers" buy using play money, sellers calculate total. • Link to SDG 2 (access to healthy food). • Add a "Food Drive" twist: donate items to

a local food bank.
(Play Based and Experiential Learning)

DECEMBER

1. Maths Pie

- Chapter - 11 Time
- Chapter - 12 Introduction to Multiplication
- Counting 160 to 180
- Table of 10

2.Skill Safari

- Chapter - 5 Time (Worksheet 5A, 5B)
- Chapter - 4 Measurement [Worksheet 4C(B)]
- Chapter - 7 Odd One Out
- Pg no. 51
- Pg no. 54 (B)

1. Maths Pie

Ch-11 Time

- Read time (full hour).
- Identify days of the week.
- Understand daily routine timing.

Ch-12 Introduction to Multiplication

- Understand equal grouping.
- Learn repeated addition.
- Build simple multiplication facts.

2.Skill Safari

Ch-5 Time

- Read time (full hour).
- Identify days of the week.

Ch-7 Odd One Out

- Identify the item that does not belong to a group.
- Recognize differences in shape, number, size, or pattern.

1. Maths Pie

Ch-11 Time

- Time awareness
- Sequencing

Ch-12 Introduction to Multiplication

- Logical thinking
- Grouping ability

2. Skill Safari

Ch-5 Time

- Time awareness

Ch-7 Odd One Out

- Observation
- Categorization
- Analytical thinking

Ch-11 Time

Integrated with Know For Sure(GK)

- Pg no. 24 Tick-tock (Interdisciplinary Learning approach)
- Pg no. 48 Day by Day (Interdisciplinary Learning approach)

Activity

Time Match for a Greener Day

- Flashcards: Activities (brushing teeth, washing hands, drinking water, bath).
- Time cards: Morning, Afternoon, Evening, Night.
- Match activity cards to time of day. (Montessori and Life Skill Based Learning)

Ch-12 Introduction to Multiplication

- Art Integration - Pg no.158

Activity

Healthy Meals 🍎 ✖

- Groups plan meals with fruits/veggies (e.g., 2 plates x 3 fruits = 6 fruits).
- Use multiplication to count items. (Collaborative Learning)


Ch-7 Odd One Out(Skill Safari)

Integrated with Know For Sure(GK)

- Pg no. 66 Odd One Out (Interdisciplinary Learning approach)

Integrated with Be AI Smart (Computer)

- Pg no. 27 Odd One Out (Experimental Learning approach)

<p><u>JANUARY</u></p> <p>1. <u>Maths Pie</u></p> <ul style="list-style-type: none"> ➤ Chapter - 13 Data Handling ➤ Counting 181 to 200 <p>2. <u>Skill Safari</u></p> <ul style="list-style-type: none"> ➤ Chapter - 9 Data Handling <p>Pg no. 61(F)</p>	<p>1. <u>Maths Pie</u></p> <p>Ch-13 Data Handling</p> <ul style="list-style-type: none"> • Sort objects into groups. • Read simple pictographs. • Classification • Observation • Interpretation <p>2. <u>Skill Safari</u></p> <p>Ch-9 Data Handling</p> <ul style="list-style-type: none"> • Sort objects into groups. • Interpret simple pictographs. • Collect and represent simple data. 	<p>1. <u>Maths Pie</u></p> <p>Ch-13 Data Handling</p> <ul style="list-style-type: none"> • Classification • Observation • Interpretation <p>2. <u>Skill Safari</u></p> <p>Ch-9 Data Handling</p> <ul style="list-style-type: none"> • Classification • Interpretation • Observation 	<p>Ch-12 Data Handling</p> <ul style="list-style-type: none"> • Values Based Education - Pg no.164 (SDG 12 - Responsible Consumption and Production) <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Tally Trackers </p> <ul style="list-style-type: none"> • Use sticks or cards to practice tallying items, such as counting stickers of different emotions. (Activity Based Learning)
<p><u>FEBRUARY</u></p> <ul style="list-style-type: none"> ➤ Sample Paper 1 (A,C) ➤ Sample Paper 2 (A,E) ➤ Sample Paper 3 (D) <p>Revision for Annual Exam</p>			

SUBJECT – ER

BOOKS

➤ The Wondrous World

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p><u>APRIL</u> Ch-1 About me Ch-2 My Body Ch-3 Keeping myself fit and healthy Ch-10 I Love my family Ch-18 In the sky</p>	<p>Ch-1 About me</p> <ul style="list-style-type: none"> Children will be able to introduce themselves confidently. They will identify their name, age and basic personal details. They will recognize their uniqueness and self-identity. <p>Ch-2 My Body</p> <ul style="list-style-type: none"> Children will name major body parts correctly. They will understand the functions of body parts. They will learn basic personal hygiene habits <p>Ch-3 Keeping myself fit and healthy</p> <ul style="list-style-type: none"> Children will understand the importance of healthy food and exercise. They will identify good habits for staying healthy. They will learn about cleanliness and daily routines. <p>Ch-10 I Love my family</p> <ul style="list-style-type: none"> Children will recognize different family members. They will understand love, care, and sharing in a family. They will appreciate family 	<p>Ch-1 About me</p> <ul style="list-style-type: none"> Self-awareness Communication skills Confidence building Social interaction <p>Ch-2 My Body</p> <ul style="list-style-type: none"> Observation Vocabulary development Health and hygiene awareness Motor coordination <p>Ch-3 Keeping myself fit and healthy</p> <ul style="list-style-type: none"> Healthy lifestyle habits Decision making Self-care skills Responsibility <p>Ch-18 In the sky</p> <ul style="list-style-type: none"> Scientific thinking Curiosity Observation skills Concept understanding <p>Ch-10 I Love my family</p> <ul style="list-style-type: none"> Emotional development Relationship building Respect and care Social skills 	<p style="text-align: center;">Ch-1 About me</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Pg no-8 Boy and Girl - Newspaper pasting. (experimental Learning approach) <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> Ch-7 Crossing the river (Believe in yourself) (Value based education supported by social emotional learning.) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> My Introduction Circle Time - Children-Introduce name, age, favorite colour. (Child-Centered Approach) <p style="text-align: center;">Ch-2 My Body</p> <p><u>Integrated with know for sure (GK)</u></p> <ul style="list-style-type: none"> Gk-pg no 16,18 (Multidisciplinary Approach) <p><u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg no 4 (Multidisciplinary Integration Approach) <p><u>Integrated with Communicate with Cambridge (English)</u></p> <ul style="list-style-type: none"> All of me (Multi-disciplinary Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg no15,35 (Constructivist Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> Body Parts Song + Action Game Sense Organs Box - identify objects

values.

Ch-18 In the sky

- Children will identify objects in the sky (sun, moon, stars, clouds).
- They will differentiate between day and night.
- They will develop curiosity about nature

by touch/smell (Activity- Based Learning Approach)

Ch-3 Keeping myself fit and healthy (Integrated with world health day)

- Integrated Learning Approach supported by Activity-Based and Experiential Learning.

Integrated with Know for sure (GK)

- Gk-pg no 5 (Interdisciplinary Approach.)

Activity

- Healthy vs Junk Food Sorting (Constructivist Approach)

Ch-10 I Love my family

Integrated with Creative kids (art and craft)

- My family-hand print (Art- Integrated Learning Approach)

Integrated with Know for sure (GK)

- Gk-pg no 53 (Interdisciplinary Approach.)

Integrated with Communicate with Cambridge(English)

- Manu and his family (Multidisciplinary Integration Approach)

Integrated with Hindi (सुखी हिन्दी पाठमाला)

- Hindi-pg. no 1 (Multidisciplinary Integration Approach)

Activity

- Role Play: Helping at Home (Activity-Based Learning Approach)

Ch-18 In the sky

Integrated with Know for sure (GK)

- Gk-pg no 6,42,43,54 (Interdisciplinary Approach.)

Integrated with world earth day

- Integrated Learning Approach

			<p>supported by Activity-Based and Experiential Learning strategies.</p> <p><u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg. no 89 (Multidisciplinary Integration Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> Day and Night Sorting Activity Sky Observation Homework (Experiential Learning Approach)
<p><u>JULY</u> Ch-12 My School Ch-13 Our Neighborhood</p>	<p>Ch-12 My School</p> <ul style="list-style-type: none"> Children will identify places and people in school. They will learn basic school rules and discipline. They will develop a sense of belonging. <p>Ch-13 Our Neighborhood</p> <ul style="list-style-type: none"> Children will recognize places around them (park, market, hospital). They will understand community helpers' roles. They will learn about living together safely. 	<p>Ch-12 My School</p> <ul style="list-style-type: none"> Adaptability Responsibility Cooperation Listening skills <p>Ch-13 Our Neighborhood</p> <ul style="list-style-type: none"> Community awareness Observation Social responsibility Respect for helpers 	<p>Ch-12 My School</p> <p><u>Integrated with Welcome back school special assembly</u></p> <ul style="list-style-type: none"> Experiential Learning Approach <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> Poem At school (Multidisciplinary Integration Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> School Tour Activity (Experiential Learning Approach) <p>Ch-13 Our Neighborhood</p> <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> Ch-2 Friends in the Park (Multidisciplinary Integration Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> Clean Neighborhood Pledge Activity (Experiential Learning Approach)
<p><u>AUGUST</u> Ch-6 Clothes we wear Ch-11 Festivals we celebrate Ch-19 Our Nation</p>	<p>Ch-6 Clothes we wear</p> <ul style="list-style-type: none"> Children will identify different types of clothes. They will understand seasonal clothing needs. They will learn the importance of cleanliness in clothing. <p>Ch-11 Festivals we celebrate</p>	<p>Ch-6 Clothes we wear</p> <ul style="list-style-type: none"> Categorization Daily life awareness Self-care Environmental adaptation <p>Ch-11 Festivals we celebrate</p>	<p>Ch-6 Clothes we wear</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Dancing girl-pencil shaving (Art-Integrated Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> Pg no- 55 (Integrated Learning Approach)

	<ul style="list-style-type: none"> • Children will learn about major festivals and traditions. • They will understand sharing and happiness in celebrations. • They will respect cultural diversity. <p>Ch-19 Our Nation</p> <ul style="list-style-type: none"> • Children will identify India as their country. • They will learn about national symbols and Independence Day. • They will develop pride and love for the nation. 	<ul style="list-style-type: none"> • Cultural awareness • Creativity • Social bonding • Respect for traditions <p>Ch-19 Our Nation</p> <ul style="list-style-type: none"> • Patriotism • Identity building • Respect for national values • Awareness 	<p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Cloth Texture Corner (cotton/wool/silk touch) <p>Experiential Learning Approach</p> <p>Ch-11 Festivals we celebrate</p> <p><u>Integrated with Raksha bandhan and Independence Day</u></p> <ul style="list-style-type: none"> • Thematic / Integrated Learning Approach <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no- 58,59 (Integrated Learning Approach) <p style="text-align: center;"><u>Activity</u></p> <p>Traditional Dress Day, Festival Story and Sweet Sharing</p> <p>Ch-19 Our Nation</p> <p><u>Integrated with Independence Day</u></p> <ul style="list-style-type: none"> • Thematic / Integrated Learning Approach <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no- 30,31,63 (Integrated Learning Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Patriotic Song + Independence Day Talk <p>(Activity-Based Learning Approach)</p>
<p><u>SEPTEMBER</u></p> <p>Ch-5 Safety Rules Ch-8 We need shelter Ch-9 People who help us</p>	<p>Ch-5 Safety Rules</p> <ul style="list-style-type: none"> • Children will learn basic safety rules at home, school, and road. • They will understand safe and unsafe situations. • They will practice good habits for protection. <p>Ch-8 We need shelter</p> <ul style="list-style-type: none"> • Children will understand the meaning of shelter. • They will identify different types of houses. • They will learn why shelter is 	<p>Ch-5 Safety Rules</p> <ul style="list-style-type: none"> • Safety awareness • Decision making • Responsibility • Problem solving <p>Ch-8 We need shelter</p> <ul style="list-style-type: none"> • Environmental understanding • Comparison skills • Critical thinking • Awareness of needs <p>Ch-9 People who help us</p> <ul style="list-style-type: none"> • Social respect • Community awareness 	<p>Ch-5 Safety Rules</p> <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-64,65 (Integrated Learning Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Road Safety Role Play (zebra crossing game) Activity-Based Learning Approach <p>Ch-8 We need shelter</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Hut-coloring • House-matchstick pasting <p>(Art-Integrated Learning Approach)</p>

	<ul style="list-style-type: none"> • important for living beings. <p>Ch-9 People who help us</p> <ul style="list-style-type: none"> • Children will identify community helpers (doctor, police, teacher). • They will understand their importance in society. • They will learn to respect all helpers. 	<ul style="list-style-type: none"> • Gratitude • Communication 	<p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-56,57, (Integrated Learning Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Animal Homes Chart Activity (Activity based learning Approach) <p>Ch-9 People who help us</p> <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pgno-14(Integrated Learning Approach) <p><u>Integrated with Teacher's Day</u></p> <ul style="list-style-type: none"> • Thematic/Integrated Learning Approach <p><u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-pg. no 79 (Multidisciplinary Integration Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no-50 (Constructivist Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Community Helpers Show and tell (Activity-Based Learning Approach)
<p><u>OCTOBER</u></p> <p>Ch-4 Good Manners Ch-7 My food habits Ch-14 The world of plants</p>	<p>Ch-4 Good Manners</p> <ul style="list-style-type: none"> • Children will learn polite words and respectful behavior. • They will practice sharing, helping, and caring. • They will understand good habits in daily life. <p>Ch-7 My food habits</p> <ul style="list-style-type: none"> • Children will identify healthy and unhealthy food. • They will understand the importance of balanced meals. • They will develop good eating habits. 	<p>Ch-4 Good Manners</p> <ul style="list-style-type: none"> • Moral values • Social etiquette • Emotional control • Positive behavior <p>Ch-7 My food habits</p> <ul style="list-style-type: none"> • Health awareness • Decision making • Self-discipline • Life skills <p>Ch-14 The world of plants</p> <ul style="list-style-type: none"> • Observation • Environmental care • Scientific thinking • Curiosity 	<p>Ch-4 Good Manners</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> • The golden lotus (Helping others) • Pumpkin, not again! (sharing) • Star of the week (Kindness) (Experiential Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-9 (Integrated Learning Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-6 The magic Tre (Multidisciplinary Integration Approach) <p><u>Integrated with Hindi (सारंगी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-pg. no 92 (Multidisciplinary Integration Approach) <p><u>Integrated with AI</u></p>

Ch-14 The world of plants

- Children will identify different types of plants.
- They will understand plants as living things.
- They will learn the importance of plants in our life.

- Pg no 27,39,54,55,47 (Constructivist Approach)

Activity

- Good Manners Poster Making (Activity-Based Learning Approach)

Ch-7 My food habits**Integrated with World Food day**

- Integrated Learning Approach

Integrated with Hindi (fruits name)

- Integrated Learning Approach

Integrated with Know for sure (GK)

- Pgno-17 (Integrated Learning Approach)

Integrated with Hindi (सारंगी पाठमाला)

- Hindi-pg. no 74,95, फलों के नाम (Multidisciplinary Integration Approach)

Integrated with Communicate with AI

- Pg no-30,36 (Constructivist Approach)

Activity

- Fruit Salad Day (Activity-Based Learning Approach)

Ch-14 The world of plants**Integrated with Creative kids (art and craft)**

- Flower-vegetable printing
- Tree-Finger Impression
- Craft time- printing Tree
- Craft time-paper flower

(Art-Integrated Learning Approach)

Integrated with Know for sure (GK)

- Pg no-15,21,26(Integrated Learning Approach)

Integrated with Hindi (सुखी हिन्दी पाठमाला)

- फूलों के नाम (Multidisciplinary Integration Approach)

Integrated with Communicate with Cambridge(English)

- Ch-9 The Poor woodcutter

			(Multidisciplinary Integration Approach) <u>Activity</u> <ul style="list-style-type: none"> Leaf Rubbing Art Experiential Learning Approach
NOVEMBER Ch-15 The Animal world Ch-16 We need air and water	Ch-15 The Animal world <ul style="list-style-type: none"> Children will recognize domestic and wild animals. They will understand animals' needs and habitats. They will learn kindness towards animals. Ch-16 We need air and water <ul style="list-style-type: none"> Children will understand air and water as basic needs. They will learn ways to save water and keep air clean. They will develop awareness about pollution. 	Ch-15 The Animal world <ul style="list-style-type: none"> Classification Empathy Awareness of nature Thinking skills Ch-16 We need air and water <ul style="list-style-type: none"> Environmental responsibility Awareness Conservation habits Critical thinking 	Ch-15 The Animal world <u>Integrated with Creative kids (art and craft)</u> <ul style="list-style-type: none"> Elephant-coin Impression Butterfly-Impression Honeybee-trace and colour Fish-step by step Rabbit-dot joining and creation Hen-cotton bird impression Duck-paper ball pasting Whale-paper folding Animal mask Insect's- draw and colour Toucen bird-bindi pasting (Art-Integrated Learning Approach) <u>Integrated with Communicate with Cambridge(English)</u> <ul style="list-style-type: none"> Ch-3 At the Zoo Ch-8 King Lion and Rakhi Poem-Mr caterpillar Poem-My Big fat (Multidisciplinary Integration Approach) <u>Integrated with Being noble (life skill)</u> <ul style="list-style-type: none"> The lost kitten(Kindness to animals) (Integrated Learning Approach) <u>Integrated with Know for sure (GK)</u> <ul style="list-style-type: none"> Pg no-3,8,2738,39,4,46, (Integrated Learning Approach) <u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u> Pg no- 58,59,96,97 जानवरों के नाम, पक्षियों के नाम (Multidisciplinary Integration Approach) <u>Integrated with AI</u>

			<ul style="list-style-type: none"> • Pg 18,19,21 (Constructivist Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Animal Sounds Guessing Game (Activity-Based Learning Approach) <p>Ch-16 We need air and water</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Blowing Balloon Experiment (Air exists) • Save Water Poster Making (Experiential and activity based Learning Approach) •
<p><u>DECEMBER</u> Ch-17Weather Ch-20 Travelling is fun</p>	<p>Ch-17Weather</p> <ul style="list-style-type: none"> • Children will identify different seasons and weather conditions. • They will learn about clothes and food according to weather. • They will observe daily weather changes. <p>Ch-20 Travelling is fun</p> <ul style="list-style-type: none"> • Children will identify different means of transport. • They will learn travel safety rules. • They will understand the importance of journeys 	<p>Ch-17Weather</p> <ul style="list-style-type: none"> • Observation • Seasonal awareness • Adaptability • Scientific curiosity <p>Ch-20 Travelling is fun</p> <ul style="list-style-type: none"> • Awareness • Safety habits • Observation • Social learning 	<p>Ch-20 Travelling is fun <u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-3,8,2738,39,4,46, (Integrated Learning Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no-34,36 (Constructivist Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-20 My ride cycle (Integrated Learning Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Toy Vehicle Ramp Activity (Activity-Based Learning Approach) <p>Ch-17Weather <u>Integrated with Winter theme</u></p> <ul style="list-style-type: none"> • Experiential Learning Approach <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no-31,32,42,51 (Constructivist Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Daily Weather Observation Chart (Experiential Learning Approach)

SUBJECT – Values and life Skills

BOOKS

- Being Noble

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p><u>APRIL</u> Ch - 4 The Hen that Laid Golden Eggs (Patience and contentment) Ch - 7 Crossing the River (Believe in yourself)</p>	<p>Ch. - 4 The Hen that Laid Golden Eggs (Patience and contentment)</p> <ul style="list-style-type: none"> • Children learn patience brings rewards. • They understand greed is harmful. <p>Ch. - 7 Crossing the River (Believe in yourself)</p> <ul style="list-style-type: none"> • Students learn self-confidence help • Overcome challenges. • They understand trying is more important than fear. 	<p>Ch - 4 The Hen that Laid Golden Eggs (Patience and contentment)</p> <ul style="list-style-type: none"> • Self-control • Decision making • Value of satisfaction <p>Ch - 7 Crossing the River (Believe in yourself)</p> <ul style="list-style-type: none"> • Confidence building • Courage • Growth mindset 	<p>Ch. - 4 The Hen that Laid Golden Eggs (Patience and contentment)</p> <ul style="list-style-type: none"> • Greed vs Contentment Sorting Cards (Value-Based and Activity-Based Learning Approach) <p>Ch - 7 Crossing the River (Believe in yourself)</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Pg no-8 Boy and Girl – Newspaper pasting. (experimental Learning approach) <p><u>Integrated with the wondrous world (ER)</u></p> <ul style="list-style-type: none"> • Ch- 1 About me <p>(Value based education supported by social emotional learning.)</p>
<p><u>JULY</u> Ch - 5 The Monkey and the Cap seller (Cleverness and presence of mind)</p>	<p>Ch - 5 The Monkey and the Cap seller (Cleverness and presence of mind)</p> <ul style="list-style-type: none"> • Students learn how smart thinking solves problems. • They understand staying calm is important. <p>Ch - 6 A Flight in the Kitchen (Coexistence)</p> <ul style="list-style-type: none"> • Children learn living peacefully with others is important. • They understand teamwork avoids conflict. <p>Ch - 8 Rainbow Colours (Humility)</p> <ul style="list-style-type: none"> • Children learn to stay humble even when talented. • They respect everyone equally. 	<p>Ch - 5 The Monkey and the Cap seller (Cleverness and presence of mind)</p> <ul style="list-style-type: none"> • Problem solving • Creative thinking • Observation skills <p>Ch - 6 A Flight in the Kitchen (Coexistence)</p> <ul style="list-style-type: none"> • Conflict resolution • Cooperation • Respect for others 	<p>Ch - 5 The Monkey and the Cap seller (Cleverness and presence of mind)</p> <ul style="list-style-type: none"> • Role Play: Monkey and cap seller scene. (Dramatization and Activity-Based Learning Approach) <p>Ch - 6 A Flight in the Kitchen (Coexistence)</p> <ul style="list-style-type: none"> • Group Activity: Working in pairs. (Collaborative and Activity-Based Learning Approach) <p>Ch - 8 Rainbow Colours (Humility)</p> <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-7 The Red raincoat •Poem The Rainbow (experimental Learning approach)
<p><u>AUGUST</u> Ch - 6 A Flight in the Kitchen (Coexistence)</p>			

Ch - 8 Rainbow Colours (Humility)		Ch - 8 Rainbow Colours (Humility) <ul style="list-style-type: none"> • Respect • Good manners • Emotional intelligence 	<u>Activity</u> <ul style="list-style-type: none"> • Rainbow Craft with values written on colours. (Value based education supported by social emotional learning.)
<u>SEPTEMBER</u> Ch - 9 Meeting under the tree (Concern for the environment)	Ch - 9 Meeting under the tree (Concern for the environment) <ul style="list-style-type: none"> • Students learn importance of protecting nature. • They understand trees and animals need care. 	Ch - 9 Meeting under the tree (Concern for the environment) <ul style="list-style-type: none"> • Environmental awareness • Responsibility • Observation skills 	Ch - 9 Meeting under the tree (Concern for the environment) <u>Integrated with AI</u> <ul style="list-style-type: none"> •Pg no 17 (Constructivist Approach <u>Activity</u> <ul style="list-style-type: none"> • Nature Walk (Activity-Based Learning Approach)
<u>OCTOBER</u> Ch - 1 Star of the Week (Kindness) Ch - 2 The Golden Lotus (Helping others) Ch - 3 Pumpkin, Not again! (Sharing)	Ch - 1 Star of the Week (Kindness) <ul style="list-style-type: none"> • Children understand the meaning of kindness. • They learn how small good actions make others happy. • They identify kind behaviour in daily life. Ch - 2 The Golden Lotus (Helping others) <ul style="list-style-type: none"> • Students learn the importance of helping people in need. •They understand cooperation and support. Ch - 3 Pumpkin, Not again! (Sharing) <ul style="list-style-type: none"> • Children understand sharing makes friendships stronger. • They learn not to be selfish. 	Ch - 1 Star of the Week (Kindness) <ul style="list-style-type: none"> • Empathy • Positive social behaviour • Communication skills Ch - 2 The Golden Lotus (Helping others) <ul style="list-style-type: none"> •Teamwork •Caring attitude •Moral reasoning Ch - 3 Pumpkin, Not again! (Sharing) <ul style="list-style-type: none"> • Sharing habits • Friendship building • Emotional developmet 	<u>Integrated with the wondrous world (ER)</u> <ul style="list-style-type: none"> • Ch-4 Good Manners (Experiential Learning Approach) <u>Integrated with Know for sure (GK)</u> <ul style="list-style-type: none"> • Pg no-9 (Integrated Learning Approach) <u>Integrated with Communicate with Cambridge(English)</u> <ul style="list-style-type: none"> • Ch-6 The magic Tre (Multidisciplinary Integration Approach) <u>Integrated with Hindi (सुखी हिन्दी पाठमाला)</u> <ul style="list-style-type: none"> • Hindi-pg. no 92 (Multidisciplinary Integration Approach)

			<p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg no 27,39,54,55,47 (Constructivist Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> Good Manners Poster Making (Activity-Based Learning Approach)
<p><u>NOVEMBER</u></p> <p>Ch - 10 The Lost Kitten (Kindness to animals)</p>	<p>Ch - 10 The Lost Kitten (Kindness to animals)</p> <ul style="list-style-type: none"> Children learn animals also feel pain and need love. <ul style="list-style-type: none"> They develop compassion towards pets and stray animals. 	<p>Ch - 10 The Lost Kitten (Kindness to animals)</p> <ul style="list-style-type: none"> Caring attitude Empathy Responsibility 	<p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Elephant-coin Impression Butterfly-Impression Honeybee-trace and colour Fish-step by step Rabbit-dot joining and creation Hen-cotton bird impression Duck-paper ball pasting Whale-paper folding Animal mask Insect's- draw and colour Toucen bird-bindi pasting (Art-Integrated Learning Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> Ch-3 At the Zoo Ch-8 King Lion and Rakhi Poem-Mr caterpillar Poem-My Big fat (Multidisciplinary Integration Approach) <p><u>Integrated with the wondrous world (ER)</u></p> <ul style="list-style-type: none"> Ch-15 The Animal world (Kindness to animals) (Integrated Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> Pg no-3,8,27,38,39,4,46, (Integrated Learning Approach) <p><u>Integrated with Hindi (सुखी हिन्दी पाठमाला Pg no- 58,59,96,97 जानवरों के नाम, पक्षियों के नाम</u></p>

			<p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg 18,19,21 (Constructivist Approach)
<p><u>DECEMBER</u></p> <p>Ch - 11 The Ants and the Grasshopper (Diligence)</p> <p>Ch - 12 King Bruce and the Spider (Preservance)</p>	<p>Ch - 11 The Ants and th Grasshopper (Diligence)</p> <ul style="list-style-type: none"> • Students learn hard work and planning are important. • They understand laziness causes problems <p>Ch - 12 King Bruce and the Spider (Preservance)</p> <ul style="list-style-type: none"> • Children learn never to give up. <ul style="list-style-type: none"> • They understand failure is part of success. 	<p>Ch - 11 The Ants and the Grasshopper (Diligence)</p> <ul style="list-style-type: none"> • Discipline • Time management • Responsibility <p>Ch - 12 King Bruce and the Spider (Preservance)</p> <ul style="list-style-type: none"> • Perseverance • Patience • Motivation 	<p>Ch - 11 The Ants and the Grasshopper (Diligence)</p> <ul style="list-style-type: none"> • Class Discussion: Why should we work regularly? <p>(Discussion-Based and Value-Based Learning Approach)</p> <p>Ch - 12 King Bruce and the Spider (Preservance)</p> <ul style="list-style-type: none"> • Try Again Game <p>(Experiential Learning Approach)</p>

SUBJECT – GK

BOOKS

➤ Know For Sure

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p>APRIL Pg. no-16 Parts of the Body Pg. no-5 Healthy Eats, Pg. no-6 Up in the Sky Pg. no-18 Taste Buds Pg. no-11 Cinemagic Pg. no-53 My Family (Activity) Pg. no-54 The Wind and sun Pg. no-42-23 Let’s keep the earth clean pg. no-25 Machines that make our lives easy</p>	<p>Pg. no-16 Parts of the Body</p> <ul style="list-style-type: none"> Identify different body parts. Name major body parts. Tell the basic function of body parts. Practice keeping body parts clean. <p>Pg. no-5 Healthy Eats</p> <ul style="list-style-type: none"> Students will identify healthy food. Students will differentiate healthy <p>Pg. no-6 Up in the Sky</p> <ul style="list-style-type: none"> Students will identify objects in the sky. Students will name the sun, moon, stars, and clouds. <p>Pg. no-18 Taste Buds</p> <ul style="list-style-type: none"> Students will identify different tastes. Students will classify foods by taste. <p>Pg. no-11 Cinemagic</p> <ul style="list-style-type: none"> Students will identify famous cartoons/characters. Students will relate them with movies or shows. <p>Pg. no-53 My Family (Activity)</p> <ul style="list-style-type: none"> Students will identify different family members. Students will relate fingers with family members. Students will develop creativity through paper craft. <p>Pg. no-54 The Wind and sun</p> <ul style="list-style-type: none"> Students will identify natural 	<p>Pg. no-16 Parts of the Body</p> <ul style="list-style-type: none"> Identification skills Observation skills Communication skills <p>Pg. no-5 Healthy Eats</p> <ul style="list-style-type: none"> Decision making skills Awareness skills Healthy habit formation <p>Pg. no-6 Up in the Sky</p> <ul style="list-style-type: none"> Observation skills Curiosity and exploration <p>Knowledge building</p> <p>Pg. no-18 Taste Buds</p> <ul style="list-style-type: none"> Sensory skills Identification skills Comparison skills <p>Pg. no-11 Cinemagic</p> <ul style="list-style-type: none"> Visual recognition Memory skills Communication skills <p>Pg. no-53 My Family (Activity)</p> <ul style="list-style-type: none"> Social skills Creativity skills Expression skills <p>Pg. no-54 The Wind and sun</p> <ul style="list-style-type: none"> Comprehension skills Thinking skills 	<p>Pg. no-16 Parts of the Body</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> Ch-7 Crossing the river (Believe in yourself) (Value based education supported by social emotional learning.) <p><u>Intergrated with The Wondrous World (ER)</u></p> <ul style="list-style-type: none"> Ch-2 My Body (Multidisciplinary Approach) <p><u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg no 4 (Multidisciplinary Integration Approach) Gk-pg no 16,18 (Multidisciplinary Approach) <p><u>Integrated with Communicate with Cambridge (English)</u></p> <ul style="list-style-type: none"> All of me (Multi-disciplinary Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg no15 - Activity Body Parts Song + Action Game Sense Organs Box - identify objects by touch/smell (Activity- Based Learning

elements like wind and sun.

- Students will understand the moral of the story.

Pg. no-42-23 Let's keep the earth clean

- Students will understand the importance of cleanliness.
- Students will learn ways to keep the Earth clean.

pg. no-25 Machines that make our lives easy

- Students will identify different machines.
- Students will understand how machines help us.

Pg. no-42-23 Let's keep the earth clean

- Environmental awareness
- Responsibility skills
- Good habit formation

pg. no-25 Machines that make our lives easy

- Observation skills
- Thinking skills
- Awareness skills

Approach)

Pg. no-11 Cinemagic

- (Interdisciplinary Approach)
 - (English + Art Integration)
- Activity**
- Ask students to draw their favorite cartoon character and tell one line about it.

Pg. no-5 Healthy Eats (Integrated with world health day)

- Integrated Learning Approach supported by Activity-Based and Experiential Learning.

Integrated with The Wondrous World (ER)

Ch-3 Keeping myself fit and healthy

- Interdisciplinary Approach.)
- Activity**
- Healthy vs Junk Food Sorting (Constructivist Approach)

Pg. no-6,42,43,54

Integrated with The Wondrous World (ER) Ch-18 In the sky

- (Interdisciplinary Approach.)
- Integrated with world earth day**
- Integrated Learning Approach supported by Activity-Based and Experiential Learning strategies.

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- Hindi-pg. no 19 (Multidisciplinary Integration Approach)

Activity

- Day and Night Sorting

Activity
• Sky Observation Homework
(Experiential Learning Approach)

Pg. no-53 My Family
Integrated with Creative kids
(art and craft)

- My family-hand print (Art-Integrated Learning Approach)

Integrated with The Wondrous World (ER) Ch-10 I Love my family

(Interdisciplinary Approach.)

Integrated with Communicate with Cambridge(English)

- Manu and his family
(Multidisciplinary Integration Approach)

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- Hindi-pg. no 1
(Multidisciplinary Integration Approach)

Activity

- Role Play: Helping at Home
(Activity-Based Learning Approach)

pg. no-25 Machines that make our lives easy

Integrated with DL(AI Spark)

- Ch2 Uses of Computer
(Interdisciplinary Approach)

Activity

- Take students around the school (classroom/office) and ask them to identify machines they see (computer, fan, printer, etc.).

			<ul style="list-style-type: none"> • Students will tell what work each machine does. • (Experiential / Activity-Based Learning Approach)
<p>JULY</p> <p>Pg. no-28-29 Games We Play, Pg. no-60 Sports & Sportsperson, pg. no-19 Computers pg. no-33 Popular Animated Characters. Pg. no-7 Let's Do It</p>	<p>Pg. no-28-29 Games We Play</p> <ul style="list-style-type: none"> • Students will identify different indoor and outdoor games. • Students will understand the importance of playing games. <p>Pg. no-60 Sports & Sportsperson</p> <ul style="list-style-type: none"> • Students will identify different sports. • Students will recognize famous sportspersons. <p>pg. no-19 Computers</p> <ul style="list-style-type: none"> • Students will identify basic parts of a computer. • Students will understand the use of a computer. <p>pg. no-33 Popular Animated Characters</p> <ul style="list-style-type: none"> • Students will recognize popular animated characters. • Students will relate characters with their shows/movies. <p>Pg. no-7 Let's Do It</p> <ul style="list-style-type: none"> • Students will identify daily activities they do in a day. • Students will list indoor and outdoor games they play. 	<p>Pg. no-28-29 Games We Play</p> <ul style="list-style-type: none"> • Observation skills • Social skills • Physical activity awareness <p>Pg. no-60 Sports & Sportsperson</p> <ul style="list-style-type: none"> • Memory skills • Identification skills • Knowledge building <p>pg. no-19 Computers</p> <ul style="list-style-type: none"> • Basic technology awareness • Observation skills • Identification skills. <p>pg. no-33 Popular Animated Characters</p> <ul style="list-style-type: none"> • Visual recognition • Memory skills • Communication skills <p>Pg. no-7 Let's Do It</p> <ul style="list-style-type: none"> • Self-expression skills • Observation skills • Classification skills 	<p>Pg. no-28-29,7 <u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> • Pg no.2,3 खेल-कूद एवं मेलजोल (Interdisciplinary Approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Teacher will say the name of a game (e.g., Ludo, Cricket, Chess, and Football). • Students will raise their hands for Indoor or clap for Outdoor. • (Activity-Based Learning Approach)- <p>Pg. no-60 Sports & Sportsperson <u>Activity</u></p> <ul style="list-style-type: none"> • Ask students to tell the name of their favourite sportsperson. • Then ask them which game they play and why they like them. • (Discussion-Based / Interactive Approach) <p>pg. no-19 Computers <u>Integrated with DL(AI Spark)</u> <u>Ch3 Parts of Computer</u> <u>Activity</u></p> <ul style="list-style-type: none"> • Give students name cards like Monitor, Keyboard, Mouse, CPU. • Each student will hold the card and say one function of that computer part. • (Role Play / Activity-Based

AUGUST

Pg. no-58-59 Festival and Fun,
Pg. no-30-31 Countries & Flags,
Pg. no-63 National Symbols of India,
Pg. no-52 Guessing Countries,
Pg. no-35 Spot the Difference
Pg. no-55 Traditional Indian clothes
Pg. no-45 Famous Indian
Pg. no-50-51 Famous leaders of the world

Pg no-58-59 Festival and Fun

- Students will identify different festivals.
- Students will understand the importance of festivals.

Pg no-30-31 Countries & Flags

- Students will identify different countries and their flags.
- Students will recognize flags of some countries.

Pg no-63 National Symbols of India

- Students will identify national symbols of India.
- Students will develop respect for national symbols.

Pg no-52 Guessing Countries

- Students will identify countries through clues or pictures.
- Students will learn basic information about countries.

Pg no-35 Spot the Difference

- Students will identify differences between pictures.

Pg no-58-59 Festival and Fun

- Cultural awareness
- Observation skills
- Communication skills

Pg no-30-31 Countries & Flags

- Visual recognition
- Memory skills
- Knowledge building

Pg no-63 National Symbols of India

- Awareness skills
- Identification skills
- Value building

Pg no-52 Guessing Countries

- Thinking skills
- Observation skills
- Problem-solving skills

Pg no-35 Spot the Difference

- Observation skills
- Concentration skills
- Visual discrimination

Pg no-55 Traditional Indian clothes

Learning Approach)

pg. no-33 Popular Animated Characters.

Activity

- Ask students to draw and colour their own animated character and give it a name.
- (Creative / Art-Integrated Learning Approach)

Pg no-58-59 Festival and Fun

Integrated with Raksha bandhan and Independence Day

- Thematic / Integrated Learning Approach

Integrated with The Wondrous World (ER)

- Ch 11 **Festivals we celebrate** (Integrated Learning Approach)

Activity

Traditional Dress Day, Festival Story and Sweet Sharing

Pg. no-30-31 Countries & Flags

Activity

- Ask students to choose a country they like and draw and colour its flag on a sheet.
- Students can also say the name of the country while showing their flag.
- (Art-Integrated / Creative Learning Approach)

- Students will improve attention to detail.

Pg no-55 Traditional Indian clothes

- Students will identify traditional clothes of India.
- Students will understand cultural diversity in clothing.

Pg. no-45 Famous Indian

- Identify some famous Indian personalities.
- Recognize their contributions to the nation.
- Develop respect and pride for great Indians.
- Learn good values and inspiration from their lives.

Pg. no-50-51 Famous leaders of the world

- Identify some famous leaders of the world.
- Understand the importance of leadership in society.
- Learn about the achievements of world leaders.
- Develop respect for global leaders and their values.

- Cultural awareness
- Observation skills
- Identification skills

Pg. no-45 Famous Indian

- Recognition Skill – identifying famous Indians through pictures and names.
- Knowledge Skill – learning basic information about them.
- Thinking Skill – understanding their qualities and achievements.
- Communication Skill – speaking about famous personalities.

Pg. no-50-51 Famous leaders of the world

- Observation Skill – recognizing leaders through pictures.
- Knowledge Skill – gaining basic information about world leaders.
- Thinking Skill – understanding leadership qualities.
- Communication Skill – sharing ideas about famous leaders.

Pg. no-52 Guessing Countries

Activity

- Show students clues or pictures (like a flag, famous place, or food).
- Students will guess the name of the country.
- (Inquiry-Based / Activity-Based Learning Approach)

Pg. no-55 Traditional Indian clothes

Integrated with Creative kids (art and craft)

- Dancing girl-pencil shaving (Art-Integrated Learning Approach)

Integrated with The Wondrous World (ER)

Ch- 6 Clothes we Wear

- Pg no- 55 (Integrated Learning Approach)

Activity

- Cloth Texture Corner (cotton/wool/silk touch) (Experiential Learning Approach)

Pg. no-45 Famous Indian

Activity

- Who Am I? – Famous Indian Guessing Game”
- (Activity-Based & Constructivist Approach)

Pg. no-50-51 Famous leaders of the world

Activity

- Leader Collage - My Inspirational Leader”

			<ul style="list-style-type: none"> (Visual & Experiential Learning Approach) <p>Pg. no-30-31,63 <u>Integrated with The Wondrous World (ER)</u> Ch-19 Our Nation</p> <ul style="list-style-type: none"> Learning Approach Activity Patriotic Song + Independence Day Talk <p>(Activity-Based Learning Approach)</p>
<p><u>SEPTEMBER</u> Pg. no-14 People Who Help Us Pg. no-10 Different Landforms Pg. no-49 A walk through nature Pg. no-32 Quiz yourself 1 Pg. no-64,65 Signs that speak Pg. no-2 I Spy Pg. no-44 Colours and pattern in Nature. Pg. no-56,57 Chores at Homes</p>	<p>Pg. no-14 People Who Help Us</p> <ul style="list-style-type: none"> Students will identify different community helpers. Students will understand their roles in society. <p>Pg. no-10 Different Landforms</p> <ul style="list-style-type: none"> Students will identify different landforms (mountains, plains, deserts). Students will understand basic features of landforms. <p>Pg. no-49 A walk through nature</p> <ul style="list-style-type: none"> Students will identify patterns and shapes in nature. Students will colour patterns based on observation <p>Pg. no-32 Quiz yourself 1</p> <ul style="list-style-type: none"> Students will recall and apply learned concepts. Students will test their knowledge through questions. <p>Pg. no-64,65 Signs that speak</p> <ul style="list-style-type: none"> Students will identify different road 	<p>Pg. no-14 People Who Help Us</p> <ul style="list-style-type: none"> Social awareness Identification skills Communication skills <p>Pg. no-10 Different Landforms</p> <ul style="list-style-type: none"> Observation skills Identification skills Knowledge building <p>Pg. no-49 A walk through nature</p> <ul style="list-style-type: none"> Observation skills Pattern recognition Creativity skills <p>Pg. no-32 Quiz yourself 1</p> <ul style="list-style-type: none"> Thinking skills Memory skills Problem-solving skills <p>Pg. no-64,65 Signs that speak</p> <ul style="list-style-type: none"> Safety awareness Observation skills Decision-making skills 	<p>Pg. no-14 People Who Help Us <u>Integrated with The Wondrous World (ER)</u> Ch-9 People who help us (Integrated Learning Approach) <u>Integrated with Teacher’s Day</u></p> <ul style="list-style-type: none"> Thematic/Integrated Learning Approach <p><u>Integrated with Hindi (सुरखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg. no 79 (Multidisciplinary Integration Approach) <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> Pg no-50 (Constructivist Approach) <p>Activity Community Helpers Show and tell (Activity-Based Learning Approach)</p> <p>Pg. no-10 Different Landforms Activity</p>

signs.

- Students will understand basic road safety rules.

Pg. no-2 I Spy

- Students will identify and count objects in the picture.
- Students will write the correct number of objects.

Pg. no-44 Colours and pattern in Nature.

- Students will identify colours and patterns found in nature.
- Students will recognize patterns on fruits, animals, and natural objects.

Pg. no-56,57 Chores at Homes

- Students will identify household chores.
- Students will understand the importance of helping at home.

Pg. no-2 I Spy

- Observation skills
- Counting skills
- Attention to detail

Pg. no-44 Colours and pattern in Nature.

- Observation skills
- Pattern recognition
- Visual discrimination

Pg. no-56,57 Chores at Homes

- Responsibility skills
- Social skills

Landform Adventure Hunt”

- (Interactive & Exploratory Learning Approach)

Pg. no-49,44 A walk through nature Integrated with Creative kids (art and craft)

- Shapes Boat. (experimental Learning approach)

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- Hindi-Pg no.7 आकार (Multidisciplinary Integration Approach)

Integrated with Maths Pie

- Ch-7 Shapes and Patterns (Interdisciplinary Learning approach)

Integrated with Be AI Smart (Computer)

- Patterns in data (Pg no. 25-26, 28-30) (Interdisciplinary Learning approach)

Activity

- Pattern Partnerships
- Divide class into groups.
- Each group will create different shape patterns together.

SDG 17: Partnerships for Goals

Skills: Pattern recognition, Collaboration

Pg. no-32 Quiz yourself 1

Pg. no-64,65 Signs that speak Integrated with The Wondrous World (ER)

Ch-5 Safety Rule (Integrated

Learning Approach)

Activity

- Road Safety Role Play (zebra crossing game)
Activity-Based Learning Approach

Pg. no-2 I Spy

(Approach: Exploratory & Experiential Learning)

Activity

- Fill a small bag with miniature objects (like a toy crab, shell, ball, leaf, starfish, etc.).
- student closes their eyes and picks an object from the bag.

(Discovery-Based Learning)

Pg. no-56,57 Chores at Homes

Integrated with Creative kids

(art and craft)

- Hut-coloring
- House-matchstick pasting
(Art-Integrated Learning Approach)

Integrated with The Wondrous

World (ER)

Ch-8 We need shelter

(Integrated Learning Approach)

Activity

- Animal Homes Chart
Activity
(Activity based learning Approach)

OCTOBER

Pg. no-9 Good Habits
Pg. no-17 Fruits & Vegetables
Pg. no-15 Parts of Plant
Pg. no-21 Flower Delight
Pg. no-26 Bud art
Pg. no-2 Lost!

Pg. no-9 Good Habits

- Students will identify good habits.
- Students will understand the importance of good habits.

Pg. no-17 Fruits & Vegetables

- Students will identify different fruits and vegetables.
- Students will classify them correctly.

Pg. no-15 Parts of Plant

- Students will identify parts of a plant.
- Students will understand the basic function of each part.

Pg. no-21 Flower Delight

- Students will identify different flowers.
- Students will recognize colours and shapes of flowers.

Pg. no-26 Bud art

- Students will create bird/tree art using ear bud painting.
- Students will identify colours and patterns in art.

Pg. no-56,57 Chores at Homes

- Students will identify household chores.
- Students will understand the importance of helping at home.

Pg. no-2 Lost!

- Students will identify the path with the maximum number of fruits.
- Students will draw the correct path to reach the basket.

Pg. no-9 Good Habits

- Habit formation
- Responsibility skills
- Social awareness

Pg. no-17 Fruits & Vegetables

- Identification skills
- Observation skills

Categorization skills**Pg. no-15 Parts of Plant**

- Observation skills
- Identification skills
- Knowledge building

Pg. no-21 Flower Delight

- Observation skills
- Visual recognition
- Creativity skills

Pg. no-26 Bud art

- Creativity skills
- Fine motor skills
- Hand-eye coordination

Pg no-2 Lost!

- Observation skills
- Counting skills
- Problem-solving skills
- Decision-making skills

Pg. no-9 Good Habits**Integrated with Being noble (life skill)**

- The golden lotus (Helping others)
 - Pumpkin, not again! (sharing)
- (Experiential Learning Approach)

Integrated with The Wondrous World (ER)

- Ch-4 Good manners
- (Integrated Learning Approach)

Integrated with Communicate with Cambridge(English)

- Ch-6 The magic Tre (Multidisciplinary Integration Approach)

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- Hindi-pg. no 92 (Multidisciplinary Integration Approach)

Integrated with AI

- Pg no 27,39,54,55,47 (Constructivist Approach)
- **Activity**
- Good Manners Poster Making (Activity-Based Learning Approach)

Pg. no-17 Fruits & Vegetables

- Integrated Learning Approach

Integrated with Hindi (fruits name)

- Integrated Learning Approach

Integrated with The Wondrous World (ER)

Ch-7 My food habits

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- Hindi-pg. no 74,95, फलों के नाम

(Multidisciplinary Integration Approach)

Integrated with Communicate with AI

- Pg no-30,36 (Constructivist Approach)

Activity

- Fruit Salad Day (Activity-Based Learning Approach)

Pg. no-15,21,26 Parts of Plant

Integrated with Creative kids (art and craft)

- Flower-vegetable printing
- Tree-Finger Impression
- Craft time- printing Tree
- Craft time-paper flower

(Art-Integrated Learning Approach)

Integrated with The Wondrous World (ER)

Ch-14 The world of plant
(Integrated Learning Approach)

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

- फूलों के नाम (Multidisciplinary Integration Approach)

Integrated with Communicate with Cambridge(English)

- Ch-9 The Poor woodcutter
(Multidisciplinary Integration Approach)

Activity

- Leaf Rubbing Art
Experiential Learning

			<p>Approach</p> <p>Pg. no-2 Lost! (Problem-Solving & Mathematical Thinking)</p> <p>Activity</p> <ul style="list-style-type: none"> • Fruit Race to the Basket” • (Hands-On & Mathematical Thinking)
<p><u>NOVEMBER</u></p> <p>Pg. No-20 Opposites Pg. No-3 Animal Homes Pg. No-4 Chirpy home Pg. No-8 Domestic Animals Pg. No-27 Food Habits Of Animals, Pg. No-38 Amazing Animals Pg. No-46 Life Underwater Pg. No-40 Going Shopping Pg. no-67 Quiz yourself 2</p>	<p>Pg. No-20 Opposites</p> <ul style="list-style-type: none"> • Students will identify opposite words. • Students will match objects with their opposites. <p>Pg. No-3 Animal Homes</p> <ul style="list-style-type: none"> • Students will identify homes of different animals. • Students will match animals with their homes. <p>Pg. No-4 Chirpy home</p> <ul style="list-style-type: none"> • Students will identify different birds and their nests. • Students will recognize types of nests made by birds. <p>Pg. No-8 Domestic Animals</p> <ul style="list-style-type: none"> • Students will identify domestic animals. • Students will understand their uses for humans. <p>Pg. No-27 Food Habits Of Animals</p> <ul style="list-style-type: none"> • Students will identify different food habits of animals. • Students will classify animals as herbivores, carnivores, and omnivores. <p>Pg. No-38 Amazing Animals</p> <ul style="list-style-type: none"> • Students will recognize unique features of animals. • Students will learn interesting facts about animals. <p>Pg. No-46 Life Underwater</p> <ul style="list-style-type: none"> • Students will identify animals 	<p>Pg. No-20 Opposites</p> <ul style="list-style-type: none"> • Thinking skills • Identification skills • Comparison skills <p>Pg. No-3 Animal Homes</p> <ul style="list-style-type: none"> • Observation skills • Memory skills • Identification skills <p>Pg. No-4 Chirpy home</p> <ul style="list-style-type: none"> • Observation skills • Identification skills • Knowledge building <p>Pg. No-8 Domestic Animals</p> <ul style="list-style-type: none"> • Observation skills • Knowledge building • Identification skills <p>Pg. No-27 Food Habits Of Animals</p> <ul style="list-style-type: none"> • Observation skills • Classification skills • Knowledge building <p>Pg. No-38 Amazing Animals</p> <ul style="list-style-type: none"> • Curiosity and exploration • Observation skills • Knowledge building <p>Pg. No-34 Means of transport</p> <ul style="list-style-type: none"> • Identification Skill – identifying types of transport. • Classification Skill – classifying transport into 	<p>Pg. No-20 Opposites (Activity-Based & Conceptual Learning)</p> <p>Activity</p> <ul style="list-style-type: none"> • Sorting Game • (Hands-On & Interactive Learning Approach) <p>Pg. No-3,4,8,27,38,46 (Nature World)</p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Elephant-coin Impression • Butterfly-Impression • Honeybee-trace and colour • Fish-step by step • Rabbit-dot joining and creation • Hen-cotton bird impression • Duck-paper ball pasting • Whale-paper folding • Animal mask • Insect’s- draw and colour • Toucen bird-bindi pasting <p>(Art-Integrated Learning Approach)</p> <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-3 At the Zoo • Ch-8 King Lion and Rakhi • Poem-Mr caterpillar • Poem-My Big fat <p>(Multidisciplinary Integration)</p>

living in water.

- Students will learn basic facts about aquatic life.

Pg. No-40 Going Shopping

- Students will identify items we buy from shops.
- Students will understand basic buying and selling.

Pg. no-67 Quiz yourself 2

- Students will recall and apply learned concepts.
- Students will answer questions based on previous chapters.

and, water, and air.

- Thinking Skill – understanding which transport is used in different situations.

Pg. No-46 Life Underwater

- Observation skills
- Identification skills

Knowledge building

Pg. No-40 Going Shopping

- Decision-making skills
- Observation skills

Life skills

Pg. no-67 Quiz yourself 2

- Thinking skills
- Memory skills
- Problem-solving skills

Approach)

Integrated with Being noble (life skill)

- The lost kitten (Kindness to animals)
(Integrated Learning Approach)

Integrated with The Wondrous World (ER)

_Ch-15 Animal World (Integrated Learning Approach)

Integrated with Hindi (सुरखी हिन्दी पाठमाला)

Pg no- 58,59,96,97

जानवरों के नाम, पक्षियों के नाम
(Multidisciplinary Integration Approach)

Integrated with AI

- Pg 18,19,21 (Constructivist Approach)

Activity

- Animal Sounds Guessing Game (Activity-Based Learning Approach)

Pg. No-40 Going Shopping

Integrated with Maths Pie

Ch-10 Money

(Interdisciplinary Learning approach)

Integrated with Creative kids (art and craft)

- Elephant- coin impression.
(Experimental Learning approach)
- Financial Literacy (Pg no. 140)

Activity

- Fresh Market for All
- Groups set up fruit/veg

			<p>stalls, price items (₹5-₹10).</p> <ul style="list-style-type: none"> • "Customers" buy using play money, sellers calculate total. • Link to SDG 2 (access to healthy food). • Add a "Food Drive" twist: donate items to a local food bank. <p>Pg. no-67 Quiz yourself 2</p>
<p><u>DECEMBER</u> Pg. no-66 Odd one Out Pg. no-62 Around India Pg. no-12 Our Wonderful World Pg. no-47 Music Maker Pg. no-61 Make you're your Own Musical Instrument. Pg. no-24 Tick-Tock Pg. no-48 Day by Day Pg. No-34 Means of transport Pg. no-68 Model test paper 1</p>	<p>Pg. no-66 Odd one Out</p> <ul style="list-style-type: none"> • Students will identify the different object in a group. • Students will differentiate based on features. <p>Pg. no-62 Around India</p> <ul style="list-style-type: none"> • Students will identify important places or facts about India. • Students will develop awareness about the country. <p>Pg. no-12 Our Wonderful World</p> <ul style="list-style-type: none"> • Students will identify different features of the world. • Students will develop curiosity about the environment. <p>Pg. no-47 Music Maker</p> <ul style="list-style-type: none"> • Students will identify different musical sounds. • Students will understand basic musical instruments. <p>Pg. no-61 Make you're your Own Musical Instrument.</p> <ul style="list-style-type: none"> • Students will create a simple musical instrument. • Students will understand how sound is produced. <p>Pg. no-24 Tick-Tock</p> <ul style="list-style-type: none"> • Students will identify time 	<p>Pg. no-66 Odd one Out</p> <ul style="list-style-type: none"> • Observation skills • Thinking skills • Comparison skills <p>Pg. no-62 Around India</p> <ul style="list-style-type: none"> • Knowledge building • Memory skills • Cultural awareness <p>Pg. no-12 Our Wonderful World</p> <ul style="list-style-type: none"> • Observation skills • Curiosity and exploration • Knowledge building <p>Pg. no-47 Music Maker</p> <ul style="list-style-type: none"> • Listening skills • Creativity skills • Auditory recognition <p>Pg. no-61 Make you're your Own</p> <ul style="list-style-type: none"> • Creativity skills • Fine motor skills • Innovation skills • Musical Instrument. <p>Pg. no-24 Tick-Tock</p> <ul style="list-style-type: none"> • Time awareness • Observation skills • Thinking skills 	<p>Pg. no-66 Odd one Out (Skill Safari) <u>Integrated with (Skill Safari)</u> Ch.7 odd one out-(Interdisciplinary Learning approach) <u>Integrated with Be AI Smart (Computer)</u></p> <ul style="list-style-type: none"> • Pg no. 27 Odd One Out (Experimental Learning approach) <p>Pg. no-62 Around India (Visual & Experiential Learning) Activity</p> <ul style="list-style-type: none"> • "Pin the Place on the Map" • (Hands-On & Interactive) <p>Pg. no-12 Our Wonderful World (Experiential & Observation-Based Learning)</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Living & Non-Living Hunt" • (Hands-On & Observational Learning) <p>Pg. no-47 Music Maker (Auditory & Experiential Learning) Activity</p>

concepts.

- Students will recognize the clock and time basics.

Pg. no-48 Day by Day

- Students will identify the days of the week.
- Students will arrange days in correct order.

Pg. No-34 Means of transport

- Students will be able to:
- Identify different means of transport (land, water, and air transport).
- Understand the importance of transport in our daily life.
- Differentiate between fast and slow means of transport.
- Recognize the uses of different vehicles for travelling and carrying goods.
- Develop awareness about safe travel and traffic rules.

Pg. no-68 Model test paper 1

- Students will recall and apply learned concepts.
- Students will assess their understanding through questions.

Pg. no-48 Day by Day

- Memory skills
- Sequencing skills
- Time awareness

Pg. no-68 Model test paper 1

- Thinking skills
- Memory skills
- Problem-solving skills

Pg. No-34 Means of transport

- Identification Skill – identifying types of transport.
- Classification Skill – classifying transport into land, water, and air.
- Thinking Skill – understanding which transport is used in different situations.

- Students listen to different sounds (clapping, drums, bells, water, etc.) and identify and categorize them as musical or natural.
- (Listening & Interactive Learning Approach)

Pg. no-61 Make you're Own Musical Instrument.

(Hands-On & Constructivist Learning)

Activity

- Students create simple instruments using rubber bands, cardboard, bottles, or sticks (e.g., drum, shaker, guitar).
- (Creative & Experiential Learning Approach)

Pg. no-24,48

Integrated with Maths Pie

Ch-11 Time

Activity

- Time Match for a Greener Day
- Flashcards: Activities (brushing teeth, washing hands, drinking water, bath).
- Time cards: Morning, Afternoon, Evening, Night.
- Match activity cards to time of day.
- Link to SDG 6: Discuss water-saving habits.

- **Integrated with Maths Skill Safari** - 5 Time

(Worksheet 5A, 5B)

Activity

			<ul style="list-style-type: none"> • Time Match for a Greener Day • Flashcards: Activities (brushing teeth, washing hands, drinking water, bath). • Time cards: Morning, Afternoon, Evening, Night. • Match activity cards to time of day. • Link to SDG 6: Discuss water-saving habits. <p>Pg. No-34 Means of transport <u>Integrated with- The Wondrous World (ER)</u></p> <p>Ch-20 Travelling is fun <u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no-34,36 (Constructivist Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-20 My ride cycle (Integrated Learning Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Toy Vehicle Ramp Activity (Activity-Based Learning Approach) <p>Pg. no-68 Model test paper 1</p>
<p><u>January</u> Pg. no-22-23 Quizzing Poem Pg. no-36-37 Cartoon Time Pg. no-41 Story Time Pg. no-69 Model Test paper 2</p>	<p>Pg. no-22-23 Quizzing Poem</p> <ul style="list-style-type: none"> • Students will recite and understand the poem. • Students will answer simple questions based on the poem. <p>Pg. no-36-37 Cartoon Time</p> <ul style="list-style-type: none"> • Students will identify cartoon 	<p>Pg. no-22-23 Quizzing Poem</p> <ul style="list-style-type: none"> • Listening skills • Memory skills • Comprehension skills <p>Pg. no-36-37 Cartoon Time</p> <ul style="list-style-type: none"> • Visual recognition • Memory skills 	<p>Pg. no-22-23 Quizzing Poem (Language Development)</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Rhyme & Guess • (Auditory & Interactive Learning Approach)

	<p>characters.</p> <ul style="list-style-type: none"> • Students will relate characters with their shows. <p>Pg. no-41 Story Time</p> <ul style="list-style-type: none"> • Students will listen to and understand the story. • Students will retell the story in their own words. <p>Pg. no-69 Model Test paper 2</p> <ul style="list-style-type: none"> • Students will recall and apply learned concepts. • Students will assess their understanding through questions. 	<p>Communication skills</p> <p>Pg. no-41 Story Time</p> <ul style="list-style-type: none"> • Listening skills • Speaking skills • Imagination skills <p>Pg. no-69 Model Test paper 2</p> <ul style="list-style-type: none"> • Thinking skills • Memory skills • Problem-solving skills 	<p>Pg. no-36-37 Cartoon Time (Visual & Comprehension Learning)</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Draw & Talk • (Creative & Hands-On Learning Approach) <p>Pg. no-41 Story Time (Narrative & Language Development)</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Story Sequencing Cards • (Interactive & Visual Learning) <p>Pg. no-69 Model Test paper 2</p>
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SUBJECT – Digital Literacy

BOOKS

- Artificial Intelligence

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
APRIL <u>Ch-1 What is a Computer</u> <u>Ch-2 Uses of Computers</u>	<p>Ch-1 <u>What is a Computer</u> Students will be able to:</p> <ul style="list-style-type: none"> • Define a computer in simple words. • Identify a computer as a machine. • Understand that a computer works on input and gives output. <p>Ch-2 <u>Uses of Computers</u></p> <ul style="list-style-type: none"> • List different uses of computers. • Identify places where computers are used (school, hospital, bank, home). 	<p>Ch-1 <u>What is a Computer</u></p> <ul style="list-style-type: none"> • Observation skills • Listening skills • Basic conceptual understanding • Speaking skills <p>Ch-2 <u>Uses of Computers</u></p> <ul style="list-style-type: none"> • Thinking skills • Real-life connection • Vocabulary building 	<p>Ch-1 <u>What is a Computer</u> (<u>Experiential Approach</u>)</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Ask students to list 5 devices at home that are computers or have computers inside them (laptops, tablets) • (<u>Experiential Approach</u>) <p>Ch-2 <u>Uses of Computers</u> <u>Integrated with (GK) Know For sure Pg. no 25</u> (<u>Interdisciplinary Approach</u>)</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Take students around the school (classroom/office) and ask them to identify machines they see (computer, fan, printer, etc.). • Students will tell what work each machine does. • (<u>Experiential / Activity-Based Learning Approach</u>)

JULY
Ch-3 Parts of Computer
Ch-4 Using the Keyboard

- Ch-3 Parts of Computer**
students will be able to:
- Name main parts (Monitor, CPU, Keyboard, Mouse).
 - Identify parts in real life.
 - Match parts with their functions.

- Ch-4 Using the Keyboard**
Students will be able to:
- Identify alphabet keys, number keys, spacebar, enter key.
 - Type simple words.

- Ch-3 Parts of Computer**
- Identification skills
 - Memory skills
 - Fine motor skills

- Ch-4 Using the Keyboard**
- Typing skills
 - Hand-eye coordination
 - Letter recognition.

Ch-3 Parts of Computer
Integrated with (GK) Know For
sure Pg. no 19 Computer

- Activity**
- Give students name cards like Monitor, Keyboard, Mouse, CPU.
 - Each student will hold the card and say one function of that computer part.
 - (Role Play / Activity-Based Learning Approach)

Ch-4 Using the Keyboard
Demonstration + Practice / Skill-based Approach

- Activity**
- Typing practice - Students type their name, class, and school on a computer.
 - Demonstration + Practice / Skill-based Approach

AUGUST
Ch-5 Mouse Skills
Ch-6 Using the Computer
Ch-9 Getting to Know Artificial
Intelligence

- Ch-5 Mouse Skills**
Students will be able to:
- Hold the mouse properly.
 - Perform click, double-click, drag and drop.

- Ch-6 Using the Computer**
Students will be able to:
- Start and shut down computer properly.

- Ch-5 Mouse Skills**
- Motor coordination
 - Control and accuracy
 - Concentration

- Ch-6 Using the Computer**
- Sequential thinking
 - Responsibility
 - Discipline

Ch-5 Mouse Skills
Learning by Doing / Experiential Approach

- Activity**
- Drag-and-drop activity - Arrange shapes or letters in the correct order using the mouse.
 - (Learning by Doing / Experiential Approach)

Ch-6 Using the Computer
Activity

	<ul style="list-style-type: none"> • Open and close a program. • Follow computer lab rules. <p><u>Ch-9 Getting to Know Artificial Intelligence</u></p> <ul style="list-style-type: none"> • students will be able to: • Understand AI in simple terms. • Identify AI examples (Alexa, Google Assistant). • Differentiate between human and machine thinking (basic level). 	<p><u>Ch-9 Getting to Know Artificial Intelligence</u></p> <ul style="list-style-type: none"> • Critical thinking • Curiosity • Awareness of modern technology 	<ul style="list-style-type: none"> • Mini-task: Open Paint, type their name, and draw a smiley face. <p>(Guided Practice / Activity-based Approach)</p> <p><u>Ch-9 Getting to Know Artificial Intelligence</u></p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Ask students to look around the classroom or at home and spot things that use AI (examples: voice assistants like Siri/Alexa, Google Maps, smart toys • (Experiential & Activity-based Approach)
<p><u>SEPTEMBER</u> <u>Ch-7 Drawing with Tux Paint</u> <u>Ch-8 Storage Devices</u> <u>Pg. no- 95 Test paper1</u></p>	<p><u>Ch-7 Drawing with Tux Paint</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Open Tux Paint. • Use tools like brush, stamp, fill, eraser. • Save their drawing. <p><u>Ch-8 Storage Devices</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify storage devices (Pen drive, CD, Hard disk). • Understand that storage devices store data. <p><u>Pg. no- 95 Test paper1</u></p> <ul style="list-style-type: none"> • Recognize and identify computer parts, AI concepts, and devices. • Understand and recall basic 	<p><u>Ch-7 Drawing with Tux Paint</u></p> <ul style="list-style-type: none"> • Creativity • Digital art skills • Colour recognition <p><u>Ch-8 Storage Devices</u></p> <ul style="list-style-type: none"> • Understanding technology basics • Comparison skills <p><u>Pg. no- 95 Test paper1</u></p> <ul style="list-style-type: none"> • Motor Skills: Typing, using the mouse, and handling devices. • Observation Skills: Spotting AI in the 	<p><u>Ch-7 Drawing with Tux Paint</u></p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Students create a digital drawing (house, tree, or favorite animal) using Tux Paint. • Creative / Experiential Approach <p><u>Ch-8 Storage Devices</u></p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Show real examples (USB, hard disk, CD) and ask students to classify them as internal or external storage.

	<p>computer uses and functions.</p> <ul style="list-style-type: none"> • Demonstrate basic computer skills such as typing, mouse usage, and simple program operations. 	<p>environment and identifying parts of computers.</p> <ul style="list-style-type: none"> • Ethical Skills: Understanding and practicing computer ethics. 	<ul style="list-style-type: none"> • (Show-and-Tell / Hands-on Approach) <p><u>Pg. no- 95 Test paper1</u></p> <ul style="list-style-type: none"> • Cognitive Skills: Recognizing, identifying, and recalling computer-related concepts.
<p><u>OCTOBER</u></p> <p><u>Pg. no- 92 Annexure</u> <u>Pg.no 98- Test paper 2</u></p>	<p><u>Pg. no- 92 Annexure</u></p> <ul style="list-style-type: none"> • Understand basic computer ethics - recognize simple rules for responsible computer use. • Apply ethical behavior - practice sharing, asking permission, and using computers safely. • Collaborate with peers - work in groups to create posters and participate in role-plays. • Express ideas visually and verbally - communicate rules through drawings, decorations, and discussions. • Connect learning to real-life scenarios - relate classroom rules to how they use computers at home or school. <p><u>Pg.no98- Test paper 2</u></p> <ul style="list-style-type: none"> • Recognize and identify AI concepts, computer parts, and storage devices. • Demonstrate basic computer skills such as using the keyboard, 	<p><u>Pg. no- 92 Annexure</u></p> <ul style="list-style-type: none"> • Social & Teamwork Skills - collaborating in groups to complete a project. • Critical Thinking & Decision-Making - choosing which rules are important and how to represent them. • Creative Skills - drawing, coloring, and decorating the posters. • Communication Skills - explaining posters or acting out scenarios in role-play. • Ethical Awareness - understanding right and wrong behavior while using computers. <p><u>Pg.no98- Test paper 2</u></p> <ul style="list-style-type: none"> • Cognitive Skills: Recognizing, recalling, and identifying computer and AI concepts. 	<p><u>Ch-9 Getting to Know Artificial Intelligence</u></p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Ask students to look around the classroom or at home and spot things that use AI (examples: voice assistants like Siri/Alexa, Google Maps, smart toys • (Experiential & Activity-based Approach) <p><u>Pg. no- 92 Annexure</u></p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Poster Creation • (Project-based + Experiential + Activity-based Approach)

	<p>mouse, and simple programs like Paint or Tux Paint.</p> <ul style="list-style-type: none"> • Understand and apply ethical practices while using computers (golden rules, asking permission, sharing). • Apply creativity through drawing, poster-making, or digital art. • Express observations and ideas verbally or visually. 	<ul style="list-style-type: none"> • Motor & Coordination Skills: Using keyboard, mouse, and drawing tools. • Critical Thinking Skills: Identifying correct vs. incorrect computer practices. • Ethical Awareness: Practicing responsible computer use. • Creative Skills: Drawing, decorating posters, creating digital artwork 	<p><u>Pg.no98- Test paper 2</u></p> <p>(Integrated + Experiential + Activity-based Approach)</p>
<p><u>NOVEMBER</u> <u>Pg.no-101 SAMPLE PAPER</u></p>	<p><u>Pg.no-101 SAMPLE PAPER</u></p> <ul style="list-style-type: none"> • Recognize and identify computers, parts, and devices. • Understand and recall the uses of computers in daily life. • Demonstrate basic computer skills - typing, clicking, dragging, and using simple programs like Paint/Tux Paint. • Recognize and understand AI concepts in daily life. 	<p><u>Pg.no-101 SAMPLE PAPER</u></p> <ul style="list-style-type: none"> • Cognitive Skills: Recognizing, recalling, and identifying computer concepts, AI, and storage devices. • Motor & Coordination Skills: Typing, using the mouse, dragging, and drawing. • Creative Skills: Drawing, decorating posters, creating digital art in Tux Paint. 	<p><u>Pg.no-101 SAMPLE PAPER</u></p> <p>Integrated + Experiential + Activity-based Approach</p>

SUBJECT – Digital Literacy

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
	<p><u>Natural or Artificial (nature and machine)</u></p> <ul style="list-style-type: none"> Identify things made by nature (like trees) and things made by people (like robots). Understand that machines need instructions or power to work, while nature grows on its own. Recognize that AI is a special kind of machine built to help us solve problems. <p><u>Senses and sensors</u></p> <ul style="list-style-type: none"> Compare how our five senses (eyes, ears, nose, tongue, skin) help us feel the world just like sensors help machines "see" or "hear." Identify that sensors are like "machine eyes" that help robots know when to move or stop. Understand that while sensors help machines work, our human senses help us stay safe and enjoy nature. <p><u>My family</u></p> <ul style="list-style-type: none"> Recognize that just like families help and care for each other, AI is a tool 	<p><u>Natural or Artificial (nature and machine)</u></p> <ul style="list-style-type: none"> Sorting Observation Critical Thinking <p><u>Senses and sensors</u></p> <ul style="list-style-type: none"> Observation Matching <p><u>My family</u></p> <ul style="list-style-type: none"> Critical Thinking 	<p><u>Natural or Artificial (nature and machine)</u> Experiential Approach</p> <ul style="list-style-type: none"> Show students pictures or objects (real or printed) of items from daily life: Natural: Tree, flower, fruit, water. Artificial: Toy car, chair, pen, bicycle. Hands-on + Activity-based + Experiential Approach <p><u>Senses and sensors</u></p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> Ch-7 Crossing the river (Believe in yourself) (Value based education supported by social emotional learning.) <p><u>Integrated with know for sure (GK)</u></p> <ul style="list-style-type: none"> Gk-pg no 16,18 (Multidisciplinary Approach) <p><u>Integrated with Hindi (सारेगी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg no 4 (Multidisciplinary Integration)

	<p>designed to help humans do tasks better.</p> <ul style="list-style-type: none"> • Understand that humans create and teach AI, much like parents and elders teach children new things. 		<p>Approach) <u>Integrated with Communicate with Cambridge (English)</u> <ul style="list-style-type: none"> • All of me (Multi-disciplinary Approach) <u>Integrated with The Wondrous World(ER)Ch-2 My Body</u> (Constructivist Approach) <u>Activity</u> <ul style="list-style-type: none"> • Body Parts Song + Action Game • Sense Organs Box - identify objects by touch/smell (Activity- Based Learning Approach) <u>My family</u> <u>Integrated with Creative kids (art and craft)</u> <ul style="list-style-type: none"> • My family-hand print (Art-Integrated Learning Approach) <u>Integrated with Know for sure (GK)</u> <ul style="list-style-type: none"> • Gk-pg no 53 (Interdisciplinary Approach.) <u>Integrated with Communicate with Cambridge(English)</u> <ul style="list-style-type: none"> • Manu and his family (Multidisciplinary Integration Approach) <u>Integrated with Hindi (सारंगी पाठमाला)</u> <ul style="list-style-type: none"> • Hindi-pg. no 1 (Multidisciplinary Integration Approach) <u>Integrated with The Wondrous World(ER)</u> CH-10 I love my</p>
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			<p>family((Multidisciplinary Integration Approach) <u>Activity</u> Role Play: Helping at H(Activity-Based Learning Approach)</p>
	<p><u>Colour the object</u></p> <ul style="list-style-type: none"> Students will recognize and extend patterns in shapes and numbers, mirroring how AI processes data. <p><u>Be AI Smart</u></p> <ul style="list-style-type: none"> AI Literacy Students will identify how smart machines help us in daily life and recognize basic AI patterns. 	<p><u>Colour the object</u></p> <ul style="list-style-type: none"> Logic skills Sorting Skills <p><u>Be AI Smart</u></p> <ul style="list-style-type: none"> Logic skills Vocabulary skills 	<p><u>Colour the object</u> <u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Concept of colors and Secondary colors (Experiential Learning Approach) <p><u>Integrated with</u></p> <ul style="list-style-type: none"> Pg no – 7,16 (Experiential Learning Approach) <u>Activity</u> Color Mixing Lab: Give children red, yellow, and blue colored water and ask them to mix them to create new colors (like green and orange). This magical experience will help them learn about primary and secondary colors. (Experiential Learning Approach) <p><u>Be AI Smart</u> (Inquiry-Based + Experiential Learning Approach) <u>Activity</u></p>

			<ul style="list-style-type: none"> • Experiential Learning • Role Play Method • Game-Based Learning
	<p><u>AI</u></p> <ul style="list-style-type: none"> • Understand that AI learns from information provided by people. • Recognize AI-powered gadgets and tools used in daily life. 	<p><u>AI</u></p> <ul style="list-style-type: none"> • Observation • Classification 	<p><u>AI</u> <u>Intelligence Integrated with AI spark</u> Ch-9 Getting to Know Artificial (Experiential & Activity-based Approach)</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Ask students to look around the classroom or at home and spot things that use AI (examples: voice assistants like Siri/Alexa, Google Maps, smart toys) • (Experiential & Activity-based Approach)
	<p><u>Using Intelligence</u></p> <ul style="list-style-type: none"> • Students will identify AI in everyday devices like tablets and voice assistants. • Students will explore how AI can help solve simple problems or spark creativity. <p><u>Pattern and shapes</u></p> <ul style="list-style-type: none"> • Identify and predict sequences by recognizing repeating rules in digital and physical environments. 	<p><u>Using Intelligence</u></p> <ul style="list-style-type: none"> • Identification <p><u>Pattern and shapes</u></p> <ul style="list-style-type: none"> • Observation • Classification <p><u>Understanding the environmental</u></p> <ul style="list-style-type: none"> • Awareness • Observation 	<p><u>Using Intelligence</u></p> <p><u>Pattern and shapes</u> Ch-7 Shapes and Patterns Integrated with Creative kids (art and craft)</p> <ul style="list-style-type: none"> • Shapes Boat. (experimental Learning approach) <p><u>Integrated with Hindi (सूरखी हिन्दी पाठमाला)</u></p>

	<ul style="list-style-type: none"> Describe and compare 2D and 3D shapes based on their physical attributes and spatial orientations. <p><u>Understanding the environmental</u></p> <ul style="list-style-type: none"> Students will identify how AI helps monitor and protect our natural surroundings through simple observation. Students will recognize the importance of keeping the environment clean to support all living things. 		<ul style="list-style-type: none"> Hindi-Pg no.7 आकार (Multidisciplinary Integration Approach) <p><u>Integrated with Know For Sure(GK)</u></p> <ul style="list-style-type: none"> Pg no. 49 A Walk Through Nature (Interdisciplinary Learning approach) <p><u>Integrated with Mathspie (Maths)</u> Ch-7 Shapes and Patterns</p> <ul style="list-style-type: none"> Patterns in data (Pg no. 25-26, 28-30) (Interdisciplinary Learning approach) <p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;">Pattern Partnerships</p> <ul style="list-style-type: none"> Divide class into groups. Each group will create different shape patterns together. (Collaborative Learning) <p><u>Understanding the environmental</u></p> <p><u>Integrated with Being Noble</u> Ch. - 9 Meeting under the tree (Concern for the environment)</p> <ul style="list-style-type: none"> Pg. no 17 <p>(Constructivist Approach)</p> <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> Nature Walk (Activity-Based Learning Approach)
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O- 36,37,41

Good Manners

Pg no- 38,39,47,54,55

Healthy Food

- Identify and categorize diverse food groups into "Healthy" and "Junk" using basic AI-driven visual recognition concepts.
- Understand how smart technology helps us track nutritional intake and maintain a balanced diet for physical growth.

Good Manners

- Distinguish between positive and negative social behaviors by using simple AI-based emotion recognition tools.

Healthy Food

- Classification
- Observation

Good Manners

- Empathy
- Communication

Healthy Food

Integrated with World Food day

- Integrated Learning Approach

Integrated with Hindi (fruits name)

- Integrated Learning Approach

Integrated with Know for sure (GK)

- Pgno-17 (Integrated Learning Approach)

Integrated with Hindi (सारंगी पाठमाला)

- Hindi-pg. no 74,95, फलों के नाम

(Multidisciplinary Integration Approach)

Integrated with The Wondrous World(ER)

- Ch-7 my Body Habits (Constructivist Approach)

Activity

- Fruit Salad Day (Activity-Based Learning Approach)

Good Manners

Ch-4 Good Manners

Integrated with Being noble (life skill)

- The golden lotus (Helping others)
- Pumpkin, not again! (sharing)

(Experiential Learning Approach)

Integrated with Know for sure (GK)

- Pg no-9 (Integrated Learning Approach)

Integrated with Communicate with Cambridge(English)

			<ul style="list-style-type: none"> Ch-6 The magic Tre (Multidisciplinary Integration Approach) <p><u>Integrated with Hindi (सारंगी पाठमाला)</u></p> <ul style="list-style-type: none"> Hindi-pg. no 92 (Multidisciplinary Integration Approach) <p><u>Integrated with The Wondrous World(ER)</u></p> <p>_ch-4 Good Manners (Constructivist Approach)</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> Good Manners Poster Making (Activity-Based Learning Approach)
<p><u>November</u></p> <p><u>Animal</u></p> <p>Pg no- 18,19,20,21,25,34</p>	<p><u>Animal</u></p> <ul style="list-style-type: none"> Identify different animals and their habitats by understanding how AI uses patterns to sort creatures into groups. 	<p><u>Animal</u></p> <ul style="list-style-type: none"> Identification 	<p><u>Animal</u></p> <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> Elephant-coin Impression Butterfly-Impression Honeybee-trace and colour Fish-step by step Rabbit-dot joining and creation Hen-cotton bird impression Duck-paper ball pasting Whale-paper folding Animal mask Insect's- draw and colour Toucen bird-bindi pasting (Art-Integrated Learning Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p>

			<ul style="list-style-type: none"> • Ch-3 At the Zoo • Ch-8 King Lion and Rakhi • Poem-Mr caterpillar • Poem-My Big fat <p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> • The lost kitten(Kindness to animals) <p>(Integrated Learning Approach)</p> <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-3,8,2738,39,4,46, (Integrated Learning Approach) <p><u>Integrated with Hindi (सारंगी पाठमाला)</u></p> <p>Pg no- 58,59,96,97</p> <p>जानवरों के नाम, पक्षियों के नाम</p> <p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with The Wondrous World(ER)</u></p> <ul style="list-style-type: none"> • Ch-15 The animal World (Constructivist Approach) <p style="text-align: center;"><u>Activity</u></p> <ul style="list-style-type: none"> • Animal Sounds Guessing Game (Activity-Based Learning Approach)
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Weather

- Students will identify how AI helps predict and monitor changes in the weather and seasons.

Transport

- Students will identify different modes of transport used in their daily lives and their environmental impact.
- Students will recognize how AI technology helps in navigating routes and improving travel safety.

Be AI smart

- Understand that AI learns from information provided by people.
- Recognize AI-powered gadgets and tools used in daily life.

Weather

- Observation

Transport

- Categorization

Be AI smart

- Observation
- Classification

Weather**Integrated with Winter theme**

- Experiential Learning Approach

Integrated with The Wondrous World(ER)

- Ch-17Weather
- (Constructivist Approach)

Activity

Daily Weather Observation Chart
(Experiential Learning Approach)

Transport**Integrated with Know for sure (GK)**

- Pg no-3,8,2738,39,4,46,
(Integrated Learning Approach)

Integrated with The Wondrous World(ER)

- Ch-20 Travelling is fun
- Pg no-34,36 (Constructivist Approach)

Integrated with Communicate with Cambridge(English)

- Ch-20 My ride cycle
(Integrated Learning Approach)

- Toy Vehicle Ramp Activity (Activity-Based Learning Approach)

- **Be AI smart**

(Concept Demonstration Approach)

Activity

- Bring pictures or real objects (toy car, ball, spoon, book).

			<ul style="list-style-type: none">• Ask students to sort them into two groups:• Toy• Not Toy• (Activity-Based Learning)
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SUBJECT – Art & Craft

BOOKS

- Creative Kids Art & Craft

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES/METHODOLOGY
<p><u>APRIL</u> Ch 3- My family hand print Ch-4 Boy & girl — newspaper pasting Ch-13 Dancing girl — pencil shaving art Ch - 24 Craft time —badge</p>	<p>Ch 3- My family</p> <ul style="list-style-type: none"> • Express family concept through art. • Identify family members <p>Ch-4 Boy & girl — newspaper paste</p> <ul style="list-style-type: none"> • Develop pasting skills. <p>Identify gender features respectfully.</p> <p>Ch-13 Dancing girl — pencil shaving art</p> <ul style="list-style-type: none"> • Use waste material creatively. • Develop decorative sense <p>Ch – 24 Craft Time —Badge</p> <ul style="list-style-type: none"> • Understand craft steps 	<p>Ch 3- My family</p> <ul style="list-style-type: none"> • Emotional expression • Fine motor skills • Creativity <p>Ch-4 Boy & girl –Newspaper paste</p> <ul style="list-style-type: none"> • Hand-eye coordination • Cutting & pasting skills <p><u>Ch-13 Dancing girl — pencil shaving art</u></p> <ul style="list-style-type: none"> • Craft skill • Fine motor control • Imagination <p>Ch – 24 Craft Time —Badge</p> <ul style="list-style-type: none"> • Folding skills • Patience • Creativity 	<p>Ch 3- My family</p> <ul style="list-style-type: none"> • Handprint family tree • Family drawing and colouring <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Gk-pg no 53 (Interdisciplinary Approach.) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Manu and his family (Multidisciplinary Integration Approach) <p><u>Integrated with Hindi (संरणी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-pg. no 1 (Multidisciplinary Integration Approach) <p><u>Integrated with The Wondrous World(ER)</u></p> <ul style="list-style-type: none"> • Ch-10 I Love my family <p><u>Ch-4 Boy & girl –Newspaper paste</u></p> <ul style="list-style-type: none"> • Hand-eye coordination • Cutting & pasting skills <p><u>Integrated with The Wondrous World(ER)</u></p> <ul style="list-style-type: none"> • Ch-1 About me (experimental Learning approach) <p><u>Ch-13 Dancing girl — pencil shaving art</u></p> <ul style="list-style-type: none"> • Pencil shaving dress design • Recycled art display

			<p><u>Integrated with The Wondrous World(ER)</u></p> <p>Ch-6 Clothes we wear (Inter-disciplinary Approach)</p> <p>Ch – 24 Craft Time</p> <ul style="list-style-type: none"> • Paper badge • Bouquet making • Classroom decoration <p>(Experiential Learning Approach)</p>
<p><u>JULY</u></p> <p>Ch 1-Concept of colours - understand colours</p> <p>Ch 2- Secondary colours - mixing of colours</p>	<p>Ch-1 Concept of colours</p> <ul style="list-style-type: none"> • Identify primary colours. <ul style="list-style-type: none"> • Recognize different colours in surroundings. <p>Ch-2 Secondary colours</p> <ul style="list-style-type: none"> • Understand colour mixing. • Identify secondary colours. 	<p>Ch-1 Concept of colours</p> <ul style="list-style-type: none"> • Colour recognition • Visual observation • Cognitive development <p>Ch-2 Secondary colours</p> <ul style="list-style-type: none"> • Experimentation • Creativity • Logical understanding 	<p>Ch-1 Concept of colours</p> <ul style="list-style-type: none"> • Colour hunt in classroom • Colour chart making <p>Ch-2 Secondary colours</p> <ul style="list-style-type: none"> • Water colour mixing activity • Paint rainbow wheel <p><u>Integrated with व्याकरण</u></p> <ul style="list-style-type: none"> • पाठ - 7 रंगों के नाम <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg no – 7,16 (Experiential Learning Approach)
<p><u>AUGUST</u></p> <p>Ch - 23 Craft time — rangoli</p>	<p>Ch - 23 Craft time</p> <ul style="list-style-type: none"> • Create simple rangoli design. • Appreciate cultural art 	<p>Ch - 23 Craft time</p> <ul style="list-style-type: none"> •Pattern making • Artistic expression • Symmetry • Cultural awareness • Creativity • Designing 	<p>Ch - 23 Craft time</p> <ul style="list-style-type: none"> • Paper rangoli • Festival decoration <p>(Experiential Learning Approach)</p>
<p><u>SEPTEMBER</u></p> <p>Ch-5 Shapes boat — trace and colour</p> <p>Ch - 7 Hut — colouring</p> <p>Ch - 16 House — match stick pasting</p>	<p>Ch-5 Shapes boat — trace and colour</p> <ul style="list-style-type: none"> • Identify basic shapes. • Create objects using shapes. <p>Ch - 7 Hut — colouring</p> <ul style="list-style-type: none"> • Colour within boundaries. • Recognize parts of a house. 	<p>Ch-5 Shapes boat — trace and colour</p> <ul style="list-style-type: none"> • Shape recognition • Creativity • Colouring control <p>Ch - 7 Hut — colouring</p> <ul style="list-style-type: none"> • Neatness • Colour control • Observation 	<p>Ch-5 Shapes boat — trace and colour</p> <ul style="list-style-type: none"> • Make boat using circles/triangles • Shape sorting game <p><u>Integrated with Hindi (सूखी हिन्दी पाठमाला)</u></p> <ul style="list-style-type: none"> • Hindi-Pg no.7 आकार

	<p>Ch - 16 House— match stick pasting</p> <ul style="list-style-type: none"> • Create structure using sticks. • Understand shape formation. 	<p>Ch - 16 House — match stick pasting</p> <ul style="list-style-type: none"> • Spatial skills • Construction ability • Fine motor skills 	<p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with Know For Sure(GK)</u></p> <ul style="list-style-type: none"> • Pg no. 49 A Walk Through Nature (Interdisciplinary Learning approach) <p><u>Integrated with Be AI Smart (Computer)</u></p> <ul style="list-style-type: none"> • Patterns in data (Pg no. 25-26, 28-30) (Interdisciplinary Learning approach) <p><u>Integrated with Maths Pie (Maths)</u></p> <ul style="list-style-type: none"> • Ch-7 Shapes and Patterns (Interdisciplinary Learning approach) <p><u>Activity</u></p> <ul style="list-style-type: none"> • Pattern Partnerships 🍷 • Divide class into groups. • Each group will create different shape patterns together. <p>Ch - 7 Hut — colouring Hut colouring competition Add background (trees, sun)</p> <p>Ch - 16 House — match stick pasting</p> <ul style="list-style-type: none"> • Build hut with matchsticks • Pattern making <p><u>Integrated with Creative kids (art and craft)</u></p> <ul style="list-style-type: none"> • Hut-coloring • House-matchstick pasting (Art-Integrated Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-56,57, (Integrated Learning Approach)
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<p><u>OCTOBER</u> Ch – 10 Flowers — vegetable printing Ch – 21 Tree — finger impression Ch - 22 Craft time — printing tree</p>	<p>Ch – 10 Flowers — vegetable printing</p> <ul style="list-style-type: none"> • Use vegetables for printing. <ul style="list-style-type: none"> • Explore natural textures. <p>Ch - 21 Tree — finger impression</p> <ul style="list-style-type: none"> • Use finger painting technique. • Understand parts of tree <p>Ch - 22 Craft time — printing tree</p> <ul style="list-style-type: none"> • Create tree using printing technique. • Appreciate cultural art 	<p>Ch – 10 Flowers — vegetable printing</p> <ul style="list-style-type: none"> • Creativity <ul style="list-style-type: none"> • Experimentation <ul style="list-style-type: none"> • Texture awareness <p>Ch – 25 Tree — finger impression</p> <ul style="list-style-type: none"> • Sensory development <p>Ch - 22 Craft time — printing tree</p> <ul style="list-style-type: none"> • Artistic expression • Creativity • Designing 	<p>Ch – 10 Flowers — vegetable printing</p> <ul style="list-style-type: none"> • Ladyfinger/bottle gourd printing • Garden chart making <p>Ch – 25 Tree — finger impression</p> <ul style="list-style-type: none"> • Four seasons tree painting <p>Ch - 22 Craft time — printing tree</p> <ul style="list-style-type: none"> • Thumb print forest <p><u>Integrated with The Wondrous World(ER)</u></p> <ul style="list-style-type: none"> • Ch-14 The world of plants <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pgn-15,21,26(Integrated Learning Approach) <p><u>Integrated with Hindi (सारंगी पाठमाला)</u></p> <ul style="list-style-type: none"> • फूलों के नाम (Multidisciplinary Integration Approach) <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-9 The Poor woodcutter (Multidisciplinary Integration Approach)
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NOVEMBER

Ch-6 Elephant — coin impression
Ch – 8 Butterfly — impression
Ch – 9 Honeybee — trace and colour
Ch – 11 Fish — step by step drawing
Ch – 12 Insect’s — draw and colour
Ch-14 Rabbit — dot joining and creation
Ch-15 Nest — dry leaves pasting
Ch- 17 Hen — cotton bird impression
Ch- 18 Toucan bird — bindi pasting
Ch- 19 Duck - paper ball pasting
Ch - 20 Sea creature — drawing fun
Ch - 25 Whale — paper folding
Ch – 26 Craft Time — magical fish
Ch – 27 Craft Time — paper flowers
Ch – 28 Animal mask

Ch-6 Elephant — coin impression

- Understand texture printing.
- Create patterns using coins.

Ch – 8 Butterfly — impression

- Understand symmetry.
- Create butterfly using folding technique.

Ch – 9 Honeybee — trace and colour

- Identify insect features.
- Trace neatly.

Ch – 11 Fish — step by step drawing

- Follow step-by-step drawing.
- Draw aquatic animals.

Ch – 12 Insect’s — draw and colour

- Identify insects.
- Draw basic shapes of insects.

Ch-14 Rabbit — dot joining and creation

- Improve number sequencing.
- Create picture through dots.

Ch-15 Nest — dry leaves pasting

- Use natural materials in art.
- Understand bird habitat.

Ch- 17 Hen — cotton bird impression

- Explore soft texture printing.
- Identify farm animals.

Ch- 18 Toucan bird — bindi pasting

- Create patterns using bindis. • Develop neat pasting skills.

Ch- 19 Duck - paper ball pasting •

- Improve tearing and rolling skills.
- Develop creativity.

Ch - 20 Sea creature — drawing fun

- Draw sea animals.
- Imagine underwater world.

Ch - 25 Animal mask

Ch-6 Elephant — coin impression

- Sensory skills
- Pattern making
- Fine motor skills

Ch – 8 Butterfly — impression

- Symmetry understanding
- Creativity
- Finger control

Ch – 9 Honeybee — trace and colour

- Pencil grip
- Observation
- Pattern colouring

Ch – 11 Fish — step by step drawing

- Sequential learning
- Drawing skills
- Focus

Ch – 12 Insect’s — draw and colour

- Observation
- Detailing

Creativity

Ch-14 Rabbit — dot joining and creation

- Number recognition
- Hand coordination
- Patience

Ch-15 Nest — dry leaves pasting

- Environmental awareness
- Creativity

Texture understanding

Ch - 16 House — match stick pasting

- Spatial skills
- Construction ability • Fine motor skills

Ch- 17 Hen — cotton bird impression

- Texture exploration
- Creativity

Ch-6 Elephant — coin impression

- Coin painting impression
- Texture exploration

Ch – 8 Butterfly — impression

- Paint fold butterfly
- Pattern designing

Ch – 9 Honeybee — trace and colour

- Draw beehive
- Buzz game role play

Ch – 11 Fish — step by step drawing

- Draw aquarium scene
- Colour blending in fish

Ch – 12 Insect’s — draw and colour

- Insect chart
- Garden scene drawing

Ch-14 Rabbit — dot joining and creation

- Dot-to-dot competition
- Add carrot background

Ch-15 Nest — dry leaves pasting

- Leaf collection activity
- Nature collage

Ch - 16 House — match stick pasting

- Build hut with matchsticks
- Pattern making

Ch- 17 Hen — cotton bird impression

- Cotton dabbling painting
- Farm scene drawing

Ch- 18 Toucan bird — bindi pasting

- Bindi art competition
- Jungle theme display

Ch- 19 Duck - paper ball pasting

- Tissue paper crumpling
- Pond scene making

Ch - 20 Sea creature — drawing fun

- Underwater scene
- Sea life poster

	<ul style="list-style-type: none"> • Design and create animal mask • Perform role play. <p>Ch – 26 and 27 Craft Time — magical fish , paper flowers</p> <ul style="list-style-type: none"> • Create flower using paper folding. • Understand craft steps 	<ul style="list-style-type: none"> • Colour blending <p>Ch- 18 Toucan bird — bindi pasting</p> <ul style="list-style-type: none"> • Precision <p>Ch- 19 Duck - paper ball pasting</p> <ul style="list-style-type: none"> • Decorative art skill • Finger strength • Coordination <p>Ch - 20 Sea creature — drawing fun</p> <ul style="list-style-type: none"> • Imagination • Detailing • Colour blending <p>Ch - 25 Animal mask</p> <ul style="list-style-type: none"> • Imagination • Craft skill • Confidence <p>Ch – 26 and 27 Craft Time — Magical fish , Paper flower</p> <ul style="list-style-type: none"> • Folding skills • Patience • Creativity 	<p>Ch - 25 Animal mask</p> <ul style="list-style-type: none"> • Mask making day • Animal role play <p>Ch – 26 and 27 Craft Time</p> <ul style="list-style-type: none"> • Bouquet making • Classroom decoration <p><u>Integrated with Communicate with Cambridge(English)</u></p> <ul style="list-style-type: none"> • Ch-3 At the Zoo • Ch-8 King Lion and Rakhi • Poem-Mr caterpillar • Poem-My Big fat <p>(Multidisciplinary Integration Approach)</p> <p><u>Integrated with Being noble (life skill)</u></p> <ul style="list-style-type: none"> • The lost kitten(Kindness to animals) (Integrated Learning Approach) <p><u>Integrated with Know for sure (GK)</u></p> <ul style="list-style-type: none"> • Pg no-3,8,2738,39,4,46, (Integrated Learning Approach) <p><u>Integrated with Hindi (सासंगी पाठमाला)</u></p> <p>Pg no- 58,59,96,97</p> <p>जानवरों के नाम, पक्षियों के नाम (Multidisciplinary Integration Approach)</p> <p><u>Integrated with AI</u></p> <ul style="list-style-type: none"> • Pg 18,19,21 (Constructivist Approach) <p><u>Integrated with The Wondrous World(ER)</u></p> <p>Ch-15 The Animal world (Interdisciplinary Learning approach)</p>
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