

**TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – NURSERY FOR THE SESSION 2025-2026**

**SUBJECT: ENGLISH + EVS**

Textbook: 1. ZEN WE CAN LEARN ENGLISH COURSE BOOK  
2. ZEN WE CAN LEARN ENGLISH SKILL ENHANCEMENT BOOK  
3. ZEN WE CAN LEARN GENERAL AWARENESS COURSE BOOK (EVS)  
4. ZEN WE CAN LEARN INTEGRATED LEARNING BOOK

| Month | WD | Chapter/<br>Sub-Topics                                                                                                                                                                                                                                                                              | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Terms<br>and Concept                                                                                                                | Art<br>Integ<br>ratio<br>n | Inclusi<br>ve<br>Teachi<br>ng | Project /<br>Practical | Research<br>Work<br>Blended<br>Learning | Smart<br>Board<br>Activity | Compete<br>ncy<br>Based<br>Activity<br>Learning | Learning<br>Outcomes                                                                                                                                                                                                                                                                                                                                  |
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| April | 24 | <b>English Course Book</b><br><br><b>Ch- 1 Tracing Concepts</b><br>•Standing Lines<br>•Sleeping Lines<br>•Slanting Lines<br>•Curvy Lines<br><br><b>Ch- 2 Letter A and L</b><br><br><b>Letter- Aa, Bb</b><br>•Recognition<br>•Writing<br>•Phonics<br><br><b>Rhymes-</b><br>Summer, Five Little Ducks | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.<br>Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.<br><br><b>Rhymes-</b><br>Developing early literacy skills like | <b>English:- Concepts-</b><br>•Standing lines<br>•Sleeping lines<br>•Slanting lines<br>•Curvy lines<br>•Uppercase A,B<br>•Lowercase a,b |                            |                               |                        | •Gamification<br>•Animation             | Audio-Visual Learning      | Picture Based Learning                          | <b>English:-</b><br>Tracing activities help refine fine motor skills, enhancing hand-eye coordination and dexterity. The precise movements required to trace lines and shapes contribute to the development of muscle control, crucial for tasks like writing in later years. Moreover, tracing fosters spatial awareness, allowing young learners to |

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|  |  |                                                                    | repetition, listening for syllables identifying, homophones.                                                                                                                                                                                                                                         |                                                                        |                                           |                        |                                          |                             |                       |                        | understand the relationships between objects and space.<br><br><b>Rhymes-</b><br>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.                                                                                                                                           |
|  |  | <b>General Awareness (EVS)</b><br><br><b>Ch- 01 Me and My Body</b> | <b>EVS:-</b><br><b>Ch- 1 Me and My Body:-</b><br>Children learn the concept of bodily autonomy – that their body is their body. Children learn that parts of their body are private. Children learn that other children/people also have the right to privacy. Children learn help-seeking behaviors | <b>EVS:-</b><br><b>Concepts-</b><br>•Parts of the body<br>•Sense organ | Show and tell activity, Sensory activity. | Accessible with music. | Show and tell activity, Sensory activity | •Gamification<br>•Animation | Audio-Visual Learning | Picture Based Learning | <b>EVS:-</b><br>Differentiates between colours and follows simple instructions based on colours. Exhibits motor-control for tasks that requires fine motor, eye -hand coordination with moderate precision. Shares information about self. Identifies and describes parts of the body and makes connection between the body parts, sense |

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| May | 08 | <b>Ch- 2 Letter A to L</b><br><br><b>Letter- Cc, Dd</b> <ul style="list-style-type: none"> <li>• <b>Recognition</b></li> <li>• <b>Writing</b></li> <li>• <b>Phonics</b></li> </ul><br><b>Rhymes:-</b><br>The Star | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surroundings. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.<br><br><b>Rhymes-</b><br>Developing early literacy skills like repetition, listening for syllables identifying, homophones. | <b>English:-</b><br><b>Concept-</b> <ul style="list-style-type: none"> <li>• <u>Uppercase C,D</u></li> <li>• <u>Lowercase c,d</u></li> </ul> |  | <u>Acces</u><br><u>sible</u><br><u>with</u><br><u>art</u> | <u>Things we</u><br><u>use to</u><br><u>clean/</u><br><u>organize</u><br><u>activity</u> | <ul style="list-style-type: none"> <li>• Gamifi cation</li> <li>• Animat ion</li> </ul> | Audio-<br>Visu<br>al<br>Lear<br>ning | <ul style="list-style-type: none"> <li>• Picture Based Learning</li> <li>• Quizzing</li> </ul> | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top tp bottom, while pretending to make word like |

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|      |    |                                                                                                                   |                                                                                                                                                                                                                                                                          |                                                                                     |                                                         |                                       |                                                        |                                     |                              |                                                        | <p>sounds while following the text.</p> <p><b>Rhymes-</b><br/>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.</p>                                                                                |
|      |    | <p><b>General Awareness (EVS)</b></p> <p><b>Ch- 2 Neat and Tidy</b></p>                                           | <p><b>EVS:-</b><br/><b>Ch- 2 Neat and Tidy:-</b><br/>Neat means not sloppy, not disarrayed, not disheveled. Neat may be tidy, but not necessarily so. Tidy is neat taken one step further. Tidy presumes cleanliness; but some things kept tidy may not be so clean.</p> | <p><b><u>EVS-Concept-</u></b><br/>•<u>Healthy habits</u><br/>•<u>Organizing</u></p> | <p><u>Things we use to clean/organize activity.</u></p> | <p><u>Accessible with art</u></p>     | <p><u>Things we use to clean/organize activity</u></p> | <p>•Gamification<br/>•Animation</p> | <p>Audio-Visual Learning</p> | <p>•Picture Based Learning<br/>Quizzing</p>            | <p><b>EVS:-</b><br/>Understands and begins to use personnel care objects correctly. Begins to maintain cleanliness in classroom and playground. Exhibits motor-control for tasks that required fine- motor, eye-hand coordination with moderate precision.</p> |
| June | 14 | <p><b>Ch- 2 Letter A to L</b></p> <p><b>Letter- Ee, Ff, Gg</b></p> <p>•<b>Recognition</b><br/>•<b>Writing</b></p> | <p><b>English:-</b><br/>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.</p>                                                                                                                                        | <p><b>English:- Concept-</b><br/>•Uppercase E,F,G<br/>•Lowercase e,f,g</p>          |                                                         | <p>Accessible with art and craft.</p> | <p>Thumb Printing, Magic Printing activity.</p>        | <p>• Gamification</p>               | <p>Audio-Visual Learning</p> | <p>• Picture Based Learning<br/>•Critical Thinking</p> | <p><b>English:-</b><br/>Exhibits motor-control for task that require fine- motor, eye-</p>                                                                                                                                                                     |

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|  |  | <p><b>•Phonics</b></p> <p><b>Rhymes:-</b><br/>Humpty Dumpty</p> | <p>Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>Developing early literacy skills like repetition, listening for syllables identifying, homophones.</p> |                                 |       |            |                 |  |              |              | <p>coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.</p> |              |
|  |  | <b>General Awareness (EVS)</b>                                  | <b>EVS:-</b><br><b>Ch- 3 Colours:-</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>EVS:-</b><br><b>Concept-</b> | Thumb | Accessible | Thumb Printing, |  | Gamification | Audio-Visual | <b>•Picture Based</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>EVS:-</b> |

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|      |    | <b>Ch- 3 Colours</b>                                                                                                                        | Learning about colours helps kids sort, organize, categorize, and compare objects. Early identification of colours helps children to create a cognitive link between visual clues and words. Learning to identify and describe colours improve the children's ability to communicate and express themselves.                          | Colour identification                                                                             | Printing, Magic Printing activity. | with art and craft.          | Magic Printing activity.                                                    | ication                    | Learning              | Learning •Critical Thinking                 | <b>Ch- 3 Colours:-</b> Learning about colours helps kids sort, organize, categorize, and compare objects. Early identification of colours helps children to create a cognitive link between visual clues and words. Learning to identify and describe colours improve the children's ability to communicate and express themselves. |
| July | 26 | <b>Ch- 2 Letter A to L</b><br><br><b>Letter- Hh, Ii, Jj</b><br>•Recognition<br>•Writing<br>•Phonics<br><br><b>Rhymes:-</b><br>Jack and Jill | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, | <b>English:-</b><br><b>Concept-</b><br>• Uppercase<br><u>H,I,J</u><br>• Lowercase<br><u>h,i,j</u> |                                    | <u>Accessible with music</u> | <u>Healthy/Unhealthy food activity.</u><br><br><u>Pick and Act Activity</u> | Gamification<br>PPT Slides | Audio-Visual Learning | Picture Based Learning<br>Logical Reasoning | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding                                                                                                                                         |

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|  |  |                                                                                        | <p>while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>Developing early literacy skills like repetition, listening for syllables identifying, homophones.</p> |                                                                                                                                                                                              |                                                            |                                     |                                                                                    |                                  |                              |                                                   | <p>sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.</p> |
|  |  | <p><b>General Awareness (EVS)</b></p> <p><b>Ch- 4 Food , Ch- 5 Things I Can Do</b></p> | <p><b>EVS:-</b><br/><b>Ch- 4 Food:-</b></p> <p>Identifies healthy and unhealthy food, and understand the importance of not wasting food.</p> <p><b>Ch- 5 Things I Can Do:-</b></p>                      | <p><b><u>EVS- Concept- Ch- 4 Food</u></b></p> <p>•<u>Healthy and Unhealthy Food</u></p> <p>•<u>Food Etiquettes</u></p> <p><b><u>Ch-5 Things I Can Do</u></b></p> <p>•<u>Action words</u></p> | <p><u>Healthy an Healthy/ Unhealthy food activity.</u></p> | <p><u>Accessible with music</u></p> | <p><u>Healthy/Unhealthy food activity.</u></p> <p><u>Pick and Act Activity</u></p> | <p>• Gamification PPT Slides</p> | <p>Audio-Visual Learning</p> | <p>• Picture Based Learning Logical Reasoning</p> | <p><b>EVS:-</b><br/><b>Ch- 4 Food:-</b></p> <p>Understand the importance of eating a variety of fruits and vegetables. Identify where food comes from and how it gets to the farmers</p>                                                                                                                                                                     |

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|     |    |                                                                                                                                                                                                                                 | Understands and begin to use personal care objects appropriately. Begins to express their capabilities, interests and preferences.                                                                                                                                                                                                                                              |                                                                             | <u>Pick and Act Activity</u><br>• <u>d Unhealth Yood</u> |                                 |                     |                       |                                          |                                                                                                                                                                                                                                   | market or store. Understand the difference between whole and processed foods.<br><br><b>Ch-5 Things I Can Do:-</b><br><br>Understands and begin to use personal care objects appropriately. Begins to express their capabilities, interests and preference. |
| Aug | 22 | <b>Ch- 2 Letter A to L</b><br><br><b>Letter- Kk, Ll, Mm</b> <ul style="list-style-type: none"><li>• <b>Recognition</b></li><li>• <b>Writing</b></li><li>• <b>Phonics</b></li></ul><br><b>Rhymes:-</b><br><b>Circle,Triangle</b> | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds | <b>English:-</b><br><b>Concept-</b><br>•Uppercase K,L,M<br>•Lowercase k,l,m | <u>Accessible with art</u>                               | <u>My Family Tree activity.</u> | Gamification Videos | Audio-Visual Learning | Picture Based Learning Critical Thinking | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and |                                                                                                                                                                                                                                                             |

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|  |  |  | <p>while following the text.</p> <p><b>Rhymes-</b><br/>Developing early literacy skills like repetition, listening for syllables identifying, homophones.</p> |  |  |  |  |  |  |  | <p>names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>EVS:-</b><br/><b>Ch- 6 Family and Friends:-</b><br/>Identifies self as a family member and shares information regarding the same, and begins to express their capabilities, interests and preferences.</p> <p><b>Rhymes-</b><br/>It will encourage listening, promotes, child to repeat sound and pattern enforcing their</p> |
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|     |    |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     |                                 |                            |                                 |                     |                         |                                             | grasp of word sound.                                                                                                                                                                                                                                      |
|     |    | <b>General Awareness (EVS)</b><br><br><b>Ch- 6 Family and Friends</b>                       | <b>EVS:-</b><br><b>Ch- 6 Family and Friends:-</b><br>Identifies self as a family member and shares information regarding the same, and begins to express their capabilities, interests and preferences.                                                                                                                                                                                                   | <b>EVS:-</b><br><b>Concept-</b><br>•Different types of families<br>•Family Activities<br>My Friends | <u>My Family Tree activity.</u> | <u>Accessible with art</u> | <u>My Family Tree activity.</u> | Gamification Videos | Audio - Visual Learning | Picture Based Learning<br>Critical Thinking | <b>EVS:-</b><br><b>Ch- 6 Family and Friends:-</b><br>Identifies self as a family member and shares information regarding the same, and begins to express their capabilities, interests and preferences.                                                   |
| Sep | 05 | <b>Ch- 3 Letter M to V</b><br><br><b>Letter- Nn</b><br>•Recognition<br>•Writing<br>•Phonics | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text. | <b>English:-</b><br><b>Concept-</b><br>•Uppercase N<br>•Lowercase n                                 | Nest Making Activity            | Accessible with music      | Nest Making Activity            | Gamification        | Audio- Visual Learning  | Picture Based Learning                      | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision. Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in |

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|     |    |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |  |                                 |                                                            |                                     |                                  |                                                | their surrounding. Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.                                                                                                                                                                                               |
| Oct | 13 | <b>Ch- 3 Letter M to V</b><br><br><b>Letter- Oo, Pp, Qq, Rr, Ss, Tt</b><br><b>•Recognition</b><br><b>•Writing</b><br><b>•Phonics</b><br><br><b>Ch- 11 Vowels and Blends</b><br><br><b>Rhymes:-</b><br><br>Row, Row, Row Your Boat | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.<br><br><b>Rhymes-</b><br>Developing early literacy skills like repetition, listening for | <b>English:-</b><br><b>Concept-</b><br>•Uppercase O,P,Q,R,S,T<br>•Lowercase o,p,q,r,s,t<br>•Sound of letters |  | Acces<br>sible<br>with<br>music | Excurtion<br>Trip,<br>Animal<br>Mask<br>Making<br>Activity | •Gamifica<br>tion<br>•Animatio<br>n | Audio-<br>Visual<br>Learnin<br>g | •Picture<br>Based<br>Learning<br>•Quizzin<br>g | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.Fol<br>lows words from left to right and from top to bottom, while |

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|  |  |                                                                                  | syllables identifying, homophones.                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                             |                       |                                             |                        |                         |                                 | pretending to make word like sounds while following the text.<br><br><b>Rhymes-</b><br>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.                                                                                                        |
|  |  | <b>General Awareness (EVS)</b><br><br><b>Ch- 7 All Around Me , Ch- 8 Animals</b> | <b>EVS:-</b><br><b>Ch- 7 All Around Me:-</b><br><p>Avoids danger by not touching harmful or dangerous objects. Shows kindness and gratitude to people who help them.follows safety rules.</p> <b>Ch-8 Animals:-</b><br><p>Identifies and describes different, animals, birds and insects,and recognizes hierarchical relationship like animals and their young ones.</p> | <b>EVS:-</b><br><b>Concept- Ch-7 All Around Me</b> <ul style="list-style-type: none"> <li>• My House</li> <li>• My School</li> <li>• Things I Do at School</li> <li>• Safety</li> <li>• My Neighbourhood</li> <li>• Work People Do</li> </ul> <b>Ch-8 Animals</b> <ul style="list-style-type: none"> <li>• Farm Animal</li> <li>• Pet</li> </ul> | Excursion Trip, Animal Mask Making Activity | Accessible with music | Excursion Trip, Animal Mask Making Activity | Gamification Animation | Audio - Visual Learning | Picture Based Learning Quizzing | <b>EVS:-</b><br><b>Ch- 7 All Around Me:-</b><br><p>Avoids danger by not touching harmful or dangerous objects. Shows kindness and gratitude to people who help them.follows safety rules.</p> <b>Ch-8 Animals:-</b><br><p>Identifies and describes different, animals, birds and insects,and recognizes</p> |

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|     |    |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Animal <ul style="list-style-type: none"> <li>• Pets</li> <li>• Water</li> </ul> Animal <ul style="list-style-type: none"> <li>• Birds</li> </ul> Insects                                                                                                                                                                                                      |  |                               |  |                               |                                          |                                                      | hierarchical relationship like animals and their young ones.                                                                                                                                                                                                                                                                                                                                             |
| Nov | 22 | <b>Ch- 3 Letter M to V</b><br><br><b>Letter- Uu, Vv, Ww, Xx, Yy, Zz</b> <ul style="list-style-type: none"> <li>• <b>Recognition</b></li> <li>• <b>Writing</b></li> <li>• <b>Phonics</b></li> </ul> <b>Ch- 11 Vowels and Blends</b><br><br><b>Rhymes:-</b><br>Old MacDonald | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.<br><br><b>Rhymes-</b><br>Developing early literacy skills like repetition, listening for syllables identifying, homophones. | <b>English:-</b><br><b>Concept-</b> <ul style="list-style-type: none"> <li>• Uppercase U,V,W,X, Y,Z</li> <li>• Lowercase u,v,w,x,y,z</li> <li>• Sound of letters</li> </ul> <b>EVS:-</b><br><b>Concept-</b> <ul style="list-style-type: none"> <li>• Parts of plants</li> <li>• Trees</li> <li>• My Flowers</li> <li>• Fruits</li> <li>• Vegetables</li> </ul> |  | Acces<br>sible<br>with<br>art |  | Gamificati<br>on<br>Animation | Audio<br>-<br>Visua<br>l<br>Learn<br>ing | Picture<br>Based<br>Learning<br>Critical<br>Thinking | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begin s to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.Fol lows words from left to right and from top to bottom, while pretending to make word like sounds while following the text |

|  |  |                                                                                              |                                                                                                                                                                                                                                                                                                       |                                                                                       |                                                                              |                               |                                                                             |                               |                              |                                                      |                                                                                                                                                                                                                                                                                                                                                                       |
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|  |  |                                                                                              |                                                                                                                                                                                                                                                                                                       |                                                                                       |                                                                              |                               |                                                                             |                               |                              |                                                      | <b>Rhymes-</b><br>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.                                                                                                                                                                                                                                       |
|  |  | <b>General Awareness (EVS)</b><br><br><b>Ch- 9 Plants , Ch – 10- Means of Transportation</b> | <b>EVS:-</b><br><b>Ch- 9 Plants:-</b><br><br>Identifies and describes different plants, tress, flowers, fruits and vegetables.<br><br><b>Ch- 10 Means of Transportation:-</b><br><br>Identifies and describes different modes of transportation, and makes comparisons within and between categories. | <b>EVS:-</b><br><b>Concept-</b><br>•Land Vehicals<br>•Water Vehicles<br>•Air Vehicles | Part of Plants activity.<br><br>Different types of vehicals picture pasting. | Acces<br>sible<br>with<br>art | Part of Plants activity.<br><br>Different types of vehicals picture pasting | Gamificati<br>on<br>Animation | Audio-<br>Visual<br>Learning | Picture<br>Based<br>Learning<br>Critical<br>Thinking | <b>EVS:-</b><br><b>Ch- 9 Plants:-</b><br><br>Students will be able to identify plant vegetative and reproductive structures. Students will understand basic principles, processes and functions of plant growth and reproduction, including photosynthesis, respiration, transpiration, vegetative growth and reproductive growth, fertilization and fruit formation. |

|     |    |                                                                                               |                                                                                                                                                                                                                                           |                                                                          |  |                                 |  |                            |                                          |                                                          |                                                                                                                                                                                                                                                                                                                             |
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|     |    |                                                                                               |                                                                                                                                                                                                                                           |                                                                          |  |                                 |  |                            |                                          |                                                          | <b>Ch- 10 Means of Transportation:-</b><br>Be able to distinguish between transportation and transportation concepts, Be able to explain the function of transportation, Be able to explain the historical roots and development of transportation, Be able to explain the relationship between economy and transportation. |
| Dec | 23 | <b>Ch- 11 Vowels and Blends</b><br><b>Ch- 12 Sight Words</b><br><br><b>Rhymes:-</b><br>Spring | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of | <b>English:-</b><br><b>Concept-</b><br>•Sound of letters<br>•Sight Words |  | Acces<br>sible<br>with<br>music |  | PPT<br>Slides<br>Animation | Audio<br>-<br>Visua<br>l<br>Learn<br>ing | Picture<br>Based<br>Learning<br>Logical<br>Reasonin<br>g | <b>English:-</b><br>Exhibits motor- control for task that require fine- motor, eye- coordination with moderate precision.Begin s to visually recognize and connect letters                                                                                                                                                  |

|  |  |                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                              |                                    |                        |                                                                                 |                      |                          |                                           |                                                                                                                                                                                                                                                                                                                                                                                |
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|  |  |                                                                                                              | <p>objects and in their surrounding.Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>Developing early literacy skills like repetition, listening for syllables identifying, homophones.</p> |                                                                                                              |                                    |                        |                                                                                 |                      |                          |                                           | <p>to corresponding sounds and recognizes sight words and names of objects and in their sur/rounding.Fo llows words from left to right and from top to bottom, while pretending to make word like sounds while following the text.</p> <p><b>Rhymes-</b><br/>It will encourage listening, promotes, child to repeat sound and pattern enforcing their grasp of word sound.</p> |
|  |  | <p><b>General Awareness (EVS)</b></p> <p><b>Ch- 11 Seasons and Nature</b><br/><b>Ch- 12 Good Manners</b></p> | <p><b>EVS:-</b></p> <p><b>Ch- 11 Seasons and Nature:-</b><br/>Identify the names of each of the four seasons and explain why there are different seasons in different</p>                                                                                                                         | <p><b>EVS:-</b></p> <p><b>Concept- Ch-11 Seasons and Nature</b><br/>•Day and Night<br/>•Seasons<br/>•Air</p> | Things we use in different seasons | Acces sible with music | Things we use in different seasons activity.<br><br>Puppet storytelling on good | PPT Slides Animation | Audio - Visua l Learning | Picture Based Learning Logical Reasonin g | <p><b>EVS:-</b></p> <p><b>Ch- 11 Seasons and Nature:-</b><br/>Identify the names of each of the four seasons and explain why</p>                                                                                                                                                                                                                                               |

|     |    |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                               |                                                                      |                     |                     |                     |                       |                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|     |    |                                                                   | <p>regions of the world. Demonstrate with a partner how the sun moves (rotation and revolution) in the solar system. Tell how the angle/tilt of the Earth determines the seasons.</p> <p><b>Ch- 12 Good Manners:-</b></p> <p>students will be able to: explain what good manners are. describe how to use good manners in differing scenarios. demonstrate examples of good manners while role-playing.</p> | <p>•Water</p> <p><b>Ch-12 Good Manners-</b></p> <p>•Good behaviour</p>        | <p>activity.</p> <p>Puppet storytelling on good manner activity.</p> |                     | manner activity.    |                     |                       |                            | <p>there are different seasons in different regions of the world. Demonstrate with a partner how the sun moves (rotation and revolution) in the solar system. Tell how the angle/tilt of the Earth determines the seasons.</p> <p><b>Ch- 12 Good Manners:-</b></p> <p>Explain what good manners are. describe how to use good manners in differing scenarios. demonstrate examples of good manners while role-playing.</p> |
| Jan | 16 | <p><b>Ch- 11 Vowels and Blends</b></p> <p><b>Ch- 12 Sight</b></p> | <p><b>English:-</b></p> <p>Exhibits motor- control for task that require fine- motor, eye- coordination with</p>                                                                                                                                                                                                                                                                                            | <p><b>English:- Concept-</b></p> <p>•Sound of letters</p> <p>•Sight Words</p> | Word wall activity.                                                  | Accessible with art | Word wall activity. | PPT Slide Animation | Audio-Visual Learning | Quizzing Logical Reasoning | <p><b>English:-</b></p> <p>Exhibits motor- control for task that require fine- motor,</p>                                                                                                                                                                                                                                                                                                                                  |

|  |  |                                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                      |                                                                        |                               |                                                         |                        |                                          |                                      |                                                                                                                                                                                                                                                                                                                                                                                                       |
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|  |  | <b>Words</b>                                                                                         | moderate precision.Begins to visually recognize and connect letters to corresponding sounds and recognizes sight words and names of objects and in their surrounding.Follows words from left to right and from top to bottom, while pretending to make word like sounds while following the text. |                                                                                                                                                                      |                                                                        |                               |                                                         |                        |                                          |                                      | eye-<br>coordination<br>with moderate<br>precision.Begin<br>s to visually<br>recognize and<br>connect letters<br>to<br>corresponding<br>sounds and<br>recognizes sight<br>words and<br>names of<br>objects and in<br>their<br>surrounding.Fol<br>lows words<br>from left to<br>right and from<br>top to bottom,<br>while<br>pretending to<br>make word like<br>sounds while<br>following the<br>text. |
|  |  | <b>General<br/>Awareness (EVS)</b><br><br><b>Ch- 13 Festivals</b><br><b>Ch- 14 Traffic<br/>Rules</b> | <b>EVS:-</b><br><br><b>Ch- 13 Festivals:-</b><br>Engages in<br>conversation based on<br>personal experience<br>and preference.<br><br><b>Ch- 14 Traffic Rules:-</b><br>Follows road safety<br>rules.                                                                                              | <b>EVS:-</b><br><b>Concept-<br/>Ch-13<br/>Festivals</b><br>•Different<br>Festivals<br>•National<br>Festivals<br><br><b>Ch-14 Traffic<br/>Rules</b><br>•Traffic Rules | Kite<br>Mak<br>ing<br>activ<br>ity/S<br>ignal<br>craft<br>activ<br>ity | Acces<br>sible<br>with<br>art | Kite<br>Making<br>activity/Si<br>gnal craft<br>activity | PPT Slide<br>Animation | Audio<br>-<br>Visua<br>l<br>Learn<br>ing | Quizzing<br>Logical<br>Reasonin<br>g | <b>EVS:-</b><br><br><b>Ch- 13<br/>Festivals:-</b><br>Engages in<br>conversation<br>based on<br>personal<br>experience and<br>preference.                                                                                                                                                                                                                                                              |

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|      |  |                       |  |  |  |  |  |  |  |  | <b>Ch- 14 Traffic Rules:-</b><br>Follows road safety rules. |
| Feb  |  | <b>RIVISION</b>       |  |  |  |  |  |  |  |  |                                                             |
| Marc |  | <b>BRIDGE CLASSES</b> |  |  |  |  |  |  |  |  |                                                             |

**विषय : हिंदी**

**निर्धारित पुस्तकें—**

1. शब्द ज्ञान

2. Salone Geet

| Month | WD | अध्याय / उप-विषयों                                                                                                                                                                                               | सीखने का उद्देश्य                                                                                                                                  | मुख्य नियम और अवधारणा                                                                                                                 | कला एकीकरण                  | समावेशी शिक्षण                                             | प्रोजेक्ट / प्रैक्टिकल                                                                             | अनुसंधान कार्य ब्लेंडेड लर्निंग                                                                           | स्मार्ट बोर्ड गतिविधि | योग्यता आधारित गतिविधि सीखना                                                                                                                                   | सीखने के परिणाम                                                                                                             |
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| April | 24 | <ul style="list-style-type: none"> <li>स्वर ,अ से अ: मौखिक अभ्यास</li> <li>अच्छा व्यवहार शरीर के अंगों के नाम कविता</li> <li>ईश्वर तुम हो बड़े महान</li> <li>बच्चों खाओ कच्ची गाजर</li> <li>चंदा मामा</li> </ul> | <ul style="list-style-type: none"> <li>पैर्टन (लिखित अभ्यास)</li> <li>अच्छी आदतें</li> <li>शरीर के अंगों के नाम</li> <li>एवं उनके कार्य</li> </ul> | <p>पैर्टन लिखित अभ्यास अच्छी आदतें शरीर के अंगों के नाम एवं उनके कार्य ।</p> <p>•पैर्टन लिखित अभ्यास प्रातिदिन उपयोग में आने वाले</p> | स्वर पुस्तक का निर्माण करना | <ul style="list-style-type: none"> <li>स्वर गीत</li> </ul> | <p>पपेट शो के माध्यम से कहानी वाचन</p> <p>अच्छी आदतें शरीर के अंगों को उनके सही जगह पर चिपकाना</p> | <p>अवलोकन, वर्णों तथा उनसे जुड़े संकेतों की पहचान ।</p> <p>शरीर के अंगों के नाम एवं उनसे संबंधित सवाल</p> | श्रव्य दृश्य सामग्री  | <p>अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक</p> <p>अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक</p> <p>अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक</p> | <ul style="list-style-type: none"> <li>पैर्टन (लिखित अभ्यास) अच्छी आदतें शरीर के अंगों के नाम एवम एवं उनके कार्य</li> </ul> |

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|      |    |                                                                                                                                                          |                                                                                                                 | कार्यों को<br>बताना ।                                 |                                                                                       |                |                                                     |                                                       |                      |                                               |                                                                                                                     |
| May  | 08 | <ul style="list-style-type: none"> <li>मेरा परिवार कविता</li> <li>मोबाइल</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>बच्चे परिवार के सदस्यों के बारे में जानेंगे।</li> </ul>                  | बच्चे परिवार के प्रत्येक सदस्यों के बारे में जानेंगे। | <ul style="list-style-type: none"> <li>बच्चे अपनी माँ के लिए एलबम बनाएँगे।</li> </ul> | कविता          | फेमली फोटो चिपकाना                                  | टापके परिवार का सबसे छोटा एवं सबसे बड़ा सदस्य कौन है। | जुंज बसें मकहम       | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक | <ul style="list-style-type: none"> <li>बच्चे परिवार के सदस्यों के बारे में जानेंगे।</li> </ul>                      |
| June | 14 | <ul style="list-style-type: none"> <li>स्वर (अ से अः) मौखिक अभ्यास गिनती कविता</li> <li>—मोर</li> <li>हिमालय</li> </ul>                                  | अ,आ,इ, ई,उ,ऊ (लिखित अभ्यास) विद्यालय भ्रमण एवं वर्ग शिक्षक का नाम                                               | विद्यालय भ्रमण                                        | विद्यालय में कार्य करने वाले लोगों के बारे में जानकारी                                | स्वर गीत       | विद्यालय में कार्य करने वाले लोगों का चित्र चिपकाएँ | अपने सहपाठियों के बारे में जानकारी।                   | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक | अ,आ,इ, ई,उ,ऊ (लिखित अभ्यास) विद्यालय भ्रमण एवं वर्ग शिक्षक का नाम                                                   |
| July | 26 | <ul style="list-style-type: none"> <li>स्वर :— अ से अः मौखिक अभ्यास</li> <li>हमारे सहायक कविता</li> <li>गुडिया</li> <li>चिड़ियाँ</li> <li>ऊँट</li> </ul> | स्वर ऋ, ए, ऐ, ओ,औ, अं,अ (लिखित अभ्यास) हमारे सहायक एवं उनके कार्य                                               | हमारे सहायक एवं उनके कार्य                            | <ul style="list-style-type: none"> <li>कागज से नाव बनाना सीखेंगे।</li> </ul>          | स्वर गीत       | स्वर गीत अभिनय के द्वारा उनके कार्य को दर्शाना।     | हमारे आस पास के लोगों के कार्य बारे में जानकारी       | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक | <ul style="list-style-type: none"> <li>स्वर ऋ, ए, ऐ, ओ,औ, अं,अ (लिखित अभ्यास) हमारे सहायक एवं उनके कार्य</li> </ul> |
| Aug  | 22 | <ul style="list-style-type: none"> <li>व्यंजन ,क से म मौखिक अभ्यास</li> <li>रंगों की पहचान</li> </ul>                                                    | व्यंजन: क,ख,ग,घ,ङ, च,छ,ज (लिखित अभ्यास) वस्तुओं की पहचान उनके रंगों से करना फलों एवं सब्जियों की पहचान। विभिन्न | वस्तुओं की पहचान उनके रंगों से कराना                  | वले रंगों के उपयोग से इंद्रधनुष बनाना सीखेंगे। तिरंगा बैज बनाना                       | EVS<br>English | रंगों के आधार पर वस्तुओं को छांटें                  | शब्दों को पहचानें                                     | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक | व्यंजन :— क,ख,ग,घ,ङ, च,छ,ज (लिखित अभ्यास वस्तुओं की                                                                 |

|     |    |                                                                                                                                        |                                                                                                                                             |                                                                                                                     |                                                                                                                                                      |                                                           |                 |                                                                                                                                               |                      |                                               |                                                                                                                                                  |
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|     |    | <ul style="list-style-type: none"> <li>फलों एवं सब्जियों की पहचान कविता</li> </ul> <p>मेंढक मेरी माँ हाथी तितली भारत के बच्चे</p>      | खाद्य पदार्थों को पहचानते हैं और उनके गुणों के बारे में बताते हैं।                                                                          |                                                                                                                     | <ul style="list-style-type: none"> <li>कहानी वाचक</li> </ul>                                                                                         |                                                           |                 | <p>राजा कौन है?</p> <p>फलों का राजा कौन है?</p> <p>किस दिन हमारे स्कूल की छुट्टी होती है ?</p>                                                |                      |                                               | पहचान उनके रंगों से करना फलों एवं सब्जियों की पहचान। विभिन्न खाद्य पदार्थों को पहचानते हैं और उनके गुणों के बारे में बताते हैं।                  |
| Sep | 05 | <ul style="list-style-type: none"> <li>पुर्णवृत्ति</li> <li>सप्ताह के दिनों के नाम</li> <li>कविता:</li> <li>बिल्ले . बिल्ली</li> </ul> | <ul style="list-style-type: none"> <li>पुर्णवृत्ति</li> <li>सप्ताह में 7 दिन होते हैं।</li> <li>व्यंजन (झ, ज, ट, ठ) लिखित अभ्यास</li> </ul> | मौखिक प्रश्न सप्ताह के दिनों के नाम एवं विभिन्न प्रकार के प्रश्न                                                    | स्वर गीत                                                                                                                                             | स्वर गीत                                                  | अभिनय प्रस्तुती | <p>एक सप्ताह में कितने दिन होते हैं</p> <p>सप्ताह का पहला और आखरी दिन कौन सा है</p>                                                           | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधी मौखिक अभ्यास पाठ्य पुस्तक | <p>पुर्णवृत्ति</p> <ul style="list-style-type: none"> <li>सप्ताह में 7 दिन होते हैं।</li> </ul> <p>व्यंजन (झ, ज, ट, ठ) लिखित अभ्यास</p>          |
| Oct | 13 | <p>व्यंजन (क-झ) मौखिक अभ्यास फूलों के नाम पक्षियों के नाम कविता. बादल टीचर</p>                                                         | <p>(क-झ) मौखिक अभ्यास फूलों के बारे में जानेंगे। उनकी खुशबु से उनको पहचानेंगे।</p>                                                          | <p>व्यंजन (ढ, ण, त, थ, द, ध, न) लिखित अभ्यास</p> <p>बगीचे का भ्रमण</p> <p>राष्ट्रीय पशु एवं पक्षियों की जानकारी</p> | <p>विभिन्न प्रकार के फूलों को उत्तर पुस्तिका में चिपकाना।</p> <p>विभिन्न पक्षियों के पंखों को उत्तर पुस्तिका में चिपकाना</p> <p>जनवरों का मुखौटा</p> | <p>पक्षियों की बोली एवं उनका आकार के विषय में जानकारी</p> | विद्यालय भ्रमण  | <p>व्यंजन क से झ तक अ[र पहचानें, वं उनसे 'गुरु होने वाले चि=ों को पहचानें।</p> <p>भारत का राष्ट्रीय फूल कौन है</p> <p>चाचा नेहरु का प्रिय</p> | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधी मौखिक अभ्यास पाठ्य पुस्तक | <ul style="list-style-type: none"> <li>व्यंजन :- (ढ, ण, त, थ, द, ध, न) लिखित फूलों के बारे में जानेंगे। उनकी खुशबु से उनको पहचानेंगे।</li> </ul> |

|     |    |                                                                                                                                                      |                                                                                                                                                                 |                                                                                                                   |                                                                         |  |                                                        |                                                                                                                                                                  |                      |                                               |                                                                                                                                                                          |
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|     |    |                                                                                                                                                      |                                                                                                                                                                 |                                                                                                                   | बनाना                                                                   |  |                                                        | फूल कौन सा है ?<br>भारत का राष्ट्रीय पक्षी कौन है?                                                                                                               |                      |                                               |                                                                                                                                                                          |
| Nov | 22 | <ul style="list-style-type: none"> <li>व्यंजन (क-झ) मौखिक अभ्यास पशुओं के नाम हिन्दी की गिनती (११-२०)</li> <li>कविताएँ आज मंगलवार है होली</li> </ul> | <ul style="list-style-type: none"> <li>व्यंजन: प, फ, ब, भ, म, य, र (लिखित अभ्यास) विभिन्न पालतु एवं जंगली पशुओं के बारे में जानकारी एवं उनकी पहचान ।</li> </ul> | व्यंजन :-<br>प फ ब भ म य र लिखित अभ्यास<br><br>विभिन्न पालतु एवं जंगली पशुओं के बारे में जानकारी एवं उनकी पहचान । | <ul style="list-style-type: none"> <li>पैटर्न (लिखित अभ्यास)</li> </ul> |  | गोशाला भ्रमण                                           | भगवान गणेश का प्रिय पशु कौन सा है<br>देवी देवता किन पशुओं की सवारी करते हैं<br>भारत का राष्ट्रीय पशु कौन है?<br>जंगल का राजा कौन है? • सबसे वफादार जानवर कौन है? | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधी मौखिक अभ्यास पाठ्य पुस्तक | <ul style="list-style-type: none"> <li>व्यंजन :- प, फ, ब, भ, म, य, र (लिखित अभ्यास)</li> <li>विभिन्न पालतु एवं जंगली पशुओं के बारे में जानकारी एवं उनकी पहचान</li> </ul> |
| Dec | 23 | <ul style="list-style-type: none"> <li>बिना मात्रा के दो वर्ण वाले शब्द (मौखिक अभ्यास)</li> <li>त्योहार</li> <li>कविताएँ</li> <li>छाता</li> </ul>    | व्यंजन (ल व श ष स ह लिखित अभ्यास) दो अक्षरीय शब्द पढ़ते हैं ।                                                                                                   | व्यंजन :-<br>ल व श ष स ह लिखित अभ्यास                                                                             | राष्ट्रीय एवं धार्मिक त्योहार का कोलाज बनाना                            |  | मोमबत्ती एवं दीया को विभिन्न सजावट की वस्तुओं से सजाएँ |                                                                                                                                                                  | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधी मौखिक अभ्यास पाठ्य पुस्तक | व्यंजन :- ल व श ष स ह लिखित अभ्यास दो अक्षरीय शब्द पढ़ते हैं                                                                                                             |

|     |                                               |                                                                                                                                                |                                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                          |  |                                         |                                                         |                      |                                               |                                                                                                                                                                                                             |
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| Jan | 16                                            | <ul style="list-style-type: none"> <li>•चित्र वर्णन</li> <li>•कहानी वर्णन</li> <li>•विलोम शब्द कविताएँ</li> <li>•मछली जल की रानी है</li> </ul> | <p>राष्ट्रीय त्योहार एवं धार्मिक त्योहारों के बारे में जानेंगे।</p> <p><u>चित्रों / मॉडलों वस्तुओं लोगों जानवरों और पक्षियों के सामान्य विवरण देते हैं।</u></p> <p>छोटे गानों एवं कविताओं को गाते हैं।</p> | <ul style="list-style-type: none"> <li>•राष्ट्रीय त्योहार एवं धार्मिक त्योहारों के बारे में जानेंगे।</li> </ul> <p><u>चित्रों / मॉडलाएँ वस्तुओं लोगों जानवरों और पक्षियों के सामान्य विवरण</u></p> | <ul style="list-style-type: none"> <li>• कले से स्नोमैन बनाना</li> </ul> |  | त्योहारों को मनाकर उनकी उपयोगिता समझाना | जाड़े की ऋतु में मना, जाने वाले त्योहारों के नाम बताऊँ, | श्रव्य दृश्य सामग्री | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक | <p>राष्ट्रीय त्योहार एवं धार्मिक त्योहारों के बारे में जानेंगे।</p> <p><u>चित्रों / मॉडलाएँ वस्तुओं लोगों जानवरों और पक्षियों के सामान्य विवरण देते हैं।</u></p> <p>छोटे गानों एवं कविताओं को गाते हैं।</p> |
| Feb | अभ्यास पत्र गतिविधि मौखिक अभ्यास पाठ्य पुस्तक |                                                                                                                                                |                                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                          |  |                                         |                                                         |                      |                                               |                                                                                                                                                                                                             |

## SUBJECT: MATHEMATICS

**Textbook:** 1. ZEN – WE CAN LEARN MATHEMATICS COURSEBOOK

2. ZEN- WE CAN LEARN MATHEMATICS SKILL ENHANCEMENT BOOK

| Month | WD | Chapter/<br>Sub-Topics                                    | Learning Objectives                                                                   | Key Terms and Concept      | Art Integration                                                                                                                         | Inclusive Teaching | Project / Practical                        | Research Work Blended Learning | Smart Board Activity | Competency Based Activity Learning | Learning Outcomes                                                         |
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| April | 24 | <b>MATHEMATICS COURSEBOOK</b><br><u>CH- 1 ODD ONE OUT</u> | Compares and Identifies differences between objects of different colours and objects. | Identification and circle. | <p>EVS- take out the green leafy vegetables from various vegetables</p> <p>Take out the wild animals from the group of pet animals.</p> | Nature walk        | Identify and circle the different objects. | Picture Identificatio          | <u>ODD ONE OUT</u>   | <u>Picture identificatio</u>       | Comparing and identification of objects of different shapes and colours . |

|      |    |                                  |                                                                                                                                               |                                                                                                                                                                                                                             |                                                                                                          |                                                  |                                                                                                                          |                         |                            |                                                                                                         |                                                                                            |
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|      |    | <u>CH- 2 MATCH THE FOLLOWING</u> | Eye to hand coordination.                                                                                                                     | Making connection between objects and their uses.                                                                                                                                                                           | English – match the alphabets with same alphabets.<br><br>Hindi- match the Hindi varnmala with the same. | Nature walk                                      |                                                                                                                          | worksheets              | <u>MATCH THE FOLLOWING</u> | Identify the picture and match it.                                                                      | Exhibits motor-control and able to make eye-hand coordination                              |
| May  | 08 | <u>CH- 3 COMPLETE THE PARTS</u>  | Join the dots and complete the picture.                                                                                                       | Tracing the dots.                                                                                                                                                                                                           |                                                                                                          | <u>Solve the puzzle</u>                          | Trace and draw the missing parts.                                                                                        | Puzzle solving activity | <u>COMPLETE THE PARTS</u>  | <u>Join the dots to complete the picture.</u>                                                           | Identifies missing parts and makes eye-hand coordination.                                  |
|      |    | <u>CH- 4 SORTING</u>             | Identify the colours<br>Red, Green, Blue, Yellow, Orange, White, Black and pink. Sort objects based on, colour sort the objects based on size | Sort the objects based on their attributes                                                                                                                                                                                  | <u>EVS- learning different colour names.</u>                                                             | <u>Sorting objects based on size and colour.</u> |                                                                                                                          | Treasure hunt           | <u>SORTING</u>             | Sort the objects according to the given attributes.                                                     | Sorting objects into groups based on attributes.                                           |
| June | 14 | <u>CH- 5 PRE-NUMBER CONCEPTS</u> | Understanding same and different, big and small, tall and short, long and short, heavy and light, full and empty and more and less.           | <ul style="list-style-type: none"> <li>•Same and different.</li> <li>•Big and small</li> <li>•Tall and short</li> <li>•Long and short</li> <li>•Heavy and light</li> <li>•Full and empty</li> <li>•More and less</li> </ul> | English – Say the opposite words .<br><br>Hindi – Opposite words                                         | Nature walk                                      | Paste the objects each of Big and small, Tall and short, Long and short, Heavy and light, Full and empty, More and less) | Picture identification  | <u>PRE-NUMBER CONCEPTS</u> | Tick the Big and small, Tall and short, Long and short, Heavy and light, Full and empty, More and less. | Makes comparison, sorts object, arranges objects based on size, length, weight and volume. |
|      |    | <u>CH-6 POSITIONAL WORDS</u>     | Understanding the position words above and below, near and far, middle, before and                                                            | Identify the objects based on their position                                                                                                                                                                                | English – Say the opposite words .<br><br>Hindi – Opposite words                                         | Position game                                    | Paste the objects according to the given positions.                                                                      |                         | <u>POSITIONAL WORDS</u>    | Picture Identification                                                                                  | Identifies the objects based on the positional words describing them.                      |

|      |    |                             |                                                                                                                                                         |                                                                                                                                                |                                                                                     |                                                 |                                                             |                |                             |                                           |                                                                                                                         |
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|      |    |                             | after, between ,<br>left and right.                                                                                                                     |                                                                                                                                                |                                                                                     |                                                 |                                                             |                |                             |                                           |                                                                                                                         |
|      |    | <u>CH-7 TRACING TIME</u>    | Children will learn to trace the dots and complete the picture.                                                                                         | Trace and join the dots                                                                                                                        | Trace the alphabets to complete the alphabets.                                      | <u>Find the way game</u>                        | Trace the dots to complete the picture                      |                | <u>TRACING TIME</u>         |                                           | Children can make eye-hand coordination                                                                                 |
| July | 26 | <u>CH-8 NUMBERS 1 TO 10</u> | Students will be able to identify the numerals 1 through 10 visually, read aloud the numerals 1 through 10, write the numerals 1 through 10 accurately. | <ul style="list-style-type: none"> <li>•<u>Pre- number concept 1-10</u></li> <li>•<u>Number Line</u></li> <li>•<u>Skip counting</u></li> </ul> | <u>Hindi – say and write the numbers as well as their names .</u>                   | <u>Number songs</u>                             | Count and paste the objects according to the given numbers. |                | <u>CH-8 NUMBERS 1 TO 10</u> | Page no. 8 & 10 ( Skill enhancement book) | Read aloud number names from one to Ten.<br><br>Match number names from one to ten with corresponding number of objects |
|      |    | <u>CH-9 NUMBER 0</u>        | Understands the concept of zero.                                                                                                                        | <u>Uses of zero</u>                                                                                                                            |                                                                                     | <u>Erase &amp; Discover</u>                     | Draw the objects using zero.                                |                | <u>CH-9 NUMBER 0</u>        | Page no. 11 ( Skill enhancement book)     | Recognizes the symbol zero to represent absence of object/thing.                                                        |
|      |    | <u>CH- 10 SHAPES</u>        | Recognition of the names of different shapes: circle, square, triangle, rectangle.                                                                      | <u>Identify the objects and write the name of the shapes.</u>                                                                                  | <u>EVS- Paste the objects which are like any monuments or any heavenly bodies .</u> | <u>Shapes song</u>                              | <u>Paste the objects which are like the shapes .</u>        | Shapes hunting | <u>CH- 10 SHAPES</u>        | Page no. 12 ( Skill enhancement book)     | Identifies and compare shapes and describe their features                                                               |
| Aug  | 22 | <u>CH-11 PATTERNS</u>       | Extend and create a pattern (range: shapes, colours).                                                                                                   | <u>Extend and create a pattern based on shapes and colours.</u>                                                                                |                                                                                     | <u>Pattern hunt.</u>                            | Rangoli making by pasting different patterns .              |                | <u>CH-11 PATTERNS</u>       | Page no. 14 ( Skill enhancement book)     | Recognizes the unit of repeating pattern and creates new pattern based on their features.                               |
|      |    | <u>CH-12 ONE AND MANY</u>   | understanding quantity, counting, and number representation                                                                                             | <ul style="list-style-type: none"> <li>•<u>Colour the box which has many objects in it.</u></li> <li>•<u>Circle the</u></li> </ul>             | <u>Uses vocabulary like one and many.</u>                                           | <u>Collecting objects on different bowls of</u> | Paste pictures showing one and many objects                 |                | <u>CH-12 ONE AND MANY</u>   |                                           | Children can compare different sets of objects and numbers .                                                            |

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|     |    |                                 |                                                                                                          | <u>box which has one object.</u>                                                             |                                      | <u>different quantities</u>                                                           |                                                    |  |                                 |                                                   |                                                                                                 |
|     |    | <u>CH-13 SAME AS</u>            | Compares sets of different numbers and uses vocabulary like same as.                                     | <u>Draw a line to connect the sets that are the same as each other.</u>                      |                                      | <u>Paste the pairs of pictures for each category i.e. leaves, animals or fruits .</u> |                                                    |  | <u>CH-13 SAME AS</u>            |                                                   | Compares sets of different numbers and uses vocabulary like same as.                            |
| Sep | 05 | Revision                        |                                                                                                          |                                                                                              |                                      |                                                                                       |                                                    |  |                                 |                                                   |                                                                                                 |
| Oct | 13 | <u>CH-14 NUMBERS 11 TO 20</u>   | Read aloud number names from 11 to 20.<br><br>Match number names from 11 to 20 with respective numerals. | • <u>Pre- number concept 11-20</u><br><br>• <u>Number Line</u><br><br>• <u>Skip counting</u> |                                      | Number poem .                                                                         | Paste matchsticks according to the numerals given. |  | <u>CH-14 NUMBERS 11 TO 20</u>   | Page no. 15, 16, 17, 18 ( Skill enhancementbook ) | Read aloud number names from (11-20).<br><br>Match numbers from 11-20 with respective numerals. |
|     |    | <u>CH-15 COUNTING FORWARDS</u>  | Developing number sense and recognizing number patterns                                                  | <u>Say &amp; write forward counting</u>                                                      | English – say the alphabets forward  | Hopscotch game                                                                        |                                                    |  | <u>CH-15 COUNTING FORWARDS</u>  |                                                   | Developing number sense and recognizing number patterns                                         |
|     |    | <u>CH-16 COUNTING BACKWARDS</u> | Developing number sense, recognizing number order, and mastering counting skills.                        | <u>Say &amp; write forward counting</u>                                                      | English – say the alphabets backward | Hopscotch game                                                                        |                                                    |  | <u>CH-16 COUNTING BACKWARDS</u> | Page no. 19 ( Skill enhancementbook )             | Developing number sense, recognizing number order, and mastering counting skills.               |
| Nov | 22 | <u>CH-17 TENS AND ONES</u>      | Understanding the value of ones and tens.<br><br>Understanding how many ones make up a ten               | <u>Place value of 2-digit numbers</u>                                                        |                                      | Beads on abacus.                                                                      | Make Abacus using colourful beads .                |  | <u>CH-17 TENS AND ONES</u>      | Page no. 20 ( Skill enhancement book)             | Understanding the value of ones and tens.                                                       |

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|     |    | <p>CH-18 <u>NUMBERS 21-50</u></p> <p>Topic – 21 -30</p>                      | <p>Read aloud number names from 21 to 30.</p> <p>Match number names from 11 to 20 with respective numerals.</p> <p>Identify and write number names as well as understanding the concept of number name</p> | <p><u>Pre- number concept 21-30</u></p> <p><u>Number Line</u></p> <p><u>Skip counting</u></p>    |                                             | Number parade. | Make a number scale. |  | CH-18 <u>NUMBERS 21-50</u>         | Page no. 21 & 22 ( Skill enhancement book)     | <p>Children can Read aloud number names from 11 to 20.</p> <p>Match number names from 11 to 20 with respective numerals.</p> |
|     |    | <p>CH-19 <u>NUMBER NAMES 1 TO 20</u></p> <p>Topic – number names 1 to 10</p> | <p>Read aloud number names from 1 to 10.</p>                                                                                                                                                               | <p><u>Say &amp; write the number names 1 to 10.</u></p>                                          | Hindi – say aloud the number names in Hindi |                |                      |  | CH-19 <u>NUMBER NAMES 1 TO 20</u>  | Page no. 28, 29 & 30 (Skill enhancement book)  | Identify and write number names as well as understanding the concept of number name                                          |
| Dec | 23 | <p>CH-18 <u>NUMBERS 21-50</u></p> <p>Topic-31- 40</p>                        | <p>Read aloud number names from 31 to 40.</p>                                                                                                                                                              | <p>•<u>Pre- number concept 31-40</u></p> <p>•<u>Number Line</u></p> <p>•<u>Skip counting</u></p> | Hindi counting and spellings                | Number song    | Number scale making  |  | CH-18 <u>NUMBERS 21-50</u>         | Page no. 23 & 24 ( Skill enhancement book)     | Read aloud number names from 31 to 40.                                                                                       |
|     |    | <p>CH- 19 <u>NUMBER NAMES 1 TO 20</u></p> <p>Topic – number names 11-20</p>  | <p>Identify and write number names as well as understanding the concept of number name.</p>                                                                                                                | <p><u>Say &amp; write the number names 11 to 20.</u></p>                                         | Hin- count and the number names in Hindi.   | Line-up game   | Number parade        |  | CH- 19 <u>NUMBER NAMES 1 TO 20</u> | Page no. 31, 32, & 33 (Skill enhancement book) | Identify and write number names as well as understanding the concept of number names.                                        |

|       |    |                                            |                                                                                                |                                                                                               |                                       |                               |                                     |         |                                |                                                |                                                                               |
|-------|----|--------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------|-------------------------------------|---------|--------------------------------|------------------------------------------------|-------------------------------------------------------------------------------|
|       |    | <u>CH-20 ORDINAL NUMBERS</u>               | Understanding the concept of order and position                                                | Write the ordinal numbers as well as ordinal names                                            | Hin- say the ordinal names in Hindi . | Story Telling                 | Puppet show                         |         | <u>CH-20 ORDINAL NUMBERS</u>   | Page no. 34 & 35 (Skill enhancement book)      | Understanding the concept of order and position                               |
| Jan   | 16 | <u>CH-18 NUMBERS 21-50</u><br>Topic-41- 50 | Read aloud number names from 41 to 50.<br><br>Children will be able to recognize the numbers . | • <u>Pre- number concept 41- 50</u><br><br>• <u>Number Line</u><br><br>• <u>Skip counting</u> |                                       | Number Song                   | Numerals parade                     | Quizzes | <u>CH-18 NUMBERS 21-50</u>     | Page no. 25, 26 & 27 ( Skill enhancement book) | Children can Read aloud number names from 41 to 50.                           |
|       |    | <u>CH-21 PUT TOGETHER</u>                  | Combining two groups of objects and recounting                                                 | Combining the objects and recounting the objects                                              |                                       | Line-up game                  | Combine the objects and recount it. |         | <u>CH-21 PUT TOGETHER</u>      | Page no. 36 ( Skill enhancement book)          | Combining two groups of objects and recounting                                |
|       |    | <u>CH-22 NUMBERS AROUND ME</u>             | Recognizing numbers, Begins to count, say number names with an understanding.                  | Count and say the number names.                                                               |                                       | Object hunting and recounting |                                     |         | <u>CH-22 NUMBERS AROUND ME</u> |                                                | Recognizing numbers, Begins to count, say number names with an understanding. |
| Feb   |    | REVISION AND TERM-2                        |                                                                                                |                                                                                               |                                       |                               |                                     |         |                                |                                                |                                                                               |
| March |    |                                            |                                                                                                |                                                                                               |                                       |                               |                                     |         |                                |                                                |                                                                               |

## SUBJECT: Health And Physical Education

| Month | WD | Chapter/<br>Sub-Topics                      | Learning Objectives                         | Key Terms<br>and Concept                    | Art<br>Integration         | Inclusive<br>Teaching                                                                                                   | Project /<br>Practical                                             | Research<br>Work<br>Blended<br>Learning    | Smart<br>Board<br>Activity   | Competency<br>Based<br>Activity<br>Learning | Learning<br>Outcomes                               |
|-------|----|---------------------------------------------|---------------------------------------------|---------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------|------------------------------|---------------------------------------------|----------------------------------------------------|
| April | 24 | 1.Basic movements of stretching exercises.  | # To improve body balance ability.          | #Sports Equipment<br><br># Tunnel ball game | * Evaluating shape & size. | *Running to be integrated with Physics.<br><br>* Tunnel Ball game to be integrated with Physics                         | * Identify sports equipment.                                       | *Animation, *PPT Slides, *YouTube link etc | <b>Audio visual learning</b> | *Oral drilling<br>*Quizzing                 | # Students will be able to show case their talent. |
|       |    | 2.Introduction of games & sports equipment. | #To improve speed ability.                  |                                             |                            |                                                                                                                         |                                                                    |                                            |                              |                                             |                                                    |
|       |    | 3.Learning & practice of Tunnel Ball game.  | # To develop coordination ability.          |                                             |                            |                                                                                                                         |                                                                    |                                            |                              |                                             |                                                    |
|       |    | 4.Basic movements of Running events.        | # To develop body posture.                  |                                             |                            |                                                                                                                         |                                                                    |                                            |                              |                                             |                                                    |
| May   | 08 | 1.Warming-up exercises.                     | # To improve Flexibility                    | # Mass Exercises                            | *Role Play<br>*Music       | * Mass PT to be integrated with Mathematics.<br>* warming up and cooling down to be integrated with respiration system. | * Art integrated project<br><br>* Name any five free hand exercise | *Animation, *PPT Slides, *YouTube link etc | <b>Audio visual learning</b> | *Oral drilling<br>*Quizzing                 | # Students will be able to show case their talent. |
|       |    | 2.Cooling down exercises.                   | # To improve fitness level and coordination |                                             |                            |                                                                                                                         |                                                                    |                                            |                              |                                             |                                                    |

|      |    |                                                      |                                                                                      |                                                                             |                 |                                                                                              |                                                      |                                                   |                              |                                                                                                                                      |                                                                                                                                |
|------|----|------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| June | 14 | 1.Introduction & practice of Yogic Exercises.        | # To improve fitness level and coordination.<br><br># Improve leg strength.          | # Yoga asanas<br># difference jump<br><br># Broad jump.<br><br># short jump | *Role Play      | * Yoga to be integrated with respiration system.<br><br>*jump to be integrated with physics. | * Identify any two-yoga pose.                        | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | <b>Audio visual learning</b> | *Thought provoking<br><br>*Critical thinking<br><br>*Logical reasoning<br><br>*Analyzing,<br>*High order thinking.<br>*Picture based | # Students will be able to understand the rules and regulation of Yoga<br><br># Students will be able to understand jump steps |
|      |    | 2.Introduction & basic skill practice of Jump steps. |                                                                                      |                                                                             |                 |                                                                                              |                                                      |                                                   |                              |                                                                                                                                      |                                                                                                                                |
| July | 26 | 1.Basic movements of Throwing Ball                   | # Improve hand strength.<br><br># Learn the game.<br><br># To improve fitness level. | * Throwing Ball                                                             | *Role Play      | * Throwing Ball to be integrated with physics.                                               | *Art integrated project<br><br>* Identify the balls. | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | <b>Audio visual learning</b> | *High order thinking.<br>*Picture based<br>*Source based learning<br>*Oral drilling                                                  | # Students will be able to understand for throwing ball.                                                                       |
|      |    | 2. Mass P.T. practice                                |                                                                                      |                                                                             |                 |                                                                                              |                                                      |                                                   |                              |                                                                                                                                      |                                                                                                                                |
|      |    | 3. Game Zone (Children Park)                         |                                                                                      |                                                                             |                 |                                                                                              |                                                      |                                                   |                              |                                                                                                                                      |                                                                                                                                |
| Aug  | 22 |                                                      | # To improve body balance ability.                                                   | #Track Event                                                                | # cone marker # | *Role Play                                                                                   | * Running to be integrated                           | *Art integrated project                           | *Animation,                  | <b>Audio visual</b>                                                                                                                  | *Comprehending                                                                                                                 |

|     |    |                                                                               |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |
|-----|----|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|--------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|     |    | 1.Basic knowledge of Track & lane and race practice.                          | #To improve speed ability.<br><br># To develop coordination ability.<br><br># To develop body posture. |                                                              | stretching exercises. |                                                              | with physics.                                                | * Name any five free hand exercises.              | *PPT Slides,<br>*YouTube link etc. | <b>learning</b>                                              | *High order thinking.<br><br>*Picture based<br><br>*Source based learning<br><br>*Oral drilling |
|     |    | 2. Basic step practice of Aerobic exercises.                                  |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |
|     |    | 3. Basic movements of Running events                                          |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |
| Sep | 05 | * Revision practice of previous games.<br>*Assessment of Term - I Examination |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |
| Oct | 13 | 1.Zig Zag Run for Fun                                                         | # To improve speed ability.<br><br># To improve body balance ability.                                  | # cone marker<br><br># Track lane                            | *Role Play            | * Zig Zag Run for Fun to be integrated with physics.         | Art integrated project                                       | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | <b>Audio visual learning</b>       | *Conceptual learning<br><br>*Thought provoking               | # Students will be able to know about the Fun games.                                            |
|     |    | 2.Hopscotch Fun game                                                          |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |
| Nov | 22 | 1. Learning & practice of Recreational Game.                                  | # To improve energy level.<br><br># To learn & practice of Sports events.<br># To improve              | #obstecal race<br># aerobics<br># zig zag run<br># Game Zone | *Role Play            | *Aerobic exercises to be integrated with respiration system. | Art integrated project<br><br>* Name any two running events. | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | <b>Audio visual learning</b>       | *Logical reasoning<br>*Analyzing,<br>*Comprehending<br>*High | # they improve energy level.<br><br># They will play                                            |
|     |    | 2. Events practice of Annual Sports Day.                                      |                                                                                                        |                                                              |                       |                                                              |                                                              |                                                   |                                    |                                                              |                                                                                                 |

|     |    |                                                                                |                                                                           |                                          |            |                                                            |                                                      |                                                    |                        |                                   |                                                                       |
|-----|----|--------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------|------------|------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------|------------------------|-----------------------------------|-----------------------------------------------------------------------|
|     |    | 3. Hola hoops Fun games                                                        | the mental fitness level                                                  |                                          |            |                                                            |                                                      |                                                    |                        | order thinking.<br>*Picture based | fun games easily<br><br># Students will be able to their energy level |
| Dec | 23 | 1.Practice of the annual sports meet.                                          | # To develop coordination ability.<br># To develop concentration ability. | # Mass Exercises                         | *Role Play | * Mass Exercises to be integrated with respiration system. | Art integrated project<br><br>*Name any five skills. | *Animati on,<br>*PPT Slides,<br>*YouTube link etc. | Audio visual learnin g | *Oral drilling<br>*Quizz ing      | # Students will be able to show case their talent.                    |
|     |    | 2. Practice of General Fitness exercises.                                      |                                                                           |                                          |            |                                                            |                                                      |                                                    |                        |                                   |                                                                       |
| Jan | 16 | Shuttle Run                                                                    | # To improve energy level<br><br># To improve speed ability.              | # cone marker<br># stretching exercises. | *Role Play | * Mass Exercises to be integrated with respiration system. | * Name any two running events                        | *Animati on,<br>*PPT Slides,<br>*YouTube link etc  | Audio visual learnin g | *Oral drilling<br>*Quizz ing      | # Students will be able to show case their talent.                    |
|     |    | Game Zone.                                                                     |                                                                           |                                          |            |                                                            |                                                      |                                                    |                        |                                   |                                                                       |
| Feb |    | * Revision practice of previous games.<br>*Assessment of Term – II Examination |                                                                           |                                          |            |                                                            |                                                      |                                                    |                        |                                   |                                                                       |

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