



ACADEMIC SESSION (2026 – 27)

ANNUAL CURRICULUM

Grade - KG

SUBJECT – ENGLISH

BOOKS: -

- Literacy Phonics
- Literacy Activity Book
- Phonics Letter Sound
- Practice Book
- Rhymes and Stories

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES / METHODOLOGY
<p><u>APRIL</u></p> <p>Literacy Phonics</p> <ul style="list-style-type: none"> • Letter (Aa - Zz) (Pg no. 1) • Vowels and Consonants (Pg no. 2-5) • ‘a’ sound (Pg no. 6 – 7) • ‘a’ word family (Pg no. 8 – 14) • Two letter Sight words (Pg no. 16-17) • Articles (a/an) (Pg no. 94) <p>Literacy Activity Book</p> <ul style="list-style-type: none"> • Vowels and Consonants (Pg no. 1 -2) • ‘a’ word family (Pg no. 3-7,65-66,75-76) • Articles (a/an) (Pg no. 46) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 26 (C) <p>Rhymes and Stories</p>	<p>1. Letter (Aa-Zz): -</p> <ul style="list-style-type: none"> - They will identify capital and small letters. - They will relate letters with pictures and sounds. <p>2. Vowels and Consonants: -</p> <ul style="list-style-type: none"> - Children will identify vowels (a, e, i, o, u). - They will differentiate between vowels and consonants. <p>3. Two letter Sight words</p> <ul style="list-style-type: none"> - Children will read simple sight words like am, an, at, is. -They will recognize and use them in small sentences. <p>4. ‘a’ sound</p> <ul style="list-style-type: none"> - Children will recognize the short sound of lettera. - They will read simple a sound word (cat, bat, mat). <p>5. ‘a’ word family</p> <ul style="list-style-type: none"> - Children will read and identify –at, –an, –ap words. - They will form simple words using a word 	<ul style="list-style-type: none"> • Letter recognition (Aa–Zz) • Logical Thinking • Phonics awareness • Vocabulary development • Listening and speaking skills • Observation and thinking skills 	<p>(ACTIVITIES)</p> <p>1. Alphabet Air Writing</p> <ul style="list-style-type: none"> • Teacher says a letter and students write it in the air using their finger. <p>2. Red & Blue Sorting</p> <ul style="list-style-type: none"> • Give letter cards to students. • Ask them to put vowels in a red basket and consonants in a blue basket. <p>(APPROACH) (Art Integration & Activity Based Learning)</p> <p><u>Integrated with General Awareness book</u></p> <ul style="list-style-type: none"> • Sense Organs (Pg no. 4)

<p>Rhyme - Two Shiny Eyes (Pg no. 1,2) Story - The Big Pink Bubble (Pg no. 31) Picture Talk - A Summer Day (Pg no. 38)</p>	<p>family. 6. Articles (a/an) - Children will understand the use of a and an. - They will match correct articles with pictures. 7. Story - The Big Pink Bubble - They will learn the value of sharing, kindness and imagination through the story. 8. Picture talk- A Summer Day - Children will develop vocabulary related to the summer season.</p>		
<p><u>JULY</u> Literacy Phonics</p> <ul style="list-style-type: none"> • Revision of UT-1 • ‘e’ sound (Pg no. 20,21) • ‘e’ word family (Pg no. 22-31) • Position words (Pg no. 73-76) • One and Many (Pg no. 99) <p>Literacy Activity Book</p> <ul style="list-style-type: none"> • One / Many (Pg no. 49,50) • ‘e’ word family (Pg no. 8-12,67-68,77-78) • Position words (Pg no. 30) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 23 (A) • Pg no. 43(B) <p>Rhymes and Stories Rhyme - Ratty Rat (Pg.13,14) Sweet Little Pet (Pg.15,16) Story - Simba Becomes Friendly (Pg.21,22) Picture Talk - Things We Do (Pg.37)</p>	<p>1. ‘e’ sound - Children will identify short ‘e’ sound. -They will read simple ‘e’ words (pen, hen, bed). 2. ‘e’ word family -Children will recognize –en, –et, –ed word families. 3. Position words -Children will understand words like in, on, under, near . 4. One and Many -Children will identify singular and plural objects. 5. Story - Simba Becomes Friendly - They will learn the value of friendship, kindness and helping others. 6. Picture Talk –Things we do - Children will learn to recognize and talk about daily routine activities.</p>	<ul style="list-style-type: none"> • Observation • Critical Thinking • Classification • Communication • Phonics skills • Vocabulary development • Logical thinking 	<p><u>Integrated with Numeracy (1-100):</u></p> <ul style="list-style-type: none"> • Rhyme Shapes (Pg.13,14,15,17,18) <p><u>ACTIVITIES</u></p> <p>1.Position Game – keep toy on/ under/in the box.</p> <p>2. Picture sorting – Students separate pictures into one and many groups.</p> <p><u>APPROACH</u> (Integrated Learning Approach)</p>
<p><u>AUGUST</u> Literacy Phonics</p> <ul style="list-style-type: none"> • ‘i’ sound (Pg no. 32-33) • ‘i’ word family (Pg no. 34-39) 	<p>1. ‘i’ sound -Children will read i sound words (pin, sit, pig). 2. ‘i’ word family -They will identify –in, –it, –ig word families. 3. Recapitulation of a, e, i -They will revise a, e, i sounds.</p>	<ul style="list-style-type: none"> • Sentence formation • Phonics recognition 	<p>1. The "Distance Detective" Game (This, That, These, and Those)</p> <p>2. Sentence building game using is/are. 3. Sound sorting game. (a, e, i) 4. Picture Talk: Show pictures like ink,</p>

<ul style="list-style-type: none"> Recapitulation of a, e, i (Pg no.43) Is / Are (Pg no. 100) This / That (Pg no. 28,40) This / That / These / Those (Pg no. 101-102) <p>Literacy Activity Book</p> <ul style="list-style-type: none"> 'i' word family (Pg no. 13-17,69-70,79-80) This / That (Pg no. 40) Is/Are (Pg no. 51) This / That / These / Those (Pg no. 52) <p>Practice Book</p> <ul style="list-style-type: none"> Pg no. 7,8 Pg no. 44(C, D) Pg no. 49(A) <p>Rhymes and Stories Rhyme - Two Little Mice (Pg.9,10) Time to Sleep (Pg.19,20) Story - Butterfly and the Flower (Pg.32,33) Picture Talk - In the Classroom (Pg.40)</p>	<p>4. Is / Are - They will use is/are in simple sentences.</p> <p>5. This / That - They will understand the concept of this / that.</p> <p>6. This / That / These / Those - They will understand this, that, these, those.</p> <p>7. Story - Butterfly and the Flower - They will learn about nature and the importance of flowers and butterflies</p> <p>8. Picture Talk - In the Classroom - Children will observe the picture and identify objects found in a classroom.</p>	<ul style="list-style-type: none"> Speaking skills Observation 	<p>insect, igloo and ask children to say the 'I' sound.</p> <p>APPROACH Activity-Based Learning Approach</p> <p><u>Story integrated with General Awareness book</u> Ch-Flowers Pg no.- 42 Ch- Insects Pg no. – 19 <u>Picture talk integrated with General Awareness book</u> Ch- Rooms in a School Pg no. 12</p>
<p><u>SEPTEMBER</u></p> <p>Literacy Phonics</p> <ul style="list-style-type: none"> Revision of half yearly exam Action words (Pg no. 111-113) Adding -ing to action words (Pg no. 114-116) <p>Literacy Activity Book</p> <ul style="list-style-type: none"> Actions words (Pg no. 59-60) <p>Practice Book</p> <ul style="list-style-type: none"> Pg no. 47 <p>Rhymes and Stories Rhyme - Sandy Spider (Pg.3,4)</p>	<p>1. Action words -Children will identify common action words (run, jump, eat).</p> <p>2. Adding -ing to action words - They will learn to add -ing (running, jumping).</p>	<ul style="list-style-type: none"> Logical Thinking Language Development Body coordination Listening skills 	<p>1. Action Game: Teacher says action words like jump, run, clap, sit and children perform the action.</p> <p>2. Charades Activity: Guess the action.</p> <p>3. Sentence Practice: Teacher shows picture and students say a sentence like “The boy is running.”</p> <p>APPROACH Play-way Method</p>

OCTOBER

Literacy Phonics

- o sound (Pg no. 44-45)
- o word family (Pg no. 46-52)
- Recapitulation of a, e, i, o (Pg no. 53)
- He / She / It (Pg no. 117)
- His / Her (Pg no. 118)

Literacy Activity Book

- Position words (Pg no. 30)
- 'o' word family (Pg no. 19 - 22, 71,72,81-82)
- Use of He, She, It (Pg no. 61,62)

Literacy letter sound

- Long sound of 'a' (Pg no. 5 - 13)
- Combined 'a' words (Pg no. 14)
- Long sound of 'e' (Pg no. 15- 23)
- Combined 'e' words (Pg no. 24)

Practice Book

- Pg no. 48

Rhymes and Stories

Rhyme - Little Green Mango (Pg.11,12)

Story - Pan's Sweet Tooth (Pg.25,26)

Picture Talk - In the Park (Pg.34)

1. o sound
- Recognize o sound words (pot, top).
2. o word family
- Students will develop **basic phonics and word r skills.**
3. Recapitulation of a, e, i, o
- They will revise a, e, i, o sounds.
4. He / She / It
- Students will be able to **use he, she, and it corre c people, animals, and things.**
5. His / Her
- Students will be able to **identify ownership using his and her.**
6. Story - Pan's Sweet Tooth
- They will be able to identify the main characters and events in their story.
7. Picture Talk - In the Park
- Children will observe the picture carefully and identify different things in the park.

- Logical Thinking
- Reasoning
- Creativity
- Pronoun usage
- Reading readiness
- Vocabulary development

1. Picture Sorting Game (boy/girl).
2. Pronoun matching activity.
3. **Picture Identification Game** – Show pictures like **orange, owl, ox** and ask children to say the /o/ sound.
4. **Word Building Game** – Teacher writes **–op** and children say words like **top, mop, hop.**

APPROACH

Activity-Based Learning

Story Integrated with General awareness

Ch- Healthy Eatings Pg no. 63

Picture talk Integrated with General awareness

Ch- My Neighbourhood Pg no. - 65

NOVEMBER

Literacy Phonics

- u sound (Pg no.- 56)
- u word family (Pg no.- 58- 66)
- Opposite words (Pg no.- 107-110)
- I am / You are (Pg no.- 119)

1. u word family
- Students will improve phonics and word recognition skills. (sun, bun).
2. Opposite words
- Students will use **opposites in speaking and daily conversation.**
3. I am / You are
- Students will improve **basic speaking skills.**

- Vocabulary building
- Sentence formation
- Reading skills

ACTIVITIES

1. **Word Building Game:** Teacher writes **–ug / –un** and children say words like **bug, mug, sun, bun.**
2. **Opposite Matching Game:** Match picture cards like **big–small, hot–cold, up–down.**
3. **Role Play Game:**

- All word families (Pg no.- 68-72)
- ee / oo words (Pg no.- 85-87)
- Four letter words (Pg no.- 77-81)

Literacy Activity Book

- 'u' word family (Pg no. 23-27,73-74,83-84)
- All families (Pg no. 28-29,31-37)
- ee / oo words (Pg no.- 39,87-88)
- Some more words (Pg no. 54-56, 97-100)
- Opposite words (Pg no. 57-58)
- I am, you are (Pg no. 63,64)

Literary letter sound

- Long sound of 'i' (Pg no. 25-33)
- Combined 'i' words (Pg no. 34)
- Long sound of 'o' (Pg no. 35-43)
- Combined 'o' words (Pg no. 44)

Practice Book

- Pg no. 3,4
- Pg no. 23(B),24(D)
- Pg no. 45(B)
- Pg no. 49(B)
- Pg no. 50

Rhymes and Stories

Rhyme - Poly's Dolly (Pg.17,18)
 Story - Turpy Catches a Cold (Pg.27,28)
 Picture Talk- Picnic with Friends (Pg.36)

4. ee / oo words
 - Students will develop **better phonics and pronunciation skills.**

- Child says: **I am Neha.**
- Teacher points to another child: **You are my friend.**

APPROACH

Play-way Method

DECEMBER

Literary Phonics

- Th words (Pg no.- 90)
- Sh words (Pg no.- 91)
- Ch words (Pg no.- 92)
- Th, sh and ch words (Pg no.- 93)
- Words ending –ll (Pg no.-82-84)
- More words (Pg no.- 104-106)

Literary Activity Book

- Digraph (sh, ch, th) (Pg no. 42-45,91,92)
- Words ending –ll (Pg no. 38,85)
- His / Her (Pg no. 62)
- I am / You are (Pg no. 63-64)
- Two vowel sound (Pg no. 48,95-100)

Literacy letter sound

- Long sound of 'u' (Pg no. 45-58)
- Combined 'u' words (Pg no. 59)
- Combined sounds (Pg no. 71)

Practice Book

- Pg no. 5,6
- Pg no. 24(C)
- Pg no. 25(B)
- Pg no. 27(B)
- Pg no. 45(A),46(D)

Rhymes and Stories

Rhyme - Sally Sail (Pg.7,8)

Story - Navya Goes to Fairyland (Pg.23,24)

Picture Talk - Playing with Snow (Pg.39)

1. th, sh, ch words

- Students will be able to **differentiate between th, sh, and ch sounds.**

- Identification
- Observation
- Creativity
- Imagination
- Creative Thinking
- Phonics development
- Pronunciation

- Reading ability

(ACTIVITIES)

1. Picture–word matching
2. **Flashcard Reading:** Teacher shows different word cards and children read them aloud.

APPROACH

Phonics Approach

JANUARY

Literary Phonics

- Word ending with 'ck' (Pg no. 88 - 89)
- Words end with 'e' (Pg no. 95 - 96)
- Question words (Pg no. 103)
- Cat and Rat (Pg no. 120)
- Ted and his Pet (Pg no. 121)
- Happy Kit (Pg no. 122)
- Silly Tom (Pg no. 123)
- Bug in a Hut (Pg no. 124)

Literacy Activity Book

- Four letter words (Pg no. 33-37, 75,84)
- Questions words (Pg no. 53)
- Word ending with 'ck' (Pg no. 40,41,89-90)
- ee and oo words (Pg no. 39,87,88)
- Words end with 'e' (Pg no. 47,93-94)

Literacy letter sound

- Some More Sounds (Pg no. 60)
- Sound of qu (Pg no. 61)
- Sound of ou (Pg no. 62)
- Sound of oi (Pg no. 63)
- Sound of ue (Pg no. 64)
- Sound of er (Pg no. 65)
- Sound of ar (Pg no. 66)

Practice Book

- Pg no. 23 (B)
- Pg no. 24, 28
- Pg no. 25(A)
- Pg no. 27(A)
- Pg no. 46(C)

Rhymes and Stories

Rhyme - I Love Little Pussy (Pg.5,6)

1. Question words

- Students will improve **speaking and listening skills by answering questions.**

2. Words ending with 'ck' and 'e'

Students will be able to **recognize words ending with 'e' and 'ck'.**

- Thinking and questioning
- Phonics awareness

Speaking skills

(ACTIVITIES)

1. **Question Ball Game:** Teacher asks simple questions using **what, where, who** and students answer while passing a ball.
2. Sound blending game.
3. Word building with letter cards

APPROACH

Multisensory Learning

Picture talk integrated with General Awareness

Ch- About Me Pg no. 1

Story - Aliens on the Earth
(Pg.29,30)
Picture Talk - Birthday Party (Pg.35)

FEBRUARY

Revision for annual exam

SUBJECT – HINDI

BOOK:-

➤ ज्ञान सागर

TOPIC (विषय)	LEARNING OUTCOMES (सीखने के परिणाम)	SKILLS (कौशल)	ACTIVITIES / METHODOLOGY (गतिविधियाँ / शशक्षण विधि)
<u>APRIL</u> 1. ज्ञान सागर ➤ स्िि (अ - अः) (pg no. 6 to 17)	1. स्िि (अ - अः) विद्यार्थी अ से अः तक के स्ििों को पहचान सकेंगे। स्िि अक्षरों का सही उच्चारण कर सकेंगे। स्िि अक्षरों को लिख सकेंगे। चचत्रों के माध्यम से स्िि पहचान सकेंगे।	1. स्िि (अ - अः) श्रिण कौशि (Listening Skill) िाचन कौशि (Reading Skill) िेखन कौशि (Writing Skill) सूक्ष्म मोटर कौशि (Fine Motor Skill)	1. स्िि (अ - अः) कवििा - "स्ििोः की अनोखी द्वािि" (Poem-Based Thematic Approach) गतिविधि (Activity): "जादुई स्िि झोििा" (Magic Bag of Sounds) लशक्षक एक रंगीन झोििे में अ से अः से जुडी िस्तुएँ (अनार, ऊन, ऐनक, अंगूर आदद) रखेंगे। बच्चे बारी-बारी से झोििे से एक िस्तु ननकाििेंगे और पूरी कक्षा उस िस्तु से जुडे स्िि की कविता की पंक्तत गाकर उसे पहचानेंगी।
2. व्यंजन (क - ज) (pg no. 18 to 22)	2. व्यंजन (क - ज) विद्यार्थी क से ज तक के व्यंजनों को पहचान सकेंगे। व्यंजनों का सही उच्चारण कर सकेंगे।	2. व्यंजन (क - ज) भाषा कौशि (Language skills) उच्चारण कौशि	2. व्यंजन (क - ज) (Picture-Based Learning Approach) गतिविधि (Activity): "चचत्र पहचानो और व्यंजन बोिो" - लशक्षक

<p>➤ धित्र णिणन समुद्र िट (pg no. 99)</p>	<p>अक्षरों को लिखने का अभ्यास कर सकेंगे। संबंधित चित्रों से अक्षर लमिान कर सकेंगे।</p> <p>समुद्र िट विद्यार्थी चित्र में ददखाई देने िाििी िस्तुओं की पहचान कर सकेंगे। 2-3 िातयों में समुद्र तट का िणणन कर सकेंगे। प्राकृतक दृश्यों के प्रनत रुच विकलसत करेंगे।</p>	<p>(Pronunciation skills) हार्थ-आंख समन्िय कौशि (Hand-eye coordination skills) स्मरण शक्तत (Memory) समुद्र िट अििोकन कौशि बोिने का कौशि कल्पनाशक्तत पयाणिरण जागरूकता</p>	<p>क से कबूतर, ख से खरगोश, ग से गमिा जैसे चचत्र ददखाएँगे। बच्चे चचत्र देखकर सही व्यंजन बोिेेेगे और दोहराएँगे। रंग भरने की गनतविचि के सार्थ अक्षर पहचान। समुद्र िट Integrated with General Awareness book (Ch- 37 Summer Pg no. 93) (Picture-Based Learning Approach) गतिविधि (Activity): “चचत्र देखो और बताओ” – लशक्षक समुद्र तट का चचत्र ददखाएँगे। बच्चे चचत्र में ददख रही चीजें बताएँगे जैसे समुद्र, रेत, नाि, सूरज, बच्चे आदद। इससे बच्चों की बोिने की क्षमता और शब्दाििी बढेगी। चचत्र पर आाररत प्रश्न-उत्तर। “समुद्र तट पर तया-तया होता है?” चचाण।</p>
<p>JULY 1. ज्ञान सागर ➤ व्यंजन (ट - न) (pg no. 23, 24, & 26 to 28) ➤ कवििां 1 तििली िानी (pg no. 25)</p>	<p>1. व्यंजन (ट - न) विद्यार्थी ट से न तक के व्यंजनों को पहचान सकेंगे। अक्षरों का शुद्धि उच्चारण कर सकेंगे। संबंधित चित्रों से अक्षर का लमिान कर सकेंगे। व्यंजनों को सही ढंग से लिखने का अभ्यास कर सकेंगे। भाषा विकास कौशि</p> <p>1. कवििा - तििली िानी विद्यार्थी कविता को सुनकर दोहरा सकेंगे।</p>	<p>1. व्यंजन (ट - न) श्रिण एि िाचन कौशि (listening and reading skills) िेखन कौशि (writing skills) स्मरण शक्तत (memory power) हार्थ-आँख समन्िय (hand-eye coordination) 1. कवििा - तििली िानी श्रिण एि िाचन कौशि</p>	<p>1. व्यंजन (ट - न) (Activity-Based Learning Approach) गतिविधि (Activity): “Letter Walk – ट से न तक” कक्षा में फ़रण पर ट से न तक के अक्षर कार्ण रखे जाएँगे। बच्चे एक-एक अक्षर पर चििंगे और उस अक्षर से जुडा शब्द बोिेेेगे, जैसे ट से टमाटर, ठ से ठेिा, द से दादी, न से नि। 1 कवििा - तििली िानी Integrated with General Awareness</p>

2. हाथी िाजा (pg no. 25)

➤ धित्र कथा

1. प्यासा कौआ (pg no. 88 & 90)

2. बंदि औ मगिमच्छ (pg

कविता की पंक्तियाँ याद कर सकेंगे।
नतती के बारे में सरि िातय बोि
सकेंगे।

2. कवििा - हाथी िाजा

विद्यार्थी कविता को भाि के सार्थ बोि सकेंगे।
हार्थी के बारे में सरि जानकारी दे सकेंगे।
कविता की मुख्य पंक्तियाँ याद रख सकेंगे।

1. प्यासा कौआ

विद्यार्थी कहानी को ध्यान से सुन सकेंगे और
समझ सकेंगे।
कहानी के मुख्य पात्रों की पहचान कर सकेंगे। सरि
िातयों में कहानी दोहरा सकेंगे।
कहानी से लशक्षा (बुद्दि का प्रयोग) समझ सकेंगे।

अलभव्यक्तत कौशि
स्मरण शक्तत
आत्मविश्िास

2. कवििा - हाथी
िाजा उच्चारण कौशि
आत्मविश्िास
मंच प्रस्तुतत कौशि
रचनात्मकता

1. प्यासा कौआ
श्रिण कौशि
िाचन कौशि
अलभव्यक्तत कौशि
तार्कण क सोच

book (Ch- 11 Insects Pg no. 18)

(Poem-Based Learning Approach)

गतिविधि (Activity):

“Action Poem Activity” – बच्चे नतती रानी
कविता गाते हुए हार्थी से नतती की तरह उडने
की र्िया करेंगे और रंग-बबरंगी नततलियों के
चचत्र पहचानेंगे।

2 कवििा - हाथी िाजा

Integrated with General Awareness

book (Ch- 8 Wild Animals Pg no. 14)

(Action-Based Learning Approach)

गतिविधि (Activity):

“Act Like an Elephant” – बच्चे हार्थी
राजा कविता गाते हुए हार्थी से सँूर बनाने
की र्िया करेंगे और हार्थी की तरह चिने
का अलभनय करेंगे। इससे बच्चों में रुचच,
अलभव्यक्तत और आत्मविश्िास बढता है।

1. प्यासा कौआ

Integrated with General Awareness

book (Ch- 18 Birds Pg no. 18)

(Storytelling Approach)

गतिविधि (Activity):

“Stone in the Pot Activity” – बच्चों को
एक बतणन और छोटे-छोटे कंकड ददए जाएँगे।
बच्चे बतणन में कंकड र्ािकर देखेंगे र्क पानी
ऊपर कैसे आता है, जैसे कहानी में कौिे ने
र्कया र्था। इससे बच्चों को समस्या समािान
और समझ विकलसत करने में मदद लमिती

<p>no. 95)</p>	<p>2. बंदि औ मगिमच्छ विद्यार्थी कहानी के पात्रों को पहचान सकेंगे। कहानी का सार सरि शब्दों में बता सकेंगे। कहानी की लशक्षा (बुद्धिचिमांनी और सच्ची लमत्रता) समझ सकेंगे।</p>	<p>2. बंदि औ मगिमच्छ श्रिण एि िाचन कौशि सोचने और समझने का कौशि अलभव्यक्तत कौशि आत्मविश्िास</p>	<p>है। 2. बंदि औ मगिमच्छ <u>Integrated with General Awareness book (Ch- 8 Wild Animals Pg no. 14)</u> (Picture Storytelling Approach) <u>गतिविधि (Activity):</u> “चचत्र िम िगाओ” – बच्चों को कहानी केअिग-अिग चचत्र ददए जाँँगे। बच्चे उन्हेँ सही िम में िगाकर कहानी को दोहराँँगे। इससे बच्चों की समझ, स्मरण शक्तत और भाषा कौशि विकलसत होते हैं।</p>
<p><u>AUGUST</u></p> <p>1. ज्ञान सागर ➤ व्यंजन (प - ि) (pg no. 30 to 35)</p> <p>➤ कवििां 1. बबल्ली मौसी (pg no. 29)</p>	<p>व्यंजन (प - ि) विद्यार्थी प से ि तक के व्यंजनों को पहचान सकेंगे। अक्षरों का सही उच्चारण कर सकेंगे। संबंचित चचत्रों से अक्षर का लमिान कर सकेंगे। अक्षरों को सही ददशा में लिख सकेंगे।</p> <p>1. कवििा - बबल्ली मौसी विद्यार्थी कविता को सुनकर सही िय और भाि से दोहरा सकेंगे। कविता की पंक्ततयाँ याद कर सकेंगे।</p>	<p>व्यंजन (प - ि) श्रिण एि िाचन कौशि िेखन कौशि हार्थ-आँख समन्िय स्मरण शक्तत भाषा विकास कौशि</p> <p>1. कवििा - बबल्ली मौसी श्रिण कौशि िाचन कौशि अलभव्यक्तत कौशि</p>	<p>व्यंजन (प - ि) (Picture-Based Learning Approach) <u>गतिविधि (Activity):</u> “चचत्र देखो और व्यंजन बोिो” – लशक्षक प से पतंग, ब से बकरी, म से मछिी, ि से िानर के चचत्र ददखाँँगे। बच्चे चचत्र देखकर सही व्यंजन बोिेँगे और दोहराँँगे।</p> <p>1. कवििा - बबल्ली मौसी <u>Integrated with General Awareness book (Ch- 9 Farm and Pet Animals Pg no. 15)</u> (Action-Based Learning Approach)</p>

<p>2. बारिश (pg no. 29)</p> <p>➤ धित्र णिणन</p> <p>1. धिड़िया घि (pg no. 97)</p>	<p>बबलुिी के बारे में सरि िातय बोि सकेँगे।</p> <p>2. कवििा - बारिश</p> <p>विद्यार्थी कविता को भािपूिणक बोि सकेँगे।</p> <p>िषाण ऋतु के बारे में सरि जानकारी दे सकेँगे।</p> <p>कविता की मुख्य पंक्ततयाँ याद रख सकेँगे।</p> <p>1. धिड़िया घि</p> <p>विद्यार्थी चचत्र में जानिरीं की पहचान कर सकेँगे। सरि िातयों में चचडडयाघर का िणणन कर सकेँगे।</p> <p>जानिरीं के नाम और ध्िननयाँ बता सकेँगे।</p>	<p>आत्मविश्िस विकास</p> <p>2. कवििा - बारिश</p> <p>भाषा ँ उच्चारण कौशि</p> <p>पयाणिरण जागरूकता</p> <p>रचनात्मकता</p> <p>स्मरण शक्तत</p> <p>1. धिड़िया घि</p> <p>अििकन ँ अलभव्यक्तत कौशि</p> <p>शब्द भंरार</p> <p>आत्मविश्िस विकास</p>	<p>गतिविधि (Activity):</p> <p>“Act Like a Cat” – बच्चे बबलुिी मौसी कविता गाते हुए बबलुिी की तरह चिने, म्याऊँ करने का अलभनय करेँगे। इससे बच्चों में रुचच और अलभव्यक्तत कौशि विकलसत होते हैं।</p> <p>2. कवििा - बारिश</p> <p><u>Integrated with General Awareness book (Ch- 38 Monsoon Pg no. 95)</u></p> <p>(Action-Based Learning Approach)</p> <p>गतिविधि (Activity):</p> <p>“Rain Action Activity” – बच्चे कविता गाते हुए बाररश की बूदों, बादिों और छतरी की र्ियाँ करेँगे। इससे बच्चों में रचनात्मकता, भाषा और अलभव्यक्तत कौशि विकलसत होते हैं।</p> <p>1. धिड़िया घि</p> <p><u>Integrated with General Awareness book (Ch- 14 Animals Homes Pg no. 27)</u></p> <p>(Picture-Based Learning Approach)</p>
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<p>2 शेि औ िूहा (pg no. 98)</p>	<p>2. शेि औ िूहा</p> <p>विद्यार्थी कहानी को समझकर दोहरा सकेंगे।</p> <p>कहानी की नैनतक लशक्षा (दयािुता और मदद) समझ सकेंगे।</p> <p>पात्रों के बारे में सरि िातय बोि सकेंगे।</p>	<p>2. शेि औ िूहा</p> <p>भाषा विकास कौशि</p> <p>श्रिण एि अलभव्यक्तत कौशि</p> <p>नैनतक मूल्य विकास</p> <p>स्मरण शक्तत</p>	<p>गतिविधि (Activity):</p> <p>“जानिर पहचानो और बताओ” – लशक्षक चचडडयाघर का चचत्र ददखाँगे। बच्चे उसमें ददख रहे जानिरोँ के नाम बताँगे जैसे शेर, हार्थी, बंदर, कजराफ आदद। इससे बच्चों की शब्दाििी और बोिने की क्षमता विकलसत होती है।</p> <p>2. शेि औ िूहा</p> <p><u>Integrated with General Awareness book (Ch- 8 Wild Animals Pg no. 14)</u></p> <p>(Picture Storytelling Approach)</p> <p>गतिविधि (Activity):</p> <p>“चचत्र देखो और कहानी बताओ” – लशक्षक शेर और चूहा का चचत्र ददखाँगे। बच्चे चचत्र देखकर बताँगे र्क चूहे ने शेर की कैसे मदद की। इससे बच्चों की कल्पना शक्तत, समझ और बोिने की क्षमता विकलसत होती है।</p>
<p><u>SEPTEMBER</u></p> <p>1. ज्ञान सागर</p> <p>➤ व्यंजन (श - ह)</p> <p>(pg no. 34, 36)</p>	<p>व्यंजन (श - ह)</p> <p>विद्यार्थी श से ह तक के व्यंजनों को पहचान सकेंगे।</p>	<p>व्यंजन (श - ह)</p> <p>श्रिण कौशि</p> <p>िाचन कौशि</p>	<p>व्यंजन (श - ह)</p> <p>(Picture-Based Learning Approach)</p> <p>गतिविधि (Activity):</p>

<p>& 38)</p> <p>➤ अभिषेकपीक्षा के शलए पुनिलोकन</p>	<p>अक्षरों का शुद्धि एि स्पष्ट उच्चारण कर सकेंगे।</p> <p>संबंधित चचत्रों के माध्यम से अक्षर पहचान सकेंगे।</p> <p>अक्षरों को सही ददशा और आकार में लिख सकेंगे।</p> <p>समान ध्निन िािे अक्षरों (श, ष, स) में अंतर समझ सकेंगे।</p>	<p>िेखन कौशि</p> <p>ध्निन पहचान</p> <p>कौशि हार्थ-आँख</p> <p>समन्िय भाषा</p> <p>विकास कौशि</p>	<p>“चचत्र पहचानो और अक्षर बोिो” – लशक्षक श से शेर, स से साँप, ह से हार्थी के चचत्र ददखाँगे। बच्चे चचत्र देखकर सही व्यंजन बोिेँगे और दोहराँगे।</p>
<p>OCTOBER</p> <p>1. ज्ञान सागर</p> <p>➤ संयुक्ि अक्षि (क्ष, त्र, ज्ञ) (pg no. 37)</p> <p>➤ व्यंजन (क - ज्ञ) (pg no. 39 & 40)</p>	<p>1. संयुक्ि अक्षि (क्ष, त्र, ज्ञ)</p> <p>विद्यार्थी संयुतत अक्षरों (क्ष, त्र, ज्ञ) को पहचान सकेंगे।</p> <p>इन अक्षरों का सही उच्चारण कर सकेंगे।</p> <p>संबंधित चचत्रों से संयुतत अक्षर का लमिन कर सकेंगे।</p> <p>ट्रेलसंग द्िरा िेखन का प्रारंलभक अभ्यास कर सकेंगे।</p> <p>2 व्यंजन (क - ज्ञ)</p> <p>विद्यार्थी क से ज्ञ तक सभी व्यंजनों को पहचान सकेंगे।</p> <p>अक्षरों का सही िम बोि सकेंगे।</p> <p>अक्षरों को लिखने का अभ्यास कर सकेंगे।</p> <p>चचत्रों के सार्थ अक्षर का संबि समझ सकेंगे। रंग भरने एि लमिन गनतविचि।</p> <p>समूह में “अक्षर पहचानो” खेि।</p>	<p>1. संयुक्ि अक्षि (क्ष, त्र, ज्ञ)</p> <p>ध्निन पहचान कौशि</p> <p>िाचन कौशि</p> <p>िेखन</p> <p>कौशि स्मरण</p> <p>शक्तत भाषा</p> <p>विकास</p> <p>2. व्यंजन (क - ज्ञ)</p> <p>श्रिण एि िाचन कौशि</p> <p>िेखन</p> <p>कौशि स्मरण</p> <p>शक्तत</p> <p>िम पहचान कौशि</p>	<p>1. संयुक्ि अक्षि (क्ष, त्र, ज्ञ) (Picture-Based Learning Approach) गतिविधि</p> <p>(Activity):</p> <p>“चचत्र देखो और अक्षर बोिो” – लशक्षक क्ष से क्षबत्रय/क्षीर, त्र से बत्रशूि, ज्ञ से ज्ञानी के चचत्र ददखाँगे। बच्चे चचत्र देखकर सही संयुतत अक्षर बोिेँगे और दोहराँगे।</p> <p>2 व्यंजन (क - ज्ञ)</p> <p>(Phonics-Based Learning Approach)</p> <p>गतिविधि (Activity):</p> <p>“अक्षर पहचानो और बोिो” – लशक्षक क से कबूतर, ग से गमिा, म से मछिी, ह से हार्थी के चचत्र ददखाँगे। बच्चे चचत्र देखकर</p>

➤ दो अक्षि िाले शब्द

(pg no. 41 & 52)

➤ फल

(pg no. 91 & 92)

➤ सब्जयां

(pg no. 93 & 94)

3. दो अक्षि िाले शब्द

विद्यार्थी दो अक्षर िािे सरि शब्द पढ सकेंगे (जैसे: कम, घर, फि)।

चचत्र देखकर सही शब्द पहचान सकेंगे।

सरि शब्द लिखने का अभ्यास कर सकेंगे।

फल

विद्यार्थी सामान्य फिों के नाम पहचान सकेंगे। फिों

के नाम सही उच्चारण के सार्थ बोि सकेंगे। चचत्र

देखकर फि का नाम बता सकेंगे।

फिों के महत्ि के बारे में सरि िातय बोि सकेंगे।

सब्जयां

विद्यार्थी सामान्य सब्जयों के नाम पहचान सकेंगे।

3. दो अक्षि िाले शब्द

पठन कौशि

शब्द ननमाणण कौशि

उच्चारण कौशि

िेखन कौशि

फल

शब्द भंरार (Vocabulary Development)

बोिने एि सुनने का

कौशि पहचान कौशि

स्िास््य जागरूकता

सब्जयां

शब्द भंरार विकास

बोिने एि सुनने का कौशि

सही व्यंजन बोिेंगे और दोहराएँगे।

3. दो अक्षि िाले शब्द

(Phonics-Based Learning Approach)

गतिविधि (Activity):

“शब्द बनाओ खेि” – लशक्षक अक्षर कार्ण (जैसे क, म, ि, न, र) देंगे। बच्चे दो अक्षर जोडकर शब्द बनाएँगे जैसे कम, कि, मन, िन, जि और उन्हें बोिकर पढ़ेंगे।

फल

Integrated with General Awareness book (Ch- 25 Fruits Pg no. 56)

(Multi-Disciplinary Approach)

गतिविधि (Activity):

“फि पहचानो और चगनो” – बच्चे सेब, केिा, आम जैसे फिों के चचत्र पहचानेंगे, उनके नाम बोिेंगे (भाषा), उन्हें चगनेंगे (गणणत) और चचत्र में रंग भरेंगे (किा)।

सब्जयां

Integrated with General Awareness book (Ch- 24 Vegetables Pg no. 53)

<p>➤ धित्र णिणन</p> <p>1. बगींे की सैि</p> <p>(pg no. 96)</p>	<p>सक्ब्जयों के नाम सही उच्चारण के सार्थ बोि सकेंगे।</p> <p>चचत्र देखकर सब्जी का नाम बता सकेंगे।</p> <p>सक्ब्जयों के महत्ि के बारे में सरि िातय बोि सकेंगे।</p> <p>1. बगींे की सैि</p> <p>विद्यार्थी चचत्र को ध्यान से देखकर समझ सकेंगे।</p> <p>चचत्र में ददखाई देने िािी िस्तुओं/व्यक्ततयों की पहचान कर सकेंगे।</p> <p>2-3 सरि िातयों में चचत्र का िणणन कर सकेंगे।</p>	<p>पहचान कौशि</p> <p>सिास्य</p> <p>जागरूकता</p> <p>1. बगींे की सैि</p> <p>अििकन</p> <p>कौशि बोिने का</p> <p>कौशि शब्द भंरार</p> <p>विकास</p> <p>आत्मविश्िस</p>	<p>(Multi-Disciplinary Approach)</p> <p>गतिविधि (Activity):</p> <p>“सब्जी पहचानो और रंग भरो” – बच्चे आिू, गाजर, टमाटर जैसी सक्ब्जयों के नाम बोिेंगे (भाषा), उन्हें चगनेंगे (गणणत) और चचत्र में रंग भरेंगे (किा)।</p> <p>1. बगींे की सैि</p> <p><u>Integrated with General Awareness book (Ch- 22 Types of Plants Pg no. 48)</u></p> <p>(Picture-Based Learning Approach)</p> <p>गतिविधि (Activity):</p> <p>“चचत्र देखो और बताओ” – लशक्षक बगीचे का चचत्र ददखाएँगे। बच्चे उसमें ददख रही चीजे बताएँगे जैसे पेड, फूि, नतती, पक्षी, बच्चे आदद। इससे बच्चों की बोिने की क्षमता और शब्दाििी बढ़ती है।</p>
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NOVEMBER

1. ज्ञान सागर

➤ िीन अक्षि िाले शब्द

(pg no. 53 to 63, 73 & 76)

➤ धित्र षिणन खेल-खेल में

(pg no. 102)

िीन अक्षि िाले शब्द

विद्यार्थी तीन अक्षर िािे सरि शब्द पढ सकेंगे (जैसे: कमि, गगन, शरद)।

चचत्र देखकर सही शब्द पहचान सकेंगे। अक्षरों

को जोडकर शब्द ननमाणण कर सकेंगे।

तीन अक्षर िािे शब्द लिखने का अभ्यास कर सकेंगे।

खेल-खेल में

बच्चे अिग-अिग यातायात के सािनों (जैसे कार, बस, ट्रेन, हिाई जहाज) की पहचान कर पाएँगे।

बच्चे जमीन, पानी और हिा में चिने िािे सािनों के बारे में जानेंगे।

िीन अक्षि िाले शब्द

पठन कौशि

शब्द ननमाणण कौशि

उच्चारण कौशि

िेखन

कौशि स्मरण

शक्तत

खेल-खेल में

पहचान कौशि (Recognition Skills)

बोिने और शब्दाििी कौशि

(Speaking & Vocabulary)

अिोकन कौशि
(Observation Skills)

िीन अक्षि िाले शब्द

(Phonics-Based Learning Approach)

गतिविधि (Activity):

“अक्षर जोडो और शब्द बनाओ” – लशक्षक अक्षर कार्ण देंगे। बच्चे अक्षरों को जोडकर शब्द बनाएँगे जैसे कमि, गगन, नगर, नयन और उन्हें बोिकर पढेंगे।

खेल-खेल में

Integrated with General Awareness book (Ch- 30 Vehicles Pg no. 73)

(Play-Way Method / Activity-Based Learning)

गतिविधि (Activity):

“Guess the Transport Game” – लशक्षक अिग-अिग transport के चचत्र या णखिौने ददखाएँगे। बच्चे पहचानेंगे और बताएँगे क िह सडक, पानी या हिा में चिता है। इससे सीखना मजेदार और रोचक बनता है।

DECEMBER

िाि अक्षि िाले शब्द

िाि अक्षि िाले शब्द

िाि अक्षि िाले शब्द

<p>1. ज्ञान सागर</p> <p>➤ िािे अक्षि िाले शब्द</p> <p>(pg no. 64 to 72, 74 & 75)</p>	<p>विद्यार्थी चार अक्षर िािेे सरि शब्द पढ सकेंगे (जैसे: कमरा, पत्ता, कपडा)।</p> <p>चचत्र देखकर सही शब्द पहचान सकेंगे।</p> <p>अक्षरों को जोडकर चार अक्षर िािेे शब्द बना सकेंगे।</p> <p>सही रूप से शब्द लिखने का अभ्यास कर सकेंगे।</p>	<p>पठन कौशि</p> <p>शब्द ननमाणण कौशि</p> <p>उच्चारण कौशि</p> <p>िेखन कौशि</p> <p>एकाग्रता ँिे स्मरण शक्तत</p>	<p>(Phonics-Based Learning Approach)</p> <p>गतिविधि (Activity):</p> <p>“अक्षर जोडो और शब्द बनाओ” – लशक्षक बच्चों को अक्षर कार्ण देंगे। बच्चे अक्षरों को जोडकर शब्द बनाएँगे जैसे अदरक, तरकश, खटमि और उन्हें बोिकर पढेंगे।</p>
<p>JANUARY</p> <p>1. ज्ञान सागर</p> <p>➤ अ औ आ 'T' की मात्रा िाले शब्द</p> <p>(pg no. 82 to 87)</p>	<p>अ औ आ ('ाा' की मात्रा) िाले शब्द</p> <p>विद्यार्थी बबना मात्रा (अ) और 'ाा' की मात्रा िािेे शब्दों में अंतर समझ सकेंगे।</p> <p>'ाा' की मात्रा िािेे सरि शब्द पढ सकेंगे (जैसे: राम, नाम, बाि, गाजर)।</p> <p>चचत्र देखकर सही मात्रा िािेे शब्द पहचान सकेंगे।</p> <p>'ाा' की मात्रा का सही प्रयोग करते हुए शब्द लिख सकेंगे।</p>	<p>अ औ आ ('ाा' की मात्रा) िाले शब्द</p> <p>पठन कौशि</p> <p>उच्चारण कौशि</p> <p>िेखन कौशि</p> <p>ध्िनन पहचान</p> <p>कौशि शब्द भंरार विकास</p>	<p>अ औ आ ('ाा' की मात्रा) िाले शब्द (Phonics-Based Learning Approach) गतिविधि (Activity):</p> <p>“मात्रा जोडो और शब्द पढो” – लशक्षक बच्चों को अक्षर कार्ण देंगे। बच्चे आ की मात्रा (ाा) िगाकर शब्द बनाएँगे जैसे राम, आम, नाम, दाि और उन्हें बोिकर पढेंगे।</p>

FEBRUARY**1. ज्ञान सागर****➤ विषयगत परीक्षा के
शुद्ध पुनर्निर्माण**

(Pg no.

77 to 79 & 100 to
103)विद्यार्थी चार अक्षर विविध शब्द पढ़ और
लिख सकेंगे।'आ' मात्रा विविध शब्दों का सही प्रयोग
कर सकेंगे। चित्र देखकर 2-3 सरि विविध
बोधि सकेंगे। कविता एि कहानी के मुख्य बंधु
याद रख सकेंगे।

पठन कौशि

लिखन कौशि

श्रिण एि विविध कौशि

निर्माण एि

अलभविक्तत कौशि

(Revision-Based Learning Approach)

गतिविधि (Activity):"Fun Revision Game" – लक्षक अिग-
अिग विषयों (अक्षर, मात्रा, चित्र पहचान) से जुडे
प्रश्न पूछेंगे और बच्चे खेि-खेि में उनके
उत्तर देंगे। इससे बच्चों की याददाशत

स्मरण शक्तत

भाषा विकास

और समझ मजबूत होती है।

SUBJECT- MATHEMATICS**BOOKS: -**

- Numeracy Numbers 1 to 100
- Numeracy Numbers 1 to 100 (Activity Book)
- Practice Book

TOPIC**LEARNING OUTCOMES****SKILLS****ACTIVITIES / METHODOLOGY**

APRIL

Numeracy Numbers 1 to 100

- Counting (1-40) (Pg no. 28,30-33)
- Backward Counting (20-1) (Pg no. 44-47)
- Big and Small (Pg no. 1-3,16)
- Tens and Ones (Pg no. 23,24)
- After, Before, Between
- Missing Numbers

Numeracy Numbers 1 to 100 (Activity Book)

- Stars on the Board (Pg no. 1)
- Draw and Colour (Pg no. 2)
- Count and Colour (Pg no. 10)
- Write Numbers (Pg no. 12,13)
- Count and Write (Pg no. 25)

Practice Book

- Pg no. 9 (A)
- Pg no. 10 (D)

1. Counting:
 - Recognize and write numbers in sequence.
 - Apply counting skills to real-life scenarios.
2. Backward Counting:
 - Understand the concept of decreasing order.
 - Develop mental math skills through reverse counting.
3. Big and Small:
 - Compare objects based on size.
 - Classify objects into big and small categories.
4. Tens and Ones:
 - Break down numbers into tens and ones.
5. After, Before, Between:
 - Understand number sequence.
6. Missing Numbers
 - Identify and fill missing numbers in a sequence.
 - Recognize patterns in number sequences.
 - Develop problem-solving skills using number patterns.
 - Understand number order and relationships.

- Counting Skills
- Comparison Skills
- Place value Skills
- Reasoning
- Memorisation
- Decision-making
- Sequencing
- Problem solving

Integrated with Art and Craft :

- Shapes : Sticker Pasting (Pg no. 4)(Real-World Association Approach)

ACTIVITIES

1. "Sequence Fun"

1. Show a sequence (e.g., 1, 2, 3).
2. Ask questions:
 - What comes before 2?
 - What comes after 1?
 - What comes between 1 and 3?
3. Use flashcards to rearrange and ask more questions.

2. "Number Place Value"

1. Show a number (e.g., 14).
2. Ask kids to place cards in tens and ones columns (1 in tens, 4 in ones).
3. Use real-life examples (e.g., 14 pencils = 1 bundle of 10 + 4 loose).
4. Mix it up with different numbers and have kids arrange cards.

JULY

Numeracy Numbers 1 to 100

- Counting (41--50) (Pg no. 34)
- Backward Counting (40-21) (Pg no. 48-51)
- Tall and Short (Pg no. 4-6)
- Time to Recall (Shapes) (Pg no. 13,15)
- Half Circle (Shapes) (Pg no. 17,18)
- Time to Recall (Pg no. 19-22)
- Counting by Tens (Pg no. 25-27)
- Number Names (1-10) (Pg no. 67-72)
- After, Before, Between
- Missing Numbers

Numeracy Numbers 1 to 100 (Activity Book)

- Fun with Stickers (Pg no. 3)
- Make Trees (Pg no. 4)
- Stick the Halves (Pg no. 9)
- Count and Colour (Pg no. 11)
- Write Numbers (Pg no. 14 half page)
- Bindis and Abacuses (Pg no. 20)
- Shape Key (Pg no. 28)
- Write the Number Names (Pg no. 37)

Practice Book

- Pg no. 9 (B)
- Pg no. 11 (B)
- Pg no. 13

1. Counting:
 - Recognize and write numbers in sequence.
 - Apply counting skills to real-life scenarios.
2. Shapes:
 - Identify and name basic shapes (circle, square, triangle).
 - Recognize shapes in everyday objects.
3. Backward Counting:
 - Understand the concept of decreasing order.
 - Develop mental math skills through reverse counting.
4. Half Circle:
 - Identify and create half circles.
5. Counting by Tens:
 - Recognize patterns in counting by tens.
6. Tall and Short:
 - Compare objects based on height.
 - Describe objects using comparative terms (taller, shorter).
7. After, Before, Between:
 - Understand number sequence.
8. Missing Numbers
 - Identify and fill missing numbers in a sequence.
 - Recognize patterns in number sequences.
 - Develop problem-solving skills using number patterns.
 - Understand number order and relationships.
9. Number Names:
 - Identify numbers through their names.
 - Match number names with numerals.

- Identification
- Observation
- Logical Thinking
- Reasoning
- Memorisation
- Decision-making
- Sequencing
- Organisation

Integrated with Art and Craft :

- Semicircle (Pg no. 1) (Half-cut Method approach)

Integrated with Rhyme:

- Rhyme - Ratty Rat (Pg.13,14)

ACTIVITIES

1. "Height Showdown"

1. Line up objects and ask kids to compare (e.g., "Which pencil is taller?").
2. Have kids stand and compare heights (e.g., "Ria is taller than Rohan").
3. Use words like "taller", "shorter", and "same height".

<ul style="list-style-type: none"> • Pg no. 10(C) • Pg no. 29 (A) • Pg no. 33 (B) 			
<p><u>AUGUST</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> • Counting (1-50) (Pg no. 40) • Backward Counting (50-41) (Pg no. 52,53) • Greater than, Lesser than, Equal to (Pg no. 62-65) • Number Names (11-20) (Pg no. 74-84) • Numbers in Sequence (Pg no. 59-61) • Addition (Pg no. 110-114) • After, Before, Between <p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> • Same Shapes, Same Numbers (Pg no. 17) • Missing Numbers (Pg no. 18) • Dot to Dot (Pg no. 19) • Write Them Backwards (Pg no. 26) • Correct Order (Pg no. 29,30) • Circle and Answer (Pg no. 31) • Correct Signs (Pg no. 32) • Perfect Match (Pg no. 33) • Write the Number Names (Pg no. 38) • Count and Add (Pg no. 54) • Add and Match (Pg no. 55) 	<ol style="list-style-type: none"> 1. After, Before, Between: <ul style="list-style-type: none"> - Understand number sequence. 2. Greater Than, Lesser Than, Equal To: <ul style="list-style-type: none"> - Compare numbers using symbols (<, >, =). - Understand and apply comparison concepts in real-life scenarios. 3. Numbers in Sequence: <ul style="list-style-type: none"> - Recognize and complete number patterns. - Apply sequencing skills to solve problems. 4. Addition: <ul style="list-style-type: none"> - Understand the concept of combining numbers to find a total. - Apply addition in real-life scenarios (e.g., counting objects). - Solve basic addition problems with and without regrouping. - Develop mental math skills for simple addition facts. 5. Counting: <ul style="list-style-type: none"> - Recognize and write numbers in sequence. - Apply counting skills to real-life scenarios. 6. Backward Counting: <ul style="list-style-type: none"> - Understand the concept of decreasing order. - Develop mental math skills through reverse counting. 7. Number Names: <ul style="list-style-type: none"> - Identify numbers through their names. - Match number names with numerals. 	<ul style="list-style-type: none"> • Identification • Observation • Logical Thinking • Creativity • Memorisation • Fine Motor Skills • Phonemic Awareness • Decision-making 	<p><u>ACTIVITIES</u></p> <p>1. "Number line Jump"</p> <ol style="list-style-type: none"> 1. Draw the number line on floor and explain jumps (e.g., "Start at 3, jump 4 steps"). 2. Ask kids to jump ($3 + 4 = 7$). 3. Take turns with different addition problems. 4. Encourage kids to predict the landing number. <p>2. "Crocodile Comparison"</p> <ol style="list-style-type: none"> 1. Show two numbers (e.g., 5 and 8). 2. Ask kids which is bigger/smaller. 3. Use the crocodile mouth: "The crocodile eats the bigger number!" ($5 < 8$). 4. Practice with different pairs and symbols (<, >, =).

<p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 54 • Pg no. 58 • Pg no. 30 • Pg no. 32 • Pg no. 33 (B) 			
<p><u>SEPTEMBER</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> • Revision for Half Yearly Exam • Number Names (21-30) (Pg no. 85) • Counting (51-60) (Pg no. 35) • Ordinal Numbers (Pg no. 102-104) <p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> • Write Numbers (Pg no. 14 half page) • Write the Number Names (Pg no. 39) • Colouring Fun (Pg no. 50) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 52 (C) 	<p>1. Ordinal Numbers:</p> <ul style="list-style-type: none"> - Identify and write ordinal numbers (1st, 2nd, 3rd, etc.). - Understand the position of objects in a sequence. - Use ordinal numbers to describe positions in real-life scenarios. - Differentiate between cardinal and ordinal numbers. <p>2. Number Names:</p> <ul style="list-style-type: none"> - Identify numbers through their names. - Match number names with numerals. <p>3. Counting:</p> <ul style="list-style-type: none"> - Recognize and write numbers in sequence. - Apply counting skills to real-life scenarios. 	<ul style="list-style-type: none"> • Logical Thinking • Decision-making 	<p><u>ACTIVITIES</u></p> <p>1. "Race to the Finish"</p> <ol style="list-style-type: none"> 1. Set up a short race with 5-6 participants. 2. After the race, ask kids to identify positions (e.g., "Who's 1st?", "Who's 3rd?"). 3. Use ordinal number cards (1st, 2nd, 3rd, etc.) to label positions. 4. Practice saying ordinal numbers together.
<p><u>OCTOBER</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> • Counting (61-80) (Pg no. 36,37) • Thick and Thin (Pg no. 7-9) • Number Names (31-50) (Pg no. 86,87) • Activity sheet (Pg no. 56) • Patterns (Pg no. 123,124) 	<p>1. Thick and Thin:</p> <ul style="list-style-type: none"> - Compare objects based on thickness. - Classify objects as thick or thin. <p>2. Counting:</p> <ul style="list-style-type: none"> - Recognize and write numbers in sequence. - Apply counting skills to real-life scenarios. <p>3. Patterns:</p> <ul style="list-style-type: none"> - Identify and extend patterns (shape, colour, number). 	<ul style="list-style-type: none"> • Identification • Observation • Logical Thinking • Fine Motor skills • Creativity 	<p><u>ACTIVITIES</u></p> <p>1. "Colour Train"</p> <ol style="list-style-type: none"> 1. Start a pattern (e.g., red, blue, red, blue...). 2. Ask kids to continue the pattern. 3. Encourage them to create their own patterns (e.g., shape, colour, size). 4. Mix it up with different themes (animals, shapes, etc.) <p>2. "Fruit Basket Groups"</p>

<ul style="list-style-type: none"> Forming Groups (Pg no. 125-129) Days of the Week (Pg no. 105,106) Reading the Clock (Pg no. 97-99) <p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> Colour the Circles (Pg no. 5) Colourful Paintbrushes (Pg no. 6) Write Numbers (Pg no. 15) Correct Number (Pg no. 34) Write the Number Names (Pg no. 40,41) Tell the Time (Pg no. 48) Colour Codes (Pg no. 51) Make Patterns (Pg no. 58) How Many Groups? (Pg no. 59) <p>Practice Book</p> <ul style="list-style-type: none"> Pg no. 51 (A) Pg no. 52 (D) Pg no. 55 (B) Pg no. 56 (D) 	<ul style="list-style-type: none"> Create simple patterns using different attributes. <p>4. Forming Groups: - Group objects based on common attributes. - Understand basic set concepts.</p> <p>5. Reading the Clock: - Identify hours and minutes on an analog clock. - Tell time to the hour/half hour.</p> <p>6. Number Names: - Identify numbers through their names. - Match number names with numerals.</p> <p>7. Days of the Week: - Identify and sequence days of the week. - Understand daily routines and schedules.</p>	<ul style="list-style-type: none"> Decision-making Imagination Creative Thinking Organisation 	<ol style="list-style-type: none"> Give each kid a fruit card. Ask kids to find others with the same fruit (group apples with apples). Count groups and discuss why they grouped them that way. Mix it up with different categories (colours, shapes, etc.). <p>3. "Time Match"</p> <ol style="list-style-type: none"> Show the clock and explain hour hands. Set the clock to different hours and ask kids to match flashcards (e.g., "It's 3 o'clock!"). Kids take turns setting the clock and saying the time. Play "What's the time?" game with the clock.
<p><u>NOVEMBER</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> Counting (81-90) (Pg no. 38) Number Names(51-70) (Pg no. 88,89) Heavy and Light (Pg no. 10-12) Skip Counting (Pg no. 130-132) 	<p>1. Heavy and Light: - Compare objects based on weight. - Use comparative terms (heavier, lighter). - Estimate weights of objects. - Understand standard units of weight (if introduced).</p> <p>2. Skip Counting: - Count by 2s, 5s, 10s, etc. - Recognize patterns in skip counting. - Apply skip counting to solve problems. - Develop mental math skills through patterns.</p>	<ul style="list-style-type: none"> Identification Observation Logical Thinking Reasoning Creativity Decision-making 	<p><u>ACTIVITIES</u></p> <p>1. "Jump and Count"</p> <ol style="list-style-type: none"> Choose a skip count (e.g., 2s: 2, 4, 6...). Play music and have kids jump/jump on numbers. Practice with different skips (5s, 10s). Mix it up with clapping, hopping, etc. <p>2. "Feather vs. Book"</p> <ol style="list-style-type: none"> Show two objects (e.g., feather and book). Ask kids to guess which is heavier/lighter.

<p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> • Oranges in the Plates (Pg no. 7) • Balls in the Basket (Pg no. 8) • Write Numbers (Pg no. 16 half page) • Join the Paths (Pg no. 35) • Colour Codes (Pg no. 36) • Write the Number Names (Pg no. 42,43) • • Dot to Dot (Pg no. 60) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 11 (A) • Pg no. 56 (C) 	<p>3. Number Names: - Identify numbers through their names. - Match number names with numerals.</p> <p>4. Counting: - Recognize and write numbers in sequence. - Apply counting skills to real-life scenarios.</p>	<ul style="list-style-type: none"> • Fine motor skills 	<p>3. Let them lift and compare. 4. Sort objects into "heavy" and "light" groups.</p>
<p><u>DECEMBER</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> • Revision for UT-2 • Counting (91-100) (Pg no. 39,41-43) • Number Names (71-90) (Pg no. 90,91) • Money (Pg no. 100-101) • Subtraction (Pg no. 115-122) • Practice Time : After, Before, Between (Pg no. 54,55,57,58) <p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> • Write Numbers (Pg no. 16 half page) • Odd Leaf Out (Pg no. 21) • Missing Numbers (Pg no. 22) 	<p>1. Money: - Recognize and identify coins and notes. - Understand basic transactions (buying, change).</p> <p>2. Subtraction: - Understand the concept of taking away. - Solve basic subtraction problems.</p> <p>3. Counting: - Recognize and write numbers in sequence. - Apply counting skills to real-life scenarios.</p> <p>4. Number Names: - Identify numbers through their names. - Match number names with numerals.</p> <p>5. After, Before, Between: - Understand number sequence.</p>	<ul style="list-style-type: none"> • Identification • Observation • Logical Thinking • Reasoning • Creativity • Decision-making • Fine motor skills 	<p><u>ACTIVITIES</u></p> <p>1. "Piggy Bank Shop" 1. Set up a mini shop with prices (e.g., pencil ₹5, toy ₹10). 2. Give kids play money and let them buy items. 3. Practice counting money and making "purchases". 4. Take turns being shopkeeper and buyer.</p> <p>2. "Toy Takeaway" 1. Start with a set (e.g., 5 blocks). 2. Remove some (e.g., "I take away 2"). 3. Ask kids how many are left ($5 - 2 = 3$). 4. Use number cards to represent the equation.</p> <p>3. "Calendar Fun" 1. Show kids the calendar and explain parts (days, dates, months).</p>

<ul style="list-style-type: none"> • Bindis and Abacuses (Pg no. 23) • Missing Numbers in Grid (Pg no. 24) • Write the Number Names (Pg no. 44,45) • Number Chart (Pg no. 27) • Perfect Match (Pg no. 49) • How Many Are Left? (Pg no. 56) • Colour The Butterflies (Pg no. 57) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 12 • Pg no. 14 • Pg no. 29(B) • Pg no. 31(B) • Pg no. 34 • Pg no. 51(B) • Pg no. 55(A) • Pg no. 57 			<ol style="list-style-type: none"> 2. Ask questions: "What's today's date?", "What day is tomorrow?" 3. Have kids point and say dates, days, and months. 4. Mark special days (birthdays, events) together.
<p><u>JANUARY</u></p> <p>Numeracy Numbers 1 to 100</p> <ul style="list-style-type: none"> • Number Names (91-100) (Pg no. 92-96) • Months of the Year (Pg no. 107,108) • Calendar (Pg no. 109) <p>Numeracy Numbers 1 to 100 (Activity Book)</p> <ul style="list-style-type: none"> • Arrange in Correct Order (Pg no. 52) • Write the Number Names (Pg no. 46) 	<ol style="list-style-type: none"> 1. Months of the Year: <ul style="list-style-type: none"> - Identify and sequence months of the year. - Recognize significant events in each month. 2. Calendar: <ul style="list-style-type: none"> - Read and interpret a calendar. - Identify dates, days, and months. 3. Number Names: <ul style="list-style-type: none"> - Identify numbers through their names. - Match number names with numerals. 	<ul style="list-style-type: none"> • Observation • Logical Thinking • Memorisation • Decision-making • Sequencing • Life Skill 	<p><u>ACTIVITIES</u></p> <p>1. The 12-Month Floor Jump</p> <p>Setup:</p> <ol style="list-style-type: none"> 1. Place 12 large paper circles (or hula hoops) on the floor in a big circle or a straight line. 2. Write the name of one month on each circle in bold letters. 3. Add a small picture clue for each month (e.g., a Snowman for January, a Sun for June, a Kite for August).

<ul style="list-style-type: none"> • Complete the Number Names (Pg no. 47) • Important Dates (Pg no. 53) <p>Practice Book</p> <ul style="list-style-type: none"> • Pg no. 31(A) • Pg no. 33(A) • Pg no. 53 			
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<p><u>FEBRUARY</u></p> <ul style="list-style-type: none"> • Revision for Annual Exam 			
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SUBJECT- E.V.S

- BOOKS: -**
- General Awareness
 - Practice Book

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES / METHODOLOGY
<p><u>APRIL</u></p> <p>Ch-1 Know me (Pg no. 1)</p> <p>Ch-2 Body Parts (Pg no. 2,3)</p> <p>Ch-3 Our Senses (Pg no. 4,5)</p> <p>Ch-4 Our family (Pg no. 6,7)</p> <p>Ch- 37 Summer (Pg no. 93, 94)</p>	<p>Ch-1 Know Me -Children will able to introduce themselves confidently. -They will able to tell their age using number.</p> <p>Ch- 2 Body Parts -Children will be able to identify and name basic Body parts. -Children will able to point to different body parts o their own body.</p> <p>Ch- 3 Our Senses -Children will develop observation and listening skills through sensory activities. -Children will be able to identify the five sense organs – eyes, ears, nose, tongue, and skin.</p>	<ul style="list-style-type: none"> • Observation • Classification • Self Expression • Communication 	<p><u>Ch-1 Know Me</u> Integrated with Rhymes and Stories (Picture talk – Birthday Party Pg no 35) Activity– Mirror talk. (Learning Approach)</p> <p><u>Ch- 2 Body Parts</u> Integrated with Practice book (Pg no. 15A)</p> <p>Activity– Assemble the cutouts of The body parts. (Montessori Method)</p> <p><u>Ch- 3 Our Senses</u> Integrated with Practice book (Pg no.17A) Integrated with English rhyme Pg no. 1</p>

	<p>Ch-4 Our family -Children will be able to talk about their family in simple sentences. -Children will be able to draw or identify their family members through pictures and activities.</p> <p>Ch- 37 Summer -Children will understand ways to stay cool in summer (drink water, wear cotton clothes, use a fan). -Children will be able to identify appropriate clothes for summer</p>		<p>Two shiny Eyes. Activity - Touch and Feel Activity 7 (play Based learning)</p> <p>Ch-4 Our family Integrated with Practice book Pg no. 17B Activity – Family Finger Rhyme</p> <p>Ch- 37 Summer Integrated with Practice book Pg no. 62D and 65B</p> <p>Activity -summer Fruits Tasting (Healthy Eating Awareness) Integrated with Hindi(ज्ञान सागर) समुद्र तट- चित्र वर्णन (Pg no. 99)</p> <p>Integrated with English Rhyme and stories Picture talk – A summer Day (Pg no 38)</p>
<p>JULY Ch- 8 Wild Animals (Pg no. 14)</p> <p>Ch- 9 Farm and Pet Animals (Pg no. 15,16,17)</p> <p>Ch- 10 Birds (Pg no. 18)</p> <p>Ch-11 Insects (Pg no. 19,21,22,23,24)</p> <p>Ch- 12 Water Animals (Pg no. 20)</p>	<p>Ch- 8 Wild Animals -Children will be able to identify different wild animals Such as lion ,tiger, elephant and giraffe. -Children will improve their observation and listening -Skills through animal stories and rhymes.</p> <p>Ch- 9 Farm and Pet Animals -Children will learn the uses of farm animals (Milk , Eggs,)Helping in farming. -Children will develop love, care and kindness towards animals.</p> <p>Ch- 10 Birds -Children will be able to imitate bird sound and actions. -Children will understand that birds can fly and have Wings, feathers and beaks.</p>	<ul style="list-style-type: none"> • Life Skills • Observation • Self Expression • Creativity Communication • Cognitive Skills • Classification • Logical thinking 	<p>Ch- 8 Wild Animals Integrated with Practice book Pg no. 16D</p> <p>Integrated with Rhymes and Stories Story – Simba Becomes Friendly Pg no. 21 Integrated with art and craft (learn and apply) <ul style="list-style-type: none"> ▪ Clever fox (Pg no.20) ▪ Giraffe Pg no. (Pg no. 22) Activity – Animal sound game (Audio visual method) Integrated with Hindi(ज्ञान सागर) <ul style="list-style-type: none"> • कविता -हाथी राजा (Pg no. 25) • चित्र कथा - बंदर और मगरमच्छ </p>

	<p>Ch-11 Insects -Children will learn that insects are small living creature Found around us. -Children will improve their observation and curiosity About nature.</p> <p>Ch- 12 Water Animals -Children will learn the importance of keeping water clean To protect animals. -Children will learn basic features of water animals Fins and tails.</p>	<ul style="list-style-type: none"> Emotional skills 	<p>(Pg no.95)</p> <ul style="list-style-type: none"> चित्र िर्णन- शेर और िूहा (Pg no. 98) <p>Ch- 9 Farm and Pet Animals Integrated with Practice book Pg no. 19D</p> <p>Integrated with English rhyme Pg no. 15 And 19 Sweet little pet and time To sleep.</p> <p>Integrated with Art & craft Dog (Pg no.21)</p> <p>Integrated with Hindi(ज्ञान सागर कविता - बबल्ली मौसी (Pg no.29) Activity- Colour & Stick Activity (Hands on activity)</p> <p>Ch- 10 Birds Integrated with Practice book Pg no. 18D, 19D</p> <p>Integrated with art and craft (learn and apply)</p> <ul style="list-style-type: none"> Rooster (Pg no.26) Toucan Pg no. (Pg no. 28) Trace the Bird (Pg no. 27) <p>Integrated with Hindi(ज्ञान सागर)</p> <p>कहानी - प्यासा कौआ (Pg no 88 to 99)</p>
<p><u>AUGUST</u> Ch- 13 Useful Animals (Pg no 25 ,26) Ch- 14 Animal Homes</p>	<p>Ch- 13 Useful Animals -Children will understand that some animals help Humans in many ways. -Children will learn awareness about the importance of Animals in our life</p>	<ul style="list-style-type: none"> Communication Life skills 	<p>Ch-11 Insects Integrated with Rhymes and Stories Integrated with Practice book Pg no. 19D</p>

<p>(Pg no 27,28,29)</p> <p>Ch- 15 Animal Babies (Pg no 31,32)</p> <p>Ch- 16 Animal Food (Pg no 33,34)</p> <p>Ch- 17 Animal Sounds (Pg no 35,36)</p> <p>Ch- 38 Monsoon (Pg no 95,96)</p>	<p>Ch- 14 Animal Homes -Children will understand that animals need homes for Safety and shelter. -Children will learn names of animal homes such as nest, den, kennel, and stable.</p> <p>Ch- 15 Animal Babies -Children will understand that baby animals need care and protection. -Children will develop vocabulary related to animals and their Babies.</p> <p>Ch- 16 Animal Food -Children will learn what common animals like to eat (cow–grass, lion–meat, monkey–banana). -Children will understand that animals need food to stay healthy.</p>	<ul style="list-style-type: none"> • Awareness • Identification • Life skills • Communication • Observation • Critical thinking • Observation • Classification • Self Expression • Communication 	<p>EnglishStory – Butterfly and the Flowers (Pg no. 32) Activity – Finger Printing in Caterpillar (Activity Based Learning) Integrated with Hindi(ज्ञान सागर) कविता -तततली रानी (Pg no 25)</p> <p>Ch- 12 Water Animals Integrated with Practice book Pg no. 19D</p> <p>Integrated with art and craft (learn and apply)</p> <ul style="list-style-type: none"> ▪ Jelly Fish (Pg no.19) ▪ Frog (Pg no. 25) <p>Activity - Water Animal Sensory Bin (Experiential Learning)</p> <p>Ch- 13 Useful Animals Integrated with Practice book Pg no. 20C</p> <p>Activity – Mystery bag game (play Way method)</p> <p>Ch- 14 Animal Homes Integrated with Practice book Pg no. 20C</p> <p>Activity - Clay Nest Making Activity (Learning by Doing Method)</p> <p>Ch- 15 Animal Babies Integrated with Practice book Pg no. 35A</p> <p>Activity - Parents & Baby Animal Role Play. (Demonstration Method)SS</p> <p>Ch- 16 Animal Food</p>
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	<p>Ch- 17 Animal Sounds -Children will learn to express animal sounds through role play and actions. -Children will develop interest and curiosity about animals and nature.</p> <p>Ch- 38 Monsoon -Children will learn that rain falls from clouds. -Children will improve their observation skills by noticing weather changes.</p>		<p>Integrated with Practice book Pg no. 35B</p> <p>Activity– feed the animal (Kinesthetic learning) Ch- 17 Animal Sounds Integrated with Practice book Pg no. 36C</p> <p>Activity– Animal puppet show (Role play and imagination Learning) Ch- 38 Monsoon Integrated with Hindi(ज्ञान सागर) कविता – बाररश (Pg no 29) Activity - Nature Walk (Light Rain Observation) (Experiential Learning)</p>
<p><u>SEPTEMBER</u> Ch-18 Living or Non Living (Pg no 37,38)</p>	<p>Ch-18 Living or Non Living -Children will understand that living things grow, move,breathe, and need food and water. -Children will improve their observation and thinking skills through sorting activities.</p>	<ul style="list-style-type: none"> • Self expression <p>Identification</p>	<p>Ch-18 Living or Non Living Integrated with Practice book Pg no. 36D</p> <p>Activity - Show and Tell Activity (Question Answer Method)</p>
<p><u>OCTOBER</u> Ch- 19 Parts of Plants (Pg no 39,40,41)</p> <p>Ch- 20 Flowers (Pg no 42,43,44)</p> <p>Ch- 21 Plants need these (Pg no 45,46,47)</p> <p>Ch- 22 Types of Plants</p>	<p>Ch- 19 Parts of Plants -Children will recognise the different parts of plants stem, leaf, flowers, fruit. -Children will identify how plants are thorns, hair or even Bitter chemicals to keep from being eaten.</p> <p>Ch- 20 Flowers -Children will be able to recognize flowers by their and shapes. -Children will learn that flowers have a pleasant smell and attract insects.</p>	<ul style="list-style-type: none"> • Observation • Awareness • Classification <ul style="list-style-type: none"> • Self expressions 	<p>Ch- 19 Parts of Plants Integrated with Practice book Pg no. 37A</p> <p>Integrated with Hindi(ज्ञान सागर) बाग की सैर – चित्रवर्णन (Pg no. 96) Activity -Real Plant Observation (Experiential Learning)</p> <p>Ch- 20 Flowers Pg no. 37B</p>

<p>(Pg no 48,49,50)</p> <p>Ch- 23 Uses of Plants (Pg no 51,52)</p> <p>Ch- 24 Vegetables (Pg no 53,54,55)</p> <p>Ch- 25 Fruits (Pg no 56,57)</p> <p>Ch- 26 Seeds (Pg no 58,59,60)</p> <p>Ch- 27 Food We Eat (Pg no 61,62)</p> <p>Ch- 28 Healthy Eating (Pg no 63,64)</p>	<p>Ch- 21 Plants need these -Children will be able to observe how plants grow when they get water and sunlight. -They will develop responsibility by watering plants in the classroom or garden.</p> <p>Ch- 23 Uses of Plants -Children will be able to identify plants and -Children will be able to identify different parts of plants that we use, such as fruits, vegetables, flowers, and leaves.understand their basic uses in daily life.</p> <p>Ch- 22 Types of Plants -Children will be able to recognize plants through pictures and real examples. -They will understand that different plants grow in different places.</p> <p>Ch- 24 Vegetables -Children will improve their observation skills by seeing and touching real vegetables. -They will develop curiosity about how vegetables grow.</p> <p>Ch- 25 Fruits -Children will develop thinking skills by grouping similar Fruits. -Children will develop interest in healthy food choices.</p> <p>Ch- 26 Seeds -Children will learn that seeds grow into plants. -Children will understand that seeds need water, air, sunlight to grow.</p> <p>Ch- 27 Food We Eat -Children will improve their observation and recognition skills through pictures and real food</p>	<ul style="list-style-type: none"> • Creativity • Communication • Awareness • Identification • Observation • Creativity • Critical thinking 	<p>Activity-RealFlower Observation (Experiential Learning)</p> <p>Ch- 21 Plants need these Activity–Sun and Water Role Play (Role Play Method)</p> <p>Ch- 22 Types of Plant Integrated with practice book Pg no. 38C Activity - Picture Identification (Visual learning)</p> <p>Ch- 23 Uses of Plants Integrated with Practice book Pg no. 38D</p> <p>Activity- Leaf Pasting Activity Art integration)</p> <p>Ch- 24 Vegetables Integrated with Practice book Pg no. 39A</p> <p>Integrated with art and craft (learn and apply)</p> <ul style="list-style-type: none"> ▪ Peas (Pg no.12) ▪ Beetroot (Pg no. 13) <p>Integrated with Hindi(ज्ञान सागर) सब्जियाँ (Pg No.93,94)</p> <p>Activity -Vegetable Sorting Activity (Interactive Learning)</p> <p>Ch- 25 Fruits Integrated with Practice book Pg no. 39A Integrated with art and craft (learn and apply)</p> <ul style="list-style-type: none"> ▪ Grapes (Pg no.14) ▪ Healthy fruits (Pg no. 16)
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	<p>items. -Children will learn basic table manners while eating.</p>		<p>Integrated with Hindi(ज्ञान सागर) फल (Pg No.91,92) Activity -Fruit Tasting Activity (Experiential Learning)</p> <p>Ch- 26 Seeds Integrated with English (literacy Phonic) One and Many (Pg no. 99)</p> <p>Activity -Planting Seeds / Hands -on Gardening (Life Skills & Responsibility)</p> <p>Ch- 27 Food We Eat Integrated with Practice book Pg no. 40C</p> <p>Activity -Food Chart Craft (Hands-on Learning)</p> <p>Ch- 28 Healthy Eating</p> <p>Integrated with Practice book Pg no. 40B Activity – Make your Healthy plate (Experiential learning)</p>
<p><u>NOVEMBER</u> Ch- 29 My Neighbourhood (Pg no 65 to 72) Ch- 30 Vehicles (73 to 78) Ch- 31 Places of Vehicles (Pg no. 79) Ch- 32 Railway Station (Pg no. 80 to 81)</p>	<p>Ch- 29 My Neighbourhood</p> <ul style="list-style-type: none"> • Children will improve their observation discussing places around their home and school. • Children will enhance their speaking skills describing their neighbourhood. <p>Ch- 30 Vehicles -Children will learn the names of common vehicles car, bus, helicopter, aeroplane , rowboat and</p>	<ul style="list-style-type: none"> • Creativity • Team work • Critical thinking • Observation • Cognitive Skills 	<p>Ch- 29 My Neighbourhood Integrated with Practice book Pg no. 59A Integrated with English rhymes And stories Picture talk – In the park 9 Pg no 34)</p> <p>Activity - Show & Describe through Smart TV (Oral Expression) Ch- 30 Vehicles</p>

<p>Ch- 33 Airport (Pg no. 83 to 58)</p>	<p>sailboat. -Children will learn about different types of transport (land, air, and water).</p> <p>Ch- 31 Places of Vehicles -Children will be able to identify places where different vehicles are found. -Children will understand that trains run on railway stop at stations.</p> <p>Ch- 32 Railway Station -Children will improve their observation skills by looking at pictures or videos of a railway station. -Children will be able to recognize things seen at a railway station such as train, platform, ticket, and tracks.</p> <p>Ch- 33 Airport -Children will understand the importance of rules and safety At the airport. -Children will be able to recognize airport workers such as Pilot and air hostess.</p>	<ul style="list-style-type: none"> • Classification • Logical thinking • Emotional skills • Life skills • Self expression • Observation 	<p>Integrated with Practice book Pg no. 65A</p> <p>Integrated with Practice book Pg no. 59A B C</p> <p>Integrated with art and craft (learn and apply)</p> <ul style="list-style-type: none"> ▪ ship (Pg no.32) ▪ jeep (Pg no. 33) ▪ Aeroplane (Pg no. 34) ▪ Rocket (Pg no. 35) <p>Activity-Vehicle Sounds Game (Auditory Learning)</p> <p>Ch- 31 Places of Vehicles Activity- Drawing / Coloring Activity (Art integration)</p> <p>Ch- 32 Railway Station Activity- Train Sound Game (Auditory Learning)</p> <p>Ch- 33 Airport Integrated with Practice book Pg no. 66D</p> <p>Activity-Passport & Ticket Activity (Concept of Travel Introduced)</p>
<p><u>DECEMBER</u> Ch- 39 Winter (Pg no. 97 to 100)</p> <p>Ch-5 Rooms in a house (Pg no. 8,9)</p> <p>Ch- 6 Keeping House Clean</p>	<p>Ch- 39 Winter -Children will be able to recognize winter clothes such as sweater jacket, cap, and gloves. -Children will develop listening and speaking skills Winter stories and rhymes.</p> <p>Ch-5 Rooms in a house -Children will develop speaking skills by describing</p>	<ul style="list-style-type: none"> • Identification • Creativity • Classification • Awareness 	<p>Ch- 39 Winter Activity- Snowman Craft Activity . (Learning by Doing)</p> <p>Ch-5 Rooms in a house Integrated with Practice book Pg no. 18C</p>

<p>(Pg no. 10,11)</p> <p>Ch- 7 Rooms in a School (Pg no. 12,13)</p> <p>Ch- 41 Daily Helpers (Pg no. 108,109)</p> <p>Ch- 42 We need them (Pg no. 110,111)</p>	<p>favourite room. -Children will develop awareness about cleanliness organization at home.</p> <p>Ch- 6 Keeping House Clean -Children will learn simple habits like putting toys and books back in place. -Children will develop a sense of responsibility towards their home.</p> <p>Ch- 7 Rooms in a School -Children will be able to recognize school rooms through pictures and real observation. -Children will improve their observation skills by exploring their school environment.</p> <p>Ch- 41 Daily Helpers -children will develop respect and appreciation for people who help us. -Children will build confidence through role play activities of different helpers.</p> <p>Ch- 42 We need them -Children will learn how helpers make our life easy and safe. -Children will develop respect and gratitude towards helpers.</p>		<p>Integrated with Practice book Pg no. 15B</p> <p>Activity -Treasure Hunt in Classroom (Engagement & Participation)</p> <p>Ch- 6 Keeping House Clean Activity - Spot the Mess Game (Concept Reinforcement) Integrated with English rhymes And stories Picture talk – In the classroom (Pg no 40) Ch- 7 Rooms in a School Integrated with Practice book Pg no. 16C</p> <p>Activity– Mini School Model Craft. (Creativity & Teamwork)</p> <p>Ch- 41 Daily Helpers Integrated with Practice book Pg no. 64D</p> <p>Puppet Show – Helpers in Action (Listening & Language Skills)</p> <p>Ch- 42 We need them Discussion– Imagine Life Without helpers. (Social Awareness)</p>
<p><u>JANUARY</u></p> <p>Ch- 34 Sources of water (Pg no. 86,87)</p> <p>Ch- 35 Uses of Water</p>	<p>Ch- 34 Sources of water -Children will Identify different sources of water such as rain,rivers, lakes, ponds, wells, springs, and groundwater. -Understand the need to conserve water and use it</p>	<ul style="list-style-type: none"> • Logical thinking • Memorization • Organisation 	<p>Ch- 34 Sources of water Integrated with Practice book Pg no. 61A</p> <p>Activity -Water Conservation Talk</p>

<p>(Pg no. 88 to 90)</p> <p>Ch- 36 Air (Pg no. 91,92)</p> <p>Ch- 40 Festivals (Pg no. 101 to 107)</p> <p>Ch- 43 National Symbols (Pg no. 112 113)</p>	<p>Responsibly.</p> <p>Ch- 35 Uses of Water -Children will identify different uses of water in daily life such as drinking, cooking, cleaning, and bathing.</p> <p>-Children will Classify the uses of water for domestic, agricultural, and industrial purposes.</p> <p>Ch- 36 Air -Children will understand what air is and that it is present everywhere around us. -Explain the different uses of air such as breathing, flying kites, and moving windmills.</p> <p>Ch- 40 Festivals -Children will understand that festivals are celebrated with joy and happiness. -Children will understand the importance of celebrating festivals together with family and friends.</p> <p>Ch- 43 National Symbols -Children will recognize the importance and meaning of national symbols representing the country. -Children will Describe a few national symbols and their features, such as the tiger as the national animal and the peacock as the national bird.</p>	<ul style="list-style-type: none"> • Decision making • Fine motor skills - • Identification skills • Fine motor skills • Cognitive skills • Language skills 	<p>(Environmental Awareness)</p> <p>Ch- 35 Uses of Water Integrated with Practice book Pg no. 61B</p> <p>Activity - Water Action Game (Fun & Concept Reinforcement)</p> <p>Ch- 36 Air Integrated with Practice book Pg no. 61C Activity -Balloon Activity – Air Takes Space (Observation & Discovery Skills)</p> <p>Ch- 40 Festivals Integrated with Practice book Pg no. 63A and 66C</p> <p>Activity – festival collage (Art + Creativity)</p> <p>Ch- 43 National Symbols Integrated with Practice book Pg no. 64C Activity -Craft Activity – Make a Mini Tiranga or Peacock (Art + Creativity)</p>
<p><u>FEBRUARY</u> Revision of annual exam</p>			

CO-SCHOLASTIC SUBJECTS

SUBJECT – Art and Craft

BOOK:-

- Art and Craft

TOPIC	LEARNING OUTCOMES	SKILLS	ACTIVITIES / METHODOLOGY
<p><u>APRIL</u> Art and Craft</p> <ul style="list-style-type: none"> • Shapes: Sticker Pasting (Pg.4) • Corn: Finger Printing (Pg.10) • Birthday Cake: Earbud Printing (Pg.17) • Dotted Cap: Origami (Pg.36) 	<p>1. Shapes: Sticker Pasting - Children should be able to look at a variety of objects and correctly name the 2D "flat" shapes.</p> <p>2. Corn: Finger Printing - Students will develop fine motor coordination and sensory awareness by using their fingertips to create rhythmic patterns of yellow "kernels" on a corn cob shape.</p> <p>3. Birthday Cake: Earbud Printing - Students will refine hand-eye coordination and precision by using earbuds to create small, colorful "sprinkle" patterns and decorations on a birthday cake shape.</p> <p>4. Dotted Cap: Origami - Students will develop precision in folding and geometric awareness by transforming a square piece of paper into a 3D "dotted cap" shape through a sequence of steps.</p>	<ul style="list-style-type: none"> • Colour identification • Fine motor skills • Spatial skills • Eye-hand coordination • Creativity 	
<p><u>JULY</u> Art and Craft</p> <ul style="list-style-type: none"> • Semicircle (Pg no.1) • Clever Fox (Pg no.20) • Dog (Pg no.21) • Giraffe: Origami (Pg no.22) • Rooster (Pg.26) • Toucan (Pg.28) 	<p>1. Semicircle - Children should be able to identify a semicircle by name and recognize it as "half of a circle.</p> <p>2. Clever Fox - identifying how the fox uses quick thinking and tricks to solve problems or get what it wants in stories.</p>	<ul style="list-style-type: none"> • Fine motor skills • Spatial skills • Eye-hand coordination • Colour identification • Creativity • Fine and gross motor skills 	<p>Integrated with General Awareness <u>Ch- 8 Wild Animals</u></p> <ul style="list-style-type: none"> ▪ Clever fox (Pg no.20) ▪ Giraffe Pg no. (Pg no. 22) <p>Activity – Animal sound game (Audio visual method)</p> <p>Integrated with General Awareness <u>Ch- 9 Farm and Pet Animals</u></p> <ul style="list-style-type: none"> • Dog (Pg no.21)

<ul style="list-style-type: none"> • Thirsty Crow: Paper Ball Pasting (Pg.29) • Fish: Draw and Colour (Pg.30) 	<p>3. Dog - Students will identify the dog as a loyal domestic animal that uses its keen sense of smell and hearing to help people and communicate its needs.</p> <p>4. Giraffe: Origami -students will develop fine motor skills and spatial awareness by following step-by-step folds to transform a flat piece of paper into a long-necked giraffe.</p> <p>5. Rooster - Students will identify the rooster as a farm animal that wakes others with its loud "cock-a-doodle-doo" and has a distinctive red comb on its head.</p> <p>6.. Toucan -Students will identify the toucan as a colorful rainforest bird that uses its extra-large, curved beak to reach and eat tropical fruits.</p> <p>7. Thirsty Crow: Paper Ball Pasting - Students will develop fine motor strength and hand-eye coordination by crumpling small pieces of paper into "pebbles" and pasting them inside a pitcher shape to help the thirsty crow.</p> <p>8. Fish: Draw and Colour - Students will develop visual-spatial skills and hand-eye coordination by using simple shapes like ovals and triangles to create a fish and selecting vibrant colors to fill its scales.</p>		<p>Integrated with General Awareness Ch- 10 Birds</p> <ul style="list-style-type: none"> ▪ Rooster (Pg no.26) ▪ Toucan Pg no. (Pg no. 28) <p>Trace the Bird (Pg no. 27)</p>
<p><u>AUGUST</u> Art and Craft</p> <ul style="list-style-type: none"> • Kite: Paper Tearing (Pg.5) 	<p>1. Kite: Paper Tearing -Identifying a kite by its four sides and its distinct "top" and "bottom" points. -Recognizing that a kite, like a square or</p>	<ul style="list-style-type: none"> • Fine motor skills • Spatial skills • Eye-hand coordination 	<p>Integrated with General Awareness Ch- 12 Water Animals</p> <ul style="list-style-type: none"> • Jelly Fish (Pg no.19) ▪ Frog (Pg no. 25) <p>Activity - Water Animal Sensory</p>

<ul style="list-style-type: none"> • Making Loops : Pattern (Pg.6) • Jellyfish (Pg no.19) • Find the Path: Finger Printing (Pg.8) • Yummy Treats: Trace and Colour (Pg.15) • Mouse with cheese (Pg.24) • Rainbow:Draw and Colour (Pg.38) • Frog:Bindi Pasting (Pg 25) 	<p>rectangle, has 4 straight sides and 4 corners.</p> <p>2. Making Loops : Pattern - The child learns to keep the pencil on the paper for longer periods without lifting</p> <p>3. Find the Path: Finger Printing - Understanding that if one way is blocked, they can go back and try another way.</p> <p>4. Yummy Treats: Trace and Colour - Students will refine pre-writing skills and hand-eye coordination by accurately following dashed lines to form the shapes of favorite snacks before selecting vibrant colors to fill them.</p> <p>5. Mouse with cheese -Students will develop observational skills and hand-eye coordination by identifying the mouse as a small, nibbling animal and using bright colors to distinguish the wedge of cheese.</p> <p>6. Rainbow:Draw and Colour -Students will develop color recognition and fine motor control by drawing curved lines in a specific sequence to represent the seven colors of a natural rainbow.</p> <p>7. Jellyfish - Students will be able to identify a jellyfish as a bone-less sea creature that uses its tentacles to move and catch food.</p> <p>8. Frog:Bindi Pasting -Students will enhance their pincer grasp and precision by peeling and sticking small, circular bindis to represent the colorful spots on a frog's skin.</p>	<ul style="list-style-type: none"> • Creativity 	<p>Bin (Experiential Learning)</p>
<p><u>SEPTEMBER</u></p>	<p>1. Heart: Trace and Colour</p>	<ul style="list-style-type: none"> • Fine motor skills 	

<p>Art and Craft</p> <ul style="list-style-type: none"> • Heart: Trace and Colour (Pg.2) • Diamond: Trace and Colour (Pg.3) • Donut (Pg.18) 	<p>- Recognizing and naming the "Heart" shape in various colors and sizes.</p> <p>2. Diamond: Trace and Colour - Identifying the diamond shape by name and associating it with a flying kite.</p> <p>3. Donut - Students will identify the donut as a ring-shaped sweet treat and develop fine motor control by using circular motions to decorate its frosting and sprinkles.</p>	<ul style="list-style-type: none"> • Spatial skills • Eye-hand coordination • Creativity • Fine and gross motor skills 	
<p><u>OCTOBER</u> Art and Craft</p> <ul style="list-style-type: none"> • Trees: Patterns (Pg.7) • Peas: Rubber Band Pasting (Pg.12) • Beetroot: Paper Tearing (Pg.13) • Grapes: Finger Printing (Pg.14) • Healthy Fruits: Draw and Colour (Pg.16) • Fish: Draw and Colour (Pg.30) 	<p>1. Trees: Patterns - Learning that they grow underground to "drink" water and hold the tree steady. -Trunk: Identifying the "body" of the tree and feeling its rough or smooth bark.</p> <p>2. Peas: Rubber Band Pasting -Students will develop pincer grasp strength and fine motor coordination by stretching and gluing circular rubber bands to represent the round, green peas inside a pod.</p> <p>3. Beetroot: Paper Tearing -Students will refine hand strength and bilateral coordination by tearing small pieces of deep red paper and pasting them within a round shape to represent the textured skin of a beetroot.</p> <p>4. Grapes: Finger Printing -Students will develop fine motor coordination and spatial awareness by using their fingertips to print small, circular "grapes" in a clustered bunch within a vine shape.</p> <p>5. Healthy Fruits: Draw and Colour -Students will develop visual-spatial skills and hand-eye coordination by using basic shapes to sketch a variety of fruits and selecting vibrant,</p>	<ul style="list-style-type: none"> • Fine motor skills • Spatial skills • Eye-hand coordination • Fine and gross motor • Colour identification 	<p>Integrated with General Awareness <u>Ch- 24 Vegetables</u></p> <ul style="list-style-type: none"> • Peas (Pg no.12) <ul style="list-style-type: none"> ▪ Beetroot (Pg no. 13) <p>Integrated with General Awareness <u>Ch- 25 Fruits</u></p> <ul style="list-style-type: none"> ▪ Grapes (Pg no.14) ▪ Healthy fruits (Pg no. 16)

	<p>natural colors to represent their nutritional value.</p> <p>6. Fish: Draw and Colour - Students will develop visual-spatial skills and hand-eye coordination by using simple shapes like ovals and triangles to create a fish and selecting vibrant colors to fill its scales.</p>		
<p><u>NOVEMBER</u> Art and Craft</p> <ul style="list-style-type: none"> • The Other Half:Trace and Colour (Pg.9) • Ship (Pg.32) • Jeep:Trace and Colour (Pg.33) • Aeroplane (Pg.34) • Rocket: Sparkle Pasting (Pg.35) 	<p>1. The Other Half:Trace and Colour - Students will develop symmetry awareness and visual-spatial skills by tracing the dashed lines to complete the missing half of a shape and using matching colors to create a balanced image.</p> <p>2. Ship - Students will identify the ship as a large mode of water transport and develop fine motor control by using steady strokes to color its hull, masts, and the surrounding waves.</p> <p>3. Jeep:Trace and Colour - Students will refine pre-writing skills and hand-eye coordination by accurately following dashed lines to form the sturdy shape of a jeep before using bold colors to fill its body and large wheels.</p> <p>4. Aeroplane - Students will identify the aeroplane as a fast mode of air transport and develop fine motor control by using steady strokes to color its wings, cockpit, and the fluffy clouds in the sky.</p> <p>5. Rocket: Sparkle Pasting - Students will develop pincer grasp strength and creative expression by carefully applying glue and metallic sparkles to the fins and flame of the rocket to represent a glowing engine and shimmering metal.</p>	<ul style="list-style-type: none"> • Fine motor skills • Spatial skills • Eye-hand coordination • Creativity • Colour identification 	<p>Integrated with General Awareness <u>Ch- 30 Vehicles</u></p> <ul style="list-style-type: none"> • ship (Pg no.32) ▪ jeep (Pg no. 33) ▪ Aeroplane (Pg no. 34) ▪ Rocket (Pg no. 35)
<p><u>DECEMBER</u></p>	<p>1. Hidden Acorn: Puzzle -Students will develop visual discrimination and</p>	<ul style="list-style-type: none"> • Fine motor skills 	

<p>Art and Craft</p> <ul style="list-style-type: none"> • Hidden Acorn: Puzzle (Pg.11) • Turtle (Pg.23) • Bird : Trace and Colour (Pg.27) • Complete the picture (Pg.40) 	<p>problem-solving skills by scanning a detailed forest scene to identify the specific shape and size of a hidden acorn.</p> <p>2. Turtle - Turtle Graphics teaches computational thinking and geometry by translating logical code into visual patterns through a sequence of spatial commands.</p> <p>3. Bird : Trace and Colour - trace "a bird by defining its silhouette through geometric curves and then "coloring" it using fill commands.</p> <p>4. Complete the picture - e need to add the beak, the eye, and the tail feathers. This requires using specific angles to ensure the parts connect logically to the "traced" body.</p>	<ul style="list-style-type: none"> • Spatial skills • Eye-hand coordination • Colour identification • Creativity • Fine and gross motor skills 	
<p><u>JANUARY</u> Art and Craft</p> <ul style="list-style-type: none"> • Paper Plate Sun (Pg.37) • Scarecrow (Pg.39) 	<p>1. Paper Plate Sun - Making a Paper Plate Sun is a fantastic hands-on project that helps children practice fine motor skills, color recognition, and following multi-step instructions.</p> <p>2. Scarecrow - children recognize how different geometric forms (circles, rectangles, and triangles) come together to create a familiar character.</p>	<ul style="list-style-type: none"> • Spatial skills • Eye-hand coordination • Creativity • Colour identification 	
<p><u>FEBRUARY</u> Revision of Annual Exam</p>			

