

### TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – I FOR THE SESSION 2026-2027

**SUBJECT: English**

**Textbook:** 1. Communicate with Cambridge  
2. Grammar Gear

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>COURSEBOOK</b> <b>CH-1 New Friends</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of <b>making new friends</b>.</li> <li>Students will learn how to <b>introduce themselves politely</b>.</li> <li>Students will develop <b>communication and social interaction skills</b>.</li> </ul>	<ul style="list-style-type: none"> <li>students draw a <b>picture of themselves with their new friend</b>.</li> <li>Make a <b>“Friendship Tree”</b> in the classroom where each student adds a leaf with their name.</li> <li>Create <b>friendship cards</b> using colors and craft materials.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage <b>all students to participate</b>, including shy or slow learners.</li> <li>Use <b>pair activities</b> so every child interacts with a partner.</li> <li>Provide <b>visual aids, pictures, and simple language</b> for better understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students introduce their <b>best friend in the class</b> in 2–3 sentences.</li> <li>Make a <b>“My Friend” chart</b> with name, favorite color, and hobby.</li> </ul>	<ul style="list-style-type: none"> <li><b>Role-play activity:</b> Students practice greeting and introducing themselves.</li> <li><b>Think–Pair–Share:</b> Students discuss what makes a good friend.</li> <li><b>Story discussion:</b> Teacher tells a short story about friendship and asks questions</li> </ul>	<ul style="list-style-type: none"> <li>Introduce themselves and their friends.</li> <li>Explain <b>qualities of a good friend</b>.</li> <li>Participate in group activities and discussions.</li> <li>Show <b>friendly and respectful behavior</b> with classmates.</li> </ul>
		<b>My Juggling Granny</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>poem</b></li> </ul>	<ul style="list-style-type: none"> <li>tudents draw a <b>picture of the juggling granny</b></li> </ul>	<ul style="list-style-type: none"> <li>Encourage <b>all students to read small</b></li> </ul>	<ul style="list-style-type: none"> <li>Students prepare <b>3–4 sentences about their</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Students act out a</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain the</li> </ul>

		<p><b>and characters</b> of the lesson.</p> <ul style="list-style-type: none"> <li>• Students will learn the meaning of <b>new words and expressions</b>.</li> <li>• Students will develop <b>reading, listening, and speaking skills</b>.</li> <li>• Students will understand the <b>importance of grandparents and family love</b>.</li> </ul>	<p>performing with balls.</p> <ul style="list-style-type: none"> <li>• Make a <b>small craft of juggling balls</b> using paper or clay.</li> <li>• Students create a <b>story scene drawing</b> from their favorite part of the lesson.</li> </ul>	<p><b>parts of the story</b>.</p> <ul style="list-style-type: none"> <li>• Use <b>pictures, gestures, and storytelling</b> to help slow learners understand.</li> <li>• Pair strong readers with weaker readers for <b>peer learning</b>.</li> </ul>	<p><b>grandmother or grandfather</b>.</p> <ul style="list-style-type: none"> <li>• Role-play activity: <b>Act like a juggling performer</b> in class.</li> </ul>	<p>scene from the story.</p> <ul style="list-style-type: none"> <li>• <b>Think and Speak:</b> Students describe what makes grandparents special.</li> <li>• <b>Vocabulary Activity:</b> Match new words with meanings or pictures.</li> </ul>	<p><b>main idea of the story</b>.</p> <ul style="list-style-type: none"> <li>• Identify <b>characters and events</b> in the lesson.</li> <li>• Use <b>new vocabulary words correctly</b>.</li> <li>• Show appreciation for <b>grandparents and family members</b></li> </ul>
	<p><b>GRAMMAR</b> <b>CH-1 Nouns</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>meaning of a noun</b>.</li> <li>• Students will identify <b>names of people, places, animals, and things</b>.</li> <li>• Students will learn to <b>use nouns correctly in sentences</b>.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw pictures of <b>people, animals, places, and things</b> and label them as nouns.</li> <li>• Create a <b>Noun Chart</b> with four sections: Person, Place,</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures and flashcards</b> to explain nouns.</li> <li>• Encourage <b>group work and pair activities</b> so every student participates.</li> <li>• Provide <b>simple</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>Noun Chart</b> with examples of person, place, animal, and thing.</li> <li>• Classroom activity: <b>Find and list 5 nouns</b> in the classroom (book, chair, teacher, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify Nouns Game:</b> Teacher says a sentence, students identify the noun.</li> <li>• <b>Sorting Activity:</b> Students sort given words into categories (person, place, animal, thing).</li> <li>• <b>Think–Pair–Share:</b> Students</li> </ul>	<ul style="list-style-type: none"> <li>• Define a <b>noun</b>.</li> <li>• Identify nouns in <b>sentences and surroundings</b>.</li> <li>• Classify nouns as <b>person, place, animal, or thing</b>.</li> <li>• Use nouns correctly while</li> </ul>

				Animal, Thing.	<b>examples</b> for slow learners.	<ul style="list-style-type: none"> <li>Students write <b>5 sentences using nouns.</b></li> </ul>	discuss examples of nouns around them.	<b>speaking and writing.</b>
		<b>CH-2 Nouns- Common and Proper</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>difference between Common Nouns and Proper Nouns.</b></li> <li>Students will learn that <b>proper nouns always begin with a capital letter.</b></li> <li>Students will be able to <b>identify and use both types of nouns in sentences.</b></li> <li>Students will improve their <b>reading and writing skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students make a <b>two-column chart</b> showing examples of Common Nouns and Proper Nouns.</li> <li>Draw pictures of places, people, and animals and <b>write their proper names</b> (e.g., city – Delhi).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>flashcards and pictures</b> to explain examples clearly.</li> <li>Encourage <b>pair work and group discussion</b> so every child participates.</li> <li>Give <b>simple examples</b> for better understanding of slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>Students make a <b>Common vs Proper Noun chart</b> in their notebooks.</li> <li>Activity: Write <b>5 common nouns and change them into proper nouns.</b></li> <li>Students write <b>sentences using proper nouns</b> (name of a person, city, school, etc.).</li> </ul>	<ul style="list-style-type: none"> <li><b>Sorting Game:</b> Students separate words into common and proper nouns.</li> <li><b>Fill in the blanks:</b> Use correct proper nouns in sentences.</li> <li><b>Think–Pair–Share:</b> Students discuss examples from their surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Define <b>Common Noun and Proper Noun.</b></li> <li>Identify both types of nouns in <b>sentences and texts.</b></li> <li>Use <b>capital letters correctly</b> for proper nouns.</li> </ul>
May	07	<b>COURSEBOOK</b> <b>CH-2 Zibu and Zizo</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>story and main characters</b> (Zibu and Zizo).</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>Zibu and Zizo</b> and color the characters.</li> <li>Make a <b>story scene</b></li> </ul>	Use <b>pictures, storytelling, and gestures</b> to help all learners understand.  Encourage <b>group reading</b>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences about their favorite character</b> (Zibu or Zizo).</li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Students act as Zibu and Zizo.</li> <li><b>Think–Pair–Share:</b> Students discuss what they</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>main characters and events</b> in the story.</li> <li>Understand the <b>moral or</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Students will improve their <b>reading and listening skills</b>.</li> <li>• Students will learn <b>new vocabulary words</b> from the lesson.</li> <li>• Students will understand the <b>message or moral of the story</b></li> </ul>	<p><b>picture</b> showing their favorite part of the lesson.</p> <ul style="list-style-type: none"> <li>• Create <b>animal/character masks</b> of Zibu and Zizo for a small classroom role-play.</li> </ul>	<p>so every child gets a chance to participate.</p> <p>Pair <b>strong readers with slow learners</b> for peer support.</p> <p>Allow students to answer through <b>speaking, acting, or drawing</b>.</p>	<ul style="list-style-type: none"> <li>• Group activity: <b>Act out a short scene</b> from the story.</li> <li>• Students make a <b>character chart</b> showing qualities of Zibu and Zizo.</li> </ul>	<p>learned from the story.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Activity:</b> Match new words with their meanings or pictures.</li> </ul>	<p><b>message</b> of the lesson.</p> <ul style="list-style-type: none"> <li>• Use <b>new words in sentences</b>.</li> <li>• Participate in <b>reading, discussion, and creative activities</b>.</li> </ul>
	At School	<ul style="list-style-type: none"> <li>• Students will learn about <b>different activities that happen at school</b>.</li> <li>• Students will understand the <b>importance of school and teachers</b>.</li> <li>• Students will develop <b>reading, speaking, and listening skills</b>.</li> <li>• Students will learn <b>new words related to school life</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw a <b>picture of their school</b> and label parts like classroom, playground, library, etc.</li> <li>• Make a <b>school scene chart</b> using colors and craft materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, flashcards, and storytelling</b> to explain the lesson.</li> <li>• Encourage <b>group reading</b> so every student participates.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>4–5 sentences about their school</b>.</li> <li>• Activity: <b>Name five things found in the classroom</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Students act as a teacher and students in a classroom.</li> <li>• <b>Think–Pair–Share:</b> Discuss why school is important.</li> <li>• <b>Vocabulary Game:</b> Match school-related words with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe <b>their school and classroom</b>.</li> <li>• Identify <b>school objects and activities</b>.</li> <li>• Use <b>new vocabulary related to school</b>.</li> <li>• Participate confidently in <b>class discussions and activities</b>.</li> </ul>

		<p><b>GRAMMAR</b></p> <p><b>CH-3 Nouns- Singular and Plural</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>difference between singular and plural nouns.</b></li> <li>• Students will learn how to <b>change singular nouns into plural forms.</b></li> <li>• Students will recognize <b>rules for forming plurals</b> (adding <i>-s</i>, <i>-es</i>, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw pictures of <b>one object and many objects</b> (e.g., one apple – many apples).</li> <li>• Make a <b>Singular–Plural chart</b> using colorful drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>real classroom objects</b> (book/books, pen/pens) to explain the concept.</li> <li>• Encourage <b>pair and group activities</b> so every student participates.</li> <li>• Provide <b>simple examples and visual aids</b> for better understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>Singular and Plural word list</b> with at least 10 examples.</li> <li>• Activity: Write <b>5 singular nouns and change them into plural nouns.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sorting Game:</b> Students separate singular and plural nouns from a word list.</li> <li>• <b>Fill in the blanks:</b> Choose the correct plural form of the noun.</li> <li>• <b>Think–Pair–Share:</b> Students discuss examples of singular and plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>singular and plural nouns.</b></li> <li>• Apply basic <b>rules to form plural nouns.</b></li> <li>• Use singular and plural nouns <b>correctly in sentences.</b></li> </ul>
June	16	<p><b>COURSEBOOK</b></p> <p><b>CH-3 Ollie’s Pretend Puppy</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>story and its characters.</b></li> <li>• Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>• Students will learn <b>new vocabulary words</b> from the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>Ollie with his pretend puppy</b> and color the picture.</li> <li>• Make a <b>paper puppy craft</b> using colored paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures and storytelling</b> to explain the lesson.</li> <li>• Encourage <b>group reading</b> so every child participates.</li> <li>• Pair <b>strong learners with</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>3–4 sentences about their favorite pet or animal.</b></li> <li>• Activity: <b>Name different pets</b> students know.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Students act as Ollie and pretend to play with a puppy.</li> <li>• <b>Think–Pair–Share:</b> Students discuss why pets are special.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>main characters and events</b> in the story.</li> <li>• Understand the <b>idea of imagination in the story.</b></li> <li>• Use <b>new vocabulary</b></li> </ul>

				<b>slow learners</b> for support.			<b>words</b> <b>correctly.</b>
	<b>Mr. Caterpillar</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>story/poem about Mr. Caterpillar.</b></li> <li>Students will learn about the <b>life of a caterpillar and its growth.</b></li> <li>Students will improve their <b>reading, speaking, and listening skills.</b></li> <li>Students will learn <b>new vocabulary words</b> related to insects and nature.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw and color a <b>caterpillar and butterfly.</b></li> <li>Make a <b>caterpillar craft</b> using paper circles or leaves.</li> <li>Create a <b>life cycle chart of a butterfly</b> (egg → caterpillar → cocoon → butterfly).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, charts, and storytelling</b> to explain the lesson.</li> <li>Encourage <b>all students to read small lines from the poem/story.</b></li> <li>Pair <b>fast learners with slow learners</b> for support.</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a <b>small chart showing the life cycle of a butterfly.</b></li> <li>Activity: <b>Observe insects around the school garden</b> and talk about them.</li> <li>Students write <b>3–4 sentences about a butterfly or caterpillar.</b></li> </ul>	<p><b>Role Play:</b> Students act like a crawling caterpillar and flying butterfly.</p> <p><b>Think–Pair–Share:</b> Discuss how a caterpillar becomes a butterfly.</p> <p><b>Vocabulary Game:</b> Match insect names with pictures.</p>	<ul style="list-style-type: none"> <li>Understand the <b>main idea of the poem/story.</b></li> <li>Identify the <b>stages of a butterfly’s life cycle.</b></li> <li>Use <b>new vocabulary words</b> correctly.</li> <li>Participate confidently in <b>creative activities and discussions.</b></li> </ul>
	<b>GRAMMAR</b>  <b>CH-4 Nouns – Gender (Masculine and Feminine)</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>concept of gender in nouns.</b></li> <li>Students will learn the difference between <b>Masculine and Feminine nouns.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students draw pictures of <b>masculine and feminine pairs</b> (e.g., king–queen, boy–girl).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures and flashcards</b> for better understanding.</li> <li>Encourage <b>pair and group activities</b> so all</li> </ul>	<ul style="list-style-type: none"> <li>Students make a <b>list of 10 masculine nouns and their feminine forms.</b></li> <li>Activity: <b>Match</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Matching Game:</b> Match masculine nouns with their feminine forms.</li> <li><b>Fill in the blanks:</b> Choose</li> </ul>	<ul style="list-style-type: none"> <li>Define <b>Masculine and Feminine nouns.</b></li> <li>Identify gender nouns</li> </ul>

			<ul style="list-style-type: none"> <li>Students will be able to <b>identify and use gender nouns correctly</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Create a <b>Masculine–Feminine chart</b> using colors and pictures.</li> </ul>	<p>students participate.</p> <ul style="list-style-type: none"> <li>Provide <b>simple examples</b> for slow learners.</li> </ul>	<p><b>masculine nouns with their feminine partners.</b></p>	<p>the correct gender noun.</p>	<p><b>in words and sentences.</b></p> <ul style="list-style-type: none"> <li>Correctly match <b>masculine and feminine pairs</b>.</li> </ul>
July	26	<p><b>COURSEBOOK</b></p> <p><b>CH4 My Red Bicycle</b></p>	<ul style="list-style-type: none"> <li>Students will understand the <b>story and main character</b> in the lesson.</li> <li>Students will develop <b>reading, listening, and speaking skills</b>.</li> <li>Students will learn <b>new vocabulary words</b> related to toys, colors, and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>their own bicycle and color it red or their favorite color</b>.</li> <li>Make a <b>3D paper bicycle craft</b>.</li> <li>Create a <b>story scene drawing</b> showing the main event of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures and gestures</b> to explain new words and story events.</li> <li>Encourage <b>group reading</b> so every child participates.</li> <li>Pair <b>strong learners with slow learners</b> for peer support.</li> </ul>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences about their bicycle or favorite toy</b>.</li> <li>Activity: <b>Name parts of a bicycle</b> (wheel, handle, seat, bell).</li> <li>Students make a <b>mini chart showing “Things I take care of”</b>.</li> </ul>	<p><b>Role Play:</b> Act out riding a bicycle safely.</p> <p><b>Think–Pair–Share:</b> Discuss why it’s important to take care of toys and belongings.</p> <p><b>Vocabulary Activity:</b> Match words related to bicycle and colors with pictures.</p>	<ul style="list-style-type: none"> <li>Identify the <b>main characters and events</b> in the story.</li> <li>Describe their <b>bicycle or favorite toy</b> in simple sentences.</li> <li>Use <b>new vocabulary words correctly</b>.</li> <li>Participate actively in <b>creative and classroom activities</b>.</li> </ul>

	<p style="text-align: center;"><b>GRAMMAR</b></p> <p style="text-align: center;"><b>CH-5 Adjectives</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>concept of adjectives</b>.</li> <li>• Students will learn how adjectives <b>describe nouns</b> (e.g., color, size, shape, number).</li> <li>• Students will be able to <b>use adjectives correctly in sentences</b>.</li> <li>• Students will improve their <b>vocabulary and writing skills</b>.</li> </ul>	<p>Students draw <b>objects and write adjectives describing them</b> (e.g., a big red apple, a small blue ball).</p> <p>Create an <b>Adjective Wall</b> in the classroom with colorful words.</p> <p>Make flashcards with <b>nouns on one side and adjectives describing them on the other</b>.</p>	<ul style="list-style-type: none"> <li>• Use <b>real objects, pictures, and flashcards</b> to explain adjectives.</li> <li>• Encourage <b>group discussions and pair activities</b> to allow every student to participate.</li> <li>• Provide <b>simple examples</b> for slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>list of 10 adjectives</b> describing common classroom objects.</li> <li>• Activity: <b>Write 5 sentences using adjectives and nouns</b>.</li> <li>• Classroom activity: <b>Adjective hunt</b> – find adjectives in a short story or around the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Matching Game:</b> Match adjectives with nouns.</li> <li>• <b>Fill in the blanks:</b> Insert suitable adjectives in sentences.</li> <li>• <b>Think–Pair–Share:</b> Students describe things around them using adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Define <b>adjectives</b>.</li> <li>• Identify adjectives in <b>words and sentences</b>.</li> <li>• Use adjectives correctly to <b>describe nouns</b>.</li> <li>• Express ideas clearly in <b>speaking and writing activities</b>.</li> </ul>
	<p style="text-align: center;"><b>CH-6 Articles- <i>a</i> and <i>an</i></b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>use of articles “a” and “an”</b>.</li> <li>• Students will learn the <b>rules for using “a” before consonant sounds and “an” before vowel sounds</b>.</li> </ul>	<p>Students draw <b>objects starting with vowels and consonants</b> and label them with “a” or “an” (e.g., a cat, an apple).</p>	<ul style="list-style-type: none"> <li>• Use <b>real objects, pictures, and gestures</b> to explain the concept.</li> <li>• Encourage <b>group practice</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>list of 10 nouns and write “a” or “an” before each</b>.</li> <li>• Activity: <b>Sentence writing</b> – write 5 sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sorting Game:</b> Place nouns under the correct article column (a/an).</li> <li>• <b>Fill in the blanks:</b> Insert “a” or “an” in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the <b>use of “a” and “an”</b>.</li> <li>• Identify when to use <b>“a” before consonants and “an” before vowels</b>.</li> </ul>

			<ul style="list-style-type: none"> <li>Students will be able to <b>use articles correctly in sentences.</b></li> <li>Students will improve their <b>grammar and sentence writing skills.</b></li> </ul>		so every student participates.	using “a” or “an” correctly.		<ul style="list-style-type: none"> <li>Use articles correctly in <b>speaking and writing.</b></li> </ul>
Aug	24	<p><b>COURSEBOOK</b></p> <p><b>CH-5 Hide and Sleep</b></p>	<ul style="list-style-type: none"> <li>Students will understand the <b>story and its characters</b> in the lesson.</li> <li>Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>Students will learn <b>new vocabulary words</b> from the story.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>their favorite scene from the story.</b></li> <li>Make a <b>craft showing a hiding place</b> (like a small house or tree).</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, gestures, and storytelling</b> to explain the lesson.</li> <li>Encourage <b>group reading</b> so every child participates.</li> <li>Pair <b>strong readers with slow learners</b> for better understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences about where they like to hide or play.</b></li> <li>Activity: <b>Act out hiding and seeking</b> in the classroom or playground.</li> </ul>	<p><b>Role Play:</b> Students act as characters hiding and sleeping.</p> <p><b>Think–Pair–Share:</b> Discuss why it is important to rest after play.</p> <p><b>Vocabulary Activity:</b> Match story words with pictures (hide, sleep, play, etc.).</p>	<ul style="list-style-type: none"> <li>Identify the <b>main characters and events</b> in the story.</li> <li>Understand the <b>sequence of events</b> (hide → play → sleep).</li> <li>Use <b>new vocabulary words correctly.</b></li> </ul>
		<p><b>GRAMMAR</b></p> <p><b>CH-7 Verbs</b></p>	<ul style="list-style-type: none"> <li>Students will understand the <b>concept of verbs</b> as action words.</li> <li>Students will learn to <b>identify verbs in sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>pictures showing actions</b> (e.g., running, jumping, eating) and</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>real-life actions, gestures, and role play</b> to explain verbs.</li> <li>Encourage <b>group and pair activities</b> so all</li> </ul>	<ul style="list-style-type: none"> <li>Students make a <b>list of 10 verbs</b> describing things they do every day.</li> <li>Activity: <b>Write 5</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Act and Guess:</b> Students act out verbs and others guess the action.</li> <li><b>Fill in the blanks:</b> Complete</li> </ul>	<ul style="list-style-type: none"> <li>Define <b>verbs</b> as action words.</li> <li>Identify verbs in <b>sentences and daily life.</b></li> </ul>

			<ul style="list-style-type: none"> <li>Students will be able to <b>use verbs correctly in speaking and writing</b>.</li> <li>Students will improve their <b>grammar and sentence construction skills</b>.</li> </ul>	<p>label them with the verb.</p> <ul style="list-style-type: none"> <li>Make an <b>“Action Wall”</b> in the classroom with verbs and matching illustrations.</li> </ul>	<p>students participate.</p> <ul style="list-style-type: none"> <li>Provide <b>simple sentences</b> for slow learners.</li> </ul>	<p><b>sentences using verbs</b> correctly.</p>	<p>sentences with the correct verb.</p>	<ul style="list-style-type: none"> <li>Use verbs correctly in <b>speaking and writing</b>.</li> </ul>
		<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Students will <b>understand the meanings of new words</b>.</li> <li>Students will <b>use new words correctly in sentences</b>.</li> <li>Students will improve <b>spelling, reading, and pronunciation</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Word Pictures:</b> Students draw pictures for new words (e.g., “apple” → draw an apple).</li> <li><b>Vocabulary Wall:</b> Display new words with illustrations in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>gestures, pictures, and real objects</b> to explain new words.</li> <li>Encourage <b>peer learning</b> – students teach new words to each other.</li> <li>Provide <b>simple and repetitive examples</b> for slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>Students maintain a <b>Vocabulary Notebook</b> with new words, meanings, and sentences.</li> <li>Activity: <b>Make 5–10 sentences</b> using new words learned that week.</li> </ul>	<ul style="list-style-type: none"> <li><b>Matching Game:</b> Match words with their meanings or pictures.</li> <li><b>Fill in the blanks:</b> Insert the correct vocabulary word in a sentence.</li> <li><b>Think–Pair–Share:</b> Students discuss words related to a theme (animals, school, food, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Understand and <b>define new vocabulary words</b>.</li> <li>Spell and <b>pronounce words correctly</b>.</li> <li>Use words accurately in <b>sentences and conversations</b>.</li> </ul>
Sep	23	<b>TERM 1 REVISION</b>						
Oct	22	<b>COURSEBOOK</b> <b>CH-6 The Magic Tree</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>story</b></li> </ul>	<ul style="list-style-type: none"> <li>Students draw the <b>magic tree</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, storytelling, and gestures</b> to</li> </ul>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences about their</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Students act as</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>main characters</b></li> </ul>

		<p><b>and its main characters.</b></p> <ul style="list-style-type: none"> <li>• Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>• Students will learn <b>new vocabulary words</b> from the story.</li> <li>• Students will understand the <b>moral or lesson of the story</b>, such as kindness, sharing, or imagination.</li> </ul>	<p><b>and the characters</b> in the story.</p> <ul style="list-style-type: none"> <li>• Make a <b>creative craft of a tree</b> using paper, leaves, or colors.</li> <li>• Create a <b>storyboard showing the sequence of events.</b></li> </ul>	<p>explain the story.</p> <ul style="list-style-type: none"> <li>• Encourage <b>group reading</b> so every student participates.</li> <li>• Pair <b>fast learners with slow learners</b> for peer support.</li> <li>• Allow students to respond through <b>speaking, drawing, or acting.</b></li> </ul>	<p><b>favorite part of the story.</b></p> <ul style="list-style-type: none"> <li>• Activity: <b>Role-play a scene from the story.</b></li> <li>• Students make a <b>small chart showing the lessons learned from the story.</b></li> </ul>	<p>characters from the story.</p> <ul style="list-style-type: none"> <li>• <b>Think–Pair–Share:</b> Discuss what makes the magic tree special and why.</li> <li>• <b>Vocabulary Activity:</b> Match story words with pictures or meanings.</li> </ul>	<p><b>and events</b> in the story.</p> <ul style="list-style-type: none"> <li>• Understand the <b>moral or lesson</b> of the story.</li> <li>• Use <b>new vocabulary words correctly.</b></li> <li>• Participate actively in <b>classroom discussions and creative activities.</b></li> </ul>
	<b>Lost and Found</b>	<ul style="list-style-type: none"> <li>• Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>• Students will learn <b>new vocabulary words</b> related to objects, places, and actions.</li> <li>• Students will understand the <b>importance of honesty and helping others.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make a <b>Lost and Found chart</b> showing items found and returned.</li> <li>• Create a <b>storyboard showing the sequence of events</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, storytelling, and gestures</b> to explain the story.</li> <li>• Encourage <b>group reading</b> so every student participates.</li> <li>• Pair <b>fast learners with slow learners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>3–4 sentences about a lost item they found or would like to find.</b></li> <li>• Activity: <b>Role-play a lost-and-found scenario</b> in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Students act as the person who lost or found an item.</li> <li>• <b>Think–Pair–Share:</b> Discuss why it is important to return lost items.</li> <li>• <b>Vocabulary Activity:</b> Match objects in the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>main characters and events</b> in the story.</li> <li>• Understand the <b>importance of honesty and helping others.</b></li> <li>• Use <b>new vocabulary</b></li> </ul>

					for better understanding.		story with pictures or names.	<b>words correctly.</b>  • Participate confidently in <b>classroom discussions and creative activities.</b>
	<b>GRAMMAR</b>  <b>CH-8 Verbs- am, is, are (as main verbs)</b>	<ul style="list-style-type: none"> <li>• Students will understand the <b>use of “am,” “is,” and “are” as main verbs.</b></li> <li>• Students will learn <b>how to form simple sentences</b> using these verbs.</li> <li>• Students will be able to <b>identify “am,” “is,” and “are” in sentences.</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>pictures of themselves, classmates, and objects</b> and write sentences using <b>am, is, are</b> (e.g., “I am happy,” “He is a boy,” “They are friends”).</li> <li>• Create a <b>chart with three columns: Am   Is   Are</b>, and paste examples under each.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>real-life examples and gestures</b> to explain the concept.</li> <li>• Encourage <b>group and pair practice</b> so all students participate.</li> <li>• Provide <b>simple and repetitive sentences</b> for slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>5 sentences about themselves, classmates, or objects</b> using am, is, or are.</li> <li>• Activity: <b>Classroom survey</b> – students ask and answer “Who am I?” “Who is he/she?” “Who are they?”</li> <li>• Make a <b>personal “Am-Is-Are” chart</b> in their notebooks.</li> </ul>	<p><b>Sentence Matching:</b> Match pictures with correct sentences using am, is, or are.</p> <p><b>Fill in the blanks:</b> Complete sentences with the correct verb.</p> <p><b>Think–Pair–Share:</b> Students describe themselves, friends, and objects using am, is, or are.</p>	<ul style="list-style-type: none"> <li>• Identify and use <b>am, is, and are correctly as main verbs.</b></li> <li>• Form <b>simple sentences</b> using am, is, and are.</li> <li>• Use these verbs <b>confidently in speaking and writing activities.</b></li> </ul>	
	<b>CH-9 Adverbs (ending in -ly)</b>	<ul style="list-style-type: none"> <li>• Students will understand the <b>concept</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>pictures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>gestures and role play</b> to</li> </ul>	Students make a <b>list of 10</b>	<ul style="list-style-type: none"> <li>• <b>Matching Game:</b> Match</li> </ul>	<ul style="list-style-type: none"> <li>• Define <b>adverbs</b> and</li> </ul>	

			<p><b>of adverbs</b> and how they describe verbs.</p> <ul style="list-style-type: none"> <li>• Students will learn that many adverbs <b>end with “-ly”</b> (e.g., quickly, slowly, happily).</li> <li>• Students will be able to <b>identify and use adverbs in sentences</b>.</li> <li>• Students will improve their <b>grammar, vocabulary, and sentence writing skills</b>.</li> </ul>	<p><b>showing actions</b> and write sentences using adverbs (e.g., “The boy runs quickly”).</p> <ul style="list-style-type: none"> <li>• Create an <b>Adverbs Chart</b> with pictures and words ending in -ly.</li> <li>• Make <b>flashcards with action verbs and adverbs</b> to match together.</li> </ul>	<p>demonstrate actions described by adverbs.</p> <ul style="list-style-type: none"> <li>• Encourage <b>pair and group activities</b> so all students participate.</li> <li>• Provide <b>simple examples for slow learners</b> (e.g., walk slowly, talk softly).</li> <li>• Allow students to answer through <b>speaking, writing, or acting</b>.</li> </ul>	<p><b>adverbs ending in -ly</b>.</p> <p>Activity: <b>Write 5 sentences using adverbs ending in -ly</b>.</p> <p>Classroom activity: <b>Act out an action and let others describe it using adverbs</b>.</p>	<p>verbs with suitable adverbs ending in -ly.</p> <ul style="list-style-type: none"> <li>• <b>Fill in the blanks:</b> Insert the correct adverb in sentences.</li> <li>• <b>Think–Pair–Share:</b> Discuss how the adverb changes the meaning of the action.</li> </ul>	<p>recognize those ending in -ly.</p> <ul style="list-style-type: none"> <li>• Identify adverbs in <b>sentences</b>.</li> <li>• Use adverbs correctly to <b>describe actions</b>.</li> </ul>
Nov	16	<p><b>COURSEBOOK</b></p> <p><b>CH-7 The Red Raincoat</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>story and main characters</b>.</li> <li>• Students will improve their <b>reading, listening, and speaking skills</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw the <b>red raincoat and the characters wearing it</b>.</li> <li>• Make a <b>weather and clothing chart</b> showing what</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, gestures, and storytelling</b> to explain the story.</li> <li>• Encourage <b>group reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>3–4 sentences about their favorite clothing item</b>.</li> <li>• Activity: <b>Role-play a rainy day scenario</b> using</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Act out the story or scenes with a red raincoat.</li> <li>• <b>Think–Pair–Share:</b> Discuss how to care for</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>main characters and events</b> in the story.</li> <li>• Use <b>new vocabulary words related</b></li> </ul>

		<ul style="list-style-type: none"> <li>Students will learn <b>new vocabulary words</b> related to clothes, colors, and weather.</li> <li>Students will understand <b>values such as caring, sharing, and responsibility.</b></li> </ul>	to wear in rain, sun, or cold.	so every child participates.	classroom props.	personal belongings.	<b>to clothes and weather.</b>
	<b>The Rainbow</b>	<ul style="list-style-type: none"> <li>Students will understand the <b>story or poem about the rainbow.</b></li> <li>Students will learn <b>the colors of the rainbow</b> and their sequence.</li> <li>Students will improve their <b>reading, listening, and speaking skills.</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Students draw a <b>rainbow using colors in correct order.</b></li> <li>Make a <b>craft of a rainbow with paper, crayons, or clay.</b></li> <li>Create a <b>storyboard or scene showing a rainbow in the sky.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, charts, and storytelling</b> to explain the lesson.</li> <li>Encourage <b>all students to participate</b> in reading or describing the rainbow.</li> <li>Pair <b>strong learners with slow learners</b> for peer support.</li> </ul>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences describing a rainbow.</b></li> <li>Activity: <b>Color Hunt</b> – find objects matching rainbow colors around the classroom.</li> <li>Make a <b>chart showing colors in order with examples of objects for each color.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Think–Pair–Share:</b> Discuss experiences of seeing a rainbow.</li> <li><b>Vocabulary Activity:</b> Match color words with objects in the classroom.</li> <li><b>Creative Activity:</b> Students make a short poem or sentence using rainbow colors.</li> </ul>	<ul style="list-style-type: none"> <li>Understand <b>values like caring and responsibility.</b></li> <li>Name the <b>colors of the rainbow in correct order.</b></li> <li>Describe a rainbow using <b>simple sentences.</b></li> <li>Use <b>new vocabulary words related to colors and nature.</b></li> </ul>

	<p><b>GRAMMAR</b></p> <p><b>CH-10 Pronouns</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>concept of pronouns</b> as words that replace nouns.</li> <li>• Students will learn common pronouns like <b>I, you, he, she, it, we, they.</b></li> <li>• Students will be able to <b>use pronouns correctly in sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>people, animals, or objects</b> and write sentences replacing nouns with pronouns (e.g., “Ravi is happy. He is happy.”).</li> <li>• Make a <b>Pronoun Chart</b> with pictures and corresponding pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>real-life examples and gestures</b> to explain pronouns.</li> <li>• Encourage <b>group and pair activities</b> so all students participate.</li> <li>• Provide <b>simple examples and repetition</b> for slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>list of 10 sentences</b> replacing nouns with pronouns.</li> <li>• Activity: <b>Role-play</b> – students introduce themselves and classmates using pronouns.</li> <li>• Classroom activity: <b>Pronoun Hunt</b> – find nouns in a story and replace them with pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Matching Game:</b> Match nouns with their appropriate pronouns.</li> <li>• <b>Fill in the blanks:</b> Complete sentences with the correct pronoun.</li> <li>• <b>Think–Pair–Share:</b> Students describe their classmates or objects using pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Define <b>pronouns</b> and their use.</li> <li>• Identify pronouns in <b>sentences and texts.</b></li> <li>• Use pronouns correctly to <b>replace nouns in writing and speaking.</b></li> </ul>
	<p><b>CH-11 Conjunctions</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>concept of conjunctions</b> as words that join words, phrases, or sentences.</li> <li>• Students will learn common conjunctions like <b>and, but, or.</b></li> <li>• Students will be able to <b>use conjunctions correctly in sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students create a <b>sentence chart</b> joining two ideas using conjunctions (e.g., “I like apples <b>and</b> bananas”).</li> <li>• Make <b>flashcards</b> with words or</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>simple examples and visual aids</b> to explain conjunctions.</li> <li>• Encourage <b>pair and group work</b> for practice.</li> <li>• Provide <b>repetition and guided</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>5 sentences using ‘and,’ ‘but,’ or ‘or’.</b></li> <li>• Activity: <b>Sentence joining game</b> – combine two short sentences into one using a conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Matching Game:</b> Match two phrases or pictures and join them with the correct conjunction.</li> <li>• <b>Fill in the blanks:</b> Insert the correct conjunction in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Define <b>conjunctions</b> and their function in sentences.</li> <li>• Identify conjunctions in <b>words, phrases, and sentences.</b></li> <li>• Use conjunctions</li> </ul>

				pictures and ask students to join them using conjunctions.	<b>exercises</b> for slow learners.			correctly to <b>join words and ideas</b> .
Dec	24	<p><b>COURSEBOOK</b></p> <p><b>CH-8 King Lion and Rabbit</b></p>	<ul style="list-style-type: none"> <li>Students will understand the <b>story and characters</b> (King Lion and the clever Rabbit).</li> <li>Students will improve their <b>reading, listening, and speaking skills</b>.</li> <li>Students will learn <b>new vocabulary words</b> from the story.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>King Lion and the Rabbit</b> and color the characters.</li> <li>Create a <b>storyboard showing the sequence of events</b>.</li> <li>Make <b>puppet crafts</b> of the lion and rabbit for role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, gestures, and storytelling</b> to explain the story.</li> <li>Encourage <b>group reading</b> so every child participates.</li> <li>Pair <b>fast learners with slow learners</b> for peer support.</li> </ul>	<p>Students write <b>3–4 sentences about their favorite character</b>.</p> <p>Activity: <b>Role-play the story</b> in small groups.</p> <p>Students make a <b>chart showing the sequence of events and moral lesson</b>.</p>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Act out the clever tricks of the Rabbit or actions of King Lion.</li> <li><b>Think–Pair–Share:</b> Discuss what lesson they learned from the story.</li> <li><b>Vocabulary Activity:</b> Match story words with pictures (e.g., lion, rabbit, clever, forest).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>main characters and events</b> in the story.</li> <li>Understand the <b>moral of the story</b>.</li> <li>Use <b>new vocabulary words</b> correctly.</li> <li>Participate actively in <b>classroom discussions, creative activities, and role-plays</b>.</li> </ul>
		<p><b>My Big Fat Cat</b></p>	<ul style="list-style-type: none"> <li>Students will understand the <b>story and main character</b> (the big fat cat).</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>their own cat or the big fat cat</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, gestures, and storytelling</b> to explain the story.</li> </ul>	<ul style="list-style-type: none"> <li>Students write <b>3–4 sentences about their favorite pet or animal</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Role Play:</b> Students act as the big fat cat doing various actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <b>main character and events</b> in the story.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>•</li> </ul>	<p><b>from the story</b> and color it.</p> <ul style="list-style-type: none"> <li>• Make a <b>descriptive chart</b> showing adjectives to describe the cat (big, fat, furry, playful).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage <b>group reading</b> so every student participates.</li> <li>• Pair <b>fast learners with slow learners</b> for support.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: <b>Act out actions of the big fat cat</b> in the classroom.</li> <li>• Students make a <b>small chart of adjectives describing animals.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think–Pair–Share:</b> Discuss what makes pets fun or interesting.</li> <li>• <b>Vocabulary Activity:</b> Match story words with pictures (e.g., cat, fat, furry, meow).</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>descriptive words and new vocabulary</b> correctly.</li> <li>• Describe <b>pets or animals in sentences.</b></li> </ul>
	<p><b>GRAMMAR</b></p> <p><b>CH-12 Prepositions</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the <b>concept of prepositions</b> as words that show <b>position, place, or direction.</b></li> <li>• Students will learn common prepositions such as <b>in, on, under, above, behind, between.</b></li> <li>• Students will be able to <b>use prepositions correctly in sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>pictures showing objects in different positions</b> (e.g., “The book is on the table,” “The cat is under the chair”).</li> <li>• Create a <b>Preposition Wall</b> with pictures and words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>real objects in the classroom</b> to demonstrate prepositions.</li> <li>• Encourage <b>group and pair practice</b> so all students participate.</li> <li>• Provide <b>simple examples and repetition</b> for slow learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make a <b>chart of 10 prepositions with pictures and sentences.</b></li> <li>• Activity: <b>Classroom object hunt</b> – describe where objects are using prepositions.</li> <li>• Students write <b>5 sentences using different prepositions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Position Game:</b> Place objects and describe their positions using prepositions.</li> <li>• <b>Fill in the blanks:</b> Complete sentences with the correct preposition.</li> <li>• <b>Think–Pair–Share:</b> Students describe the location of things at home or school.</li> </ul>	<ul style="list-style-type: none"> <li>• Define <b>prepositions</b> and their function.</li> <li>• Identify prepositions in <b>sentences and real-life situations.</b></li> <li>• Use prepositions correctly in <b>speaking and writing.</b></li> <li>• Demonstrate understanding through <b>creative classroom</b></li> </ul>

								<b>activities and exercises.</b>
		<b>CH-13 Punctuation-Capital Letters and Full Stop</b>	<ul style="list-style-type: none"> <li>• Students will understand the <b>importance of punctuation</b> in writing.</li> <li>• Students will learn the <b>rules for using capital letters</b> (beginning of sentences, proper nouns, names of people, places, and days).</li> <li>• Students will learn to use <b>full stops (.)</b> at the end of sentences.</li> <li>• Students will improve their <b>writing, reading, and sentence construction skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students create <b>posters showing sentences with correct capitalization and full stops.</b></li> <li>• Use <b>flashcards with sentences missing capitals or full stops</b> for correction activities.</li> <li>• Make a <b>“Punctuation Wall”</b> in the classroom with examples of capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>visual aids, charts, and real examples</b> to explain rules.</li> <li>• Encourage <b>pair and group activities</b> for practice.</li> <li>• Provide <b>repetitive exercises and simple sentences</b> for slow learners.</li> <li>• Allow students to respond through <b>writing, reading aloud, or correcting sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>5 simple sentences using capital letters and full stops correctly.</b></li> <li>• Activity: <b>Sentence correction game</b> – identify errors in capitalization and punctuation.</li> <li>• Students make a <b>mini-book of sentences</b> demonstrating correct use of capitals and full stops.</li> </ul>	<p><b>Matching Game:</b> Match sentences with correct capital letters and full stops.</p> <p><b>Fill in the blanks:</b> Add capital letters or full stops to incomplete sentences.</p> <p><b>Think–Pair–Share:</b> Students read their sentences aloud and discuss proper punctuation.</p>	<ul style="list-style-type: none"> <li>• Identify when to use <b>capital letters.</b></li> <li>• Place a <b>full stop</b> correctly at the end of sentences.</li> <li>• Write <b>complete sentences with proper punctuation.</b></li> </ul>
Jan	14	<b>COURSEBOOK</b> <b>CH-9 The Gold Coin</b>	<ul style="list-style-type: none"> <li>• Students will understand the <b>story and main characters</b> in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>the gold coin and the characters in the story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, gestures, and storytelling</b> to explain the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write <b>3–4 sentences about the story or a time they found</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Role Play:</b> Act out scenes where honesty and sharing are shown.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>main characters and events</b> in the story.</li> </ul>

		<ul style="list-style-type: none"> <li>• Students will improve their <b>reading, listening, and speaking skills.</b></li> <li>• Students will learn <b>new vocabulary words</b> related to money, honesty, and problem-solving.</li> <li>• Students will understand <b>moral values</b> such as honesty, kindness, and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a <b>storyboard showing the sequence of events.</b></li> <li>• Create a <b>craft of a gold coin</b> using paper or foil.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage <b>group reading</b> so every child participates.</li> <li>• Pair <b>fast learners with slow learners</b> for support.</li> <li>• Allow students to respond through <b>speaking, drawing, or acting.</b></li> </ul>	<p><b>something valuable.</b></p> <ul style="list-style-type: none"> <li>• Activity: <b>Role-play a scene from the story.</b></li> <li>• Students make a <b>chart showing lessons learned from the story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think–Pair–Share:</b> Discuss why it is important to return lost or valuable items.</li> <li>• <b>Vocabulary Activity:</b> Match story words with pictures (coin, gold, honest, clever).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the <b>moral of honesty and kindness.</b></li> <li>• Use <b>new vocabulary words correctly.</b></li> <li>• Participate actively in <b>classroom discussions, creative activities, and role-plays.</b></li> </ul>
	<p><b>GRAMMAR</b></p> <p><b>CH-14 Sentences</b></p>	<ul style="list-style-type: none"> <li>• Students will understand what a <b>sentence is</b> as a complete thought.</li> <li>• Students will learn the <b>structure of simple sentences</b> (beginning with a capital letter and ending with a full stop).</li> <li>• Students will be able to <b>write, read, and identify sentences</b> correctly.</li> <li>• Students will improve their</li> </ul>	<ul style="list-style-type: none"> <li>• Students draw <b>pictures and write sentences describing them.</b></li> <li>• Create a <b>Sentence Wall</b> with examples of simple sentences.</li> <li>• Use <b>flashcards</b> with words and ask students to</li> </ul>	<p>Use <b>real-life examples and objects</b> to explain sentences.</p> <p>Encourage <b>group and pair activities</b> so all students participate.</p> <p>Provide <b>repetitive exercises and simple</b></p>	<ul style="list-style-type: none"> <li>• Students write <b>5 simple sentences about themselves, their classroom, or pets.</b></li> <li>• Activity: <b>Sentence building game</b> – arrange words to make complete sentences.</li> <li>• Students create a <b>mini-</b></li> </ul>	<p><b>Sentence Correction:</b> Identify and correct incomplete or wrongly punctuated sentences.</p> <p><b>Fill in the blanks:</b> Complete sentences with missing words, capital letters, or full stops.</p> <p><b>Think–Pair–Share:</b> Share</p>	<ul style="list-style-type: none"> <li>• Define a <b>sentence</b> and understand its structure.</li> <li>• Identify <b>beginning and ending of sentences</b> with correct punctuation.</li> <li>• Write <b>complete sentences correctly.</b></li> </ul>

		<b>grammar, writing, and communication skills.</b>	arrange them into sentences.	<b>sentences</b> for slow learners.  Allow students to respond through <b>speaking, writing, or drawing.</b>	<b>book of sentences with pictures.</b>	sentences about daily activities and describe them aloud.	<ul style="list-style-type: none"> <li>• Demonstrate understanding through <b>speaking, writing, and creative activities.</b></li> </ul>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>• Students will learn to <b>express their ideas in writing</b> clearly.</li> <li>• Students will understand the <b>structure of a simple composition</b> (beginning, middle, end).</li> </ul>	<ul style="list-style-type: none"> <li>• Students <b>illustrate their compositions</b> with drawings related to their topic.</li> <li>• Use <b>storyboards or comic strips</b> to plan the sequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide <b>sentence starters or prompts</b> for students who need guidance.</li> <li>• Encourage <b>peer review and group discussion</b> to share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write a <b>short composition on topics like My Pet, My School, My Favorite Food, or My Family.</b></li> <li>• Activity: <b>Illustrate and write</b> – draw a picture and write 3–5 sentences about it.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think–Pair–Share:</b> Students discuss ideas before writing.</li> <li>• <b>Sentence Sequencing:</b> Arrange jumbled sentences to make a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a <b>short, coherent composition</b> with a beginning, middle, and end.</li> <li>• Use <b>correct grammar, punctuation, and capitalization</b> in writing.</li> <li>• Illustrate ideas through <b>pictures or diagrams</b> to support writing.</li> </ul>
	<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Students will develop <b>understanding and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students <b>illustrate the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, gestures, and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students answer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think–Pair–Share:</b> Discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>main idea and</b></li> </ul>

		<p><b>interpretation skills</b> for texts.</p> <ul style="list-style-type: none"> <li>• Students will learn to <b>identify main ideas, details, and sequence of events.</b></li> </ul>	<p><b>story or passage</b> they read.</p> <ul style="list-style-type: none"> <li>• Use <b>storyboards or comic strips</b> to visualize events in the text.</li> </ul>	<p><b>verbal explanation</b> to support understanding.</p> <ul style="list-style-type: none"> <li>• Encourage <b>group reading and discussion</b> so every child participates.</li> <li>• Provide <b>simplified texts or guided questions</b> for slow learners.</li> </ul>	<p><b>questions about a passage</b> using full sentences.</p> <ul style="list-style-type: none"> <li>• Activity: <b>Draw a scene from the passage</b> and describe it in 2–3 sentences.</li> </ul>	<p>the main idea and key details of the passage.</p> <ul style="list-style-type: none"> <li>• <b>Matching Game:</b> Match vocabulary words from the passage with meanings or pictures.</li> <li>• <b>Sequencing Activity:</b> Arrange events from the passage in the correct order.</li> </ul>	<p><b>supporting details</b> in a text.</p> <ul style="list-style-type: none"> <li>• Answer <b>questions accurately using complete sentences.</b></li> <li>• Use <b>new vocabulary and correct grammar</b> in responses.</li> </ul>
Feb	22	<b>TERM 2 REVISION</b>					

**विषय : हिंदी**

**निर्धारित पुस्तकें-** 1. पंखुड़ी हिंदी पाठमाला  
2. पंखुड़ी हिंदी व्याकरण

Month	WD	अध्याय / उप-विशयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
April	23	<p><b>पुनर्वृत्ति</b></p> <ul style="list-style-type: none"> <li>• मैं और मेरा परिवार</li> <li>• मेरा विद्यालय</li> <li>• राष्ट्र के गौरव प्रतीक</li> <li>• चित्र कथा</li> <li>• पार्क में मस्ती</li> <li>• वर्णमाला का संसार</li> <li>• दो वर्णों से बने शब्द</li> <li>• तीन वर्णों से बने शब्द</li> <li>• चार वर्णों से बने शब्द</li> </ul>	<ul style="list-style-type: none"> <li>• परिवार, विद्यालय एवं राष्ट्र के प्रतीकों के बारे में जानकारी प्राप्त करेंगे।</li> <li>• वर्णमाला तथा दो, तीन और चार वर्णों से बने शब्दों की पहचान कर सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>• विद्यार्थी अपने परिवार का चित्र बनाकर उसका वर्णन करेंगे।</li> <li>• विद्यालय का मॉडल या चित्र बनाकर रंग भरेंगे।</li> <li>• राष्ट्र के गौरव प्रतीकों (जैसे तिरंगा, मोर, कमल) का चित्र बनाकर सजावट करेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>• सभी विद्यार्थियों को उनकी क्षमता के अनुसार गतिविधियाँ दी जाएंगी।</li> <li>• कमजोर विद्यार्थियों को अतिरिक्त सहायता और सरल शब्दों का अभ्यास कराया जाएगा।</li> </ul>	<ul style="list-style-type: none"> <li>• मेरा परिवार पर चार्ट बनाकर कक्षा में प्रस्तुति देना।</li> <li>• राष्ट्र के प्रतीकों पर एक छोटा प्रोजेक्ट तैयार करना।</li> <li>• वर्णमाला की पुस्तक या शब्द-संग्रह बनाना।</li> <li>• पार्क में देखी गई गतिविधियों पर चित्र बनाकर विवरण लिखना।</li> </ul>	<ul style="list-style-type: none"> <li>• शब्द पहचान और शब्द निर्माण की गतिविधियाँ।</li> <li>• चित्र देखकर कहानी बनाना।</li> <li>• रिक्त स्थान भरना और मिलान करना।</li> </ul>	<ul style="list-style-type: none"> <li>• दो, तीन और चार वर्णों से बने शब्द बना और पढ़ सकेंगे।</li> <li>• सरल वाक्य बोल और लिख सकेंगे।</li> <li>• चित्र देखकर छोटी कहानी बना सकेंगे।</li> <li>• परिवार, विद्यालय और राष्ट्र के प्रतीकों का महत्व समझ सकेंगे।</li> </ul>
		<p><b>पाठ 1 – राजा आया, राजा आया – आ की मात्रा</b></p>	<ul style="list-style-type: none"> <li>• आ (।) की मात्रा की पहचान कर सकेंगे।</li> <li>• आ की मात्रा वाले शब्द पढ़ और लिख सकेंगे (जैसे दृ राजा, आम, माला, ताला)।</li> <li>• "राजा आया, राजा आया" पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>• विद्यार्थी "राजा" का चित्र बनाकर उसमें रंग भरेंगे।</li> <li>• "आ" की मात्रा वाले शब्दों का रंगीन चार्ट तैयार करेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>• कमजोर विद्यार्थियों को बड़े अक्षरों और चित्रों की सहायता से समझाया जाएगा।</li> <li>• श्रवण अभ्यास के माध्यम से बार-बार उच्चारण कराया जाएगा।</li> </ul>	<ul style="list-style-type: none"> <li>• "आ" की मात्रा वाले 10 शब्दों की छोटी शब्द-पुस्तिका बनाना।</li> <li>• घर से आ की मात्रा वाली वस्तुओं के नाम खोजकर सूची बनाना।</li> </ul>	<ul style="list-style-type: none"> <li>• रिक्त स्थान भरें</li> <li>• सही मात्रा लगाकर शब्द बनाना।</li> <li>• चित्र देखकर सही शब्द चुनना।</li> <li>• आ की मात्रा वाले शब्दों से वाक्य बनाना।</li> </ul>	<ul style="list-style-type: none"> <li>• आ (।) की मात्रा को पहचान और सही ढंग से लिख सकेंगे।</li> <li>• आ की मात्रा वाले सरल शब्द पढ़ और लिख सकेंगे।</li> <li>• दिए गए चित्र के आधार पर सही शब्द लिख सकेंगे।</li> </ul>

		<p><b>पाठ 2—विमला — इ की मात्रा</b></p> <ul style="list-style-type: none"> <li>इ िकी मात्रा की पहचान कर सकेंगे।</li> <li>इ की मात्रा वाले शब्द (जैसे दृ विमल, किताब, खिल, दिन, मिट्टी) पढ़ और लिख सकेंगे।</li> <li>“विमला” पाठ को शुद्ध उच्चारण के साथ पढ़ सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>“विमला” का चित्र बनाकर रंग भरना और नाम लिखना।</li> <li>इ की मात्रा वाले शब्दों का रंगीन चार्ट तैयार करना। चित्रदृशब्द मिलान गतिविधि (जैसे दृ किताब, खिलौना, चित्र)।</li> </ul>	<ul style="list-style-type: none"> <li>बड़े और स्पष्ट अक्षरों वाले फ्लैश कार्ड का प्रयोग।</li> <li>बार-बार उच्चारण अभ्यास (सुनो और बोलो गतिविधि)।</li> <li>कमजोर विद्यार्थियों के लिए ट्रेसिंग (बिंदु मिलाकर लिखना) अभ्यास।</li> </ul>	<ul style="list-style-type: none"> <li>इ की मात्रा वाले 10 शब्दों की छोटी शब्द-पुस्तिका बनाना।</li> <li>घर से इ की मात्रा वाले शब्द खोजकर सूची बनाना।</li> <li>“विमला” पाठ पर चित्र सहित 3दृ4 वाक्य लिखना।</li> </ul>	<ul style="list-style-type: none"> <li>सही मात्रा लगाकर शब्द बनाना।</li> <li>चित्र देखकर सही शब्द चुनना।</li> <li>इ की मात्रा वाले शब्दों से छोटे वाक्य बनाना।</li> </ul>	<ul style="list-style-type: none"> <li>इ ि की मात्रा को पहचान और सही स्थान पर लिख सकेंगे।</li> <li>इ की मात्रा वाले सरल शब्द पढ़ और लिख सकेंगे।</li> <li>चित्र के आधार पर सही शब्द लिख सकेंगे।</li> <li>छोटे-छोटे वाक्य बना सकेंगे।</li> </ul>
		<p><b>व्याकरण पाठ 1— हमारी भाषा</b></p> <ul style="list-style-type: none"> <li>भाषा का अर्थ और महत्व समझ सकेंगे।</li> <li>बोलचाल और लिखित भाषा में अंतर जान सकेंगे।</li> <li>हिंदी भाषा के प्रति रुचि और सम्मान विकसित करेंगे।</li> <li>दैनिक जीवन में भाषा के प्रयोग को पहचान सकेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>विद्यार्थी अपने परिवार का चित्र बनाकर उसका वर्णन करेंगे।</li> <li>विद्यालय का मॉडल या चित्र बनाकर रंग भरेंगे।</li> <li>राष्ट्र के गौरव प्रतीकों (जैसे तिरंगा, मोर, कमल) का चित्र बनाकर सजावट करेंगे।</li> </ul>	<ul style="list-style-type: none"> <li>सरल और स्पष्ट भाषा में समझाना।</li> <li>चित्रों, संकेतों और अभिनय का प्रयोग।</li> <li>सभी विद्यार्थियों को बोलने का अवसर देना।</li> <li>कमजोर विद्यार्थियों के लिए मौखिक अभ्यास और पुनरावृत्ति।</li> </ul>	<ul style="list-style-type: none"> <li>घर में बोली जाने वाली भाषा पर छोटा प्रोजेक्ट बनाना।</li> <li>परिवार के सदस्यों से बातचीत कर 5 वाक्य लिखना।</li> <li>विभिन्न भाषाओं के नामों की सूची तैयार करना।</li> </ul>	<ul style="list-style-type: none"> <li>सही गलत गतिविधि भाषा के उपयोग से संबंधित वाक्य।</li> <li>रिक्त स्थान भरें</li> <li>चित्र देखकर वाक्य बनाना।</li> <li>बोलो और लिखो गतिविधि।</li> </ul>	<ul style="list-style-type: none"> <li>भाषा का महत्व समझ सकेंगे।</li> <li>बोलने और लिखने की भाषा में अंतर पहचान सकेंगे।</li> <li>सरल वाक्य बोल और लिख सकेंगे।</li> <li>हिंदी भाषा के प्रति रुचि और आत्मविश्वास विकसित करेंगे।</li> </ul>
May	07	<p><b>पाठ— 3 चीता आया — ई की मात्रा</b></p> <p>विद्यार्थी “ई” की मात्रा वाले शब्दों को पहचान सकेंगे। विद्यार्थी “ई” की मात्रा का सही उच्चारण और लेखन कर सकेंगे।</p>	<p>विद्यार्थी वर्ण और वर्णमाला का अर्थ समझ सकेंगे। विद्यार्थी स्वर और व्यंजन की पहचान कर सकेंगे।</p>	<p>बच्चे वर्णमाला चार्ट बनाकर स्वर और व्यंजन को अलग-अलग रंगों से लिखें। चित्र,</p>	<p>चित्र, फ्लैश कार्ड और अक्षर कार्ड के माध्यम से पढ़ाना ताकि सभी बच्चे</p>	<p>बच्चे घर से किसी भी 5 अक्षरों के चित्र ढूँढकर कॉपी में चिपकाएँ। वर्णमाला पुस्तक (।सर्चीइमज ठववा)</p>	<p>ई मात्रा वाले और बिना मात्रा वाले शब्दों को अलग करना। अक्षरों को सही</p>

		<p>विद्यार्थी चित्र देखकर "ई" मात्रा वाले शब्द बोल और लिख सकेंगे। विद्यार्थी छोटी-छोटी वाक्य रचना कर सकेंगे जिनमें "ई" मात्रा वाले शब्द हों।</p>	<p>विद्यार्थी हिंदी वर्णमाला को सही क्रम में पढ़ और बोल सकेंगे। बच्चे चीता का चित्र बनाएँ और उसके साथ "ई" मात्रा वाले शब्द लिखें जैसे दू चीता, चाबी, दीया, सीता। रंगीन चार्ट पर "ई" मात्रा शब्द-पेड़ (वतक ज्तमम) बनाना।</p>	<p>पलैश कार्ड और ऑडियो के माध्यम से सभी प्रकार के विद्यार्थियों को समझाना। कमजोर विद्यार्थियों को सरल शब्दों और अधिक अभ्यास के माध्यम से सहायता देना।</p>	<p>आसानी से समझ सकें। कमजोर विद्यार्थियों को बार-बार अभ्यास और मौखिक गतिविधियाँ देना। बच्चे घर से "ई" मात्रा वाली 5 वस्तुओं के चित्र लाएँ या बनाकर कॉपी में चिपकाएँ। "ई" मात्रा शब्द संग्रह" बनाना दू जैसे चाबी, तितली, दीया, सीता, चीता।</p>	<p>बनाना दू हर पेज पर एक अक्षर और उसका चित्र। चित्र दिखाकर बच्चों से "ई" मात्रा वाला शब्द बोलवाना।</p>	<p>क्रम में लगाना। विद्यार्थी "ई" मात्रा की पहचान कर सकेंगे। विद्यार्थी "ई" मात्रा वाले शब्द पढ़ और लिख सकेंगे। विद्यार्थी चित्रों के आधार पर सही शब्द चुन सकेंगे। विद्यार्थी सरल वाक्य बोलने और लिखने में सक्षम होंगे।</p>	
		<p><b>व्याकरण</b> <b>पाठ 2 – वर्ण और वर्णमाला</b></p>	<p>विद्यार्थी वर्ण और वर्णमाला की पहचान कर सकेंगे। विद्यार्थी स्वर और व्यंजन को अलग-अलग पहचान सकेंगे। विद्यार्थी हिंदी वर्णमाला को सही क्रम में पढ़ और लिख सकेंगे।</p>	<p>बच्चे वर्णमाला चार्ट बनाकर स्वर और व्यंजन को अलग-अलग रंगों से लिखें।</p>	<p>चित्र, पलैश कार्ड और अक्षर कार्ड के माध्यम से पढ़ाना ताकि सभी बच्चे आसानी से समझ सकें। कमजोर विद्यार्थियों को बार-बार अभ्यास और मौखिक गतिविधियाँ देना।</p>	<p>बच्चे घर से किसी भी 5 अक्षरों के चित्र ढूँढकर कॉपी में चिपकाएँ।</p>	<p>शिक्षक अक्षर बोले और बच्चे सही अक्षर कार्ड दिखाएँ। अक्षरों को सही क्रम में लगाना।</p>	<p>विद्यार्थी वर्ण और वर्णमाला की पहचान कर सकेंगे। विद्यार्थी स्वर और व्यंजन को अलग-अलग पहचान सकेंगे। विद्यार्थी हिंदी वर्णमाला को सही क्रम में पढ़ और लिख सकेंगे।</p>
June	16	<p><b>पाठ- 4 मुनिया – उ की मात्रा</b></p>	<p>विद्यार्थी "उ" की मात्रा को पहचान सकेंगे।</p>	<p>बच्चों से मुनिया का चित्र बनवाना और उसके नीचे "मुनिया" लिखवाना।</p>	<p>कमजोर विद्यार्थियों को चित्र और पलैश कार्ड के माध्यम से</p>	<p>बच्चे घर से उ की मात्रा वाले 5 शब्द ढूँढकर लाएँ और कक्षा में लिखें।</p>	<p>शब्द पहचान गतिविधिरू शिक्षक शब्द बोलें, बच्चे पहचानें कि उसमें उ</p>	<p>विद्यार्थी उ की मात्रा को पहचान और सही लिख सकेंगे।</p>

		विद्यार्थी "उ" मात्रा वाले शब्दों का सही उच्चारण और लेखन कर सकेंगे। विद्यार्थी चित्र देखकर "उ" मात्रा वाले शब्द बता सकेंगे। विद्यार्थी सरल शब्द और छोटे वाक्य बना सकेंगे।	रंगीन कागज से उ की मात्रा वाले शब्दों का चार्ट बनवाना।  कविता या छोटी कहानी बनाकर अभिनय करवाना जिसमें उ की मात्रा वाले शब्द हों।	समझाना।  समूह में काम करवाकर सहपाठी सहयोग को बढ़ावा देना।	उ की मात्रा शब्दों का पोस्टर बनाना (जैसे दृ गुल, कुत्ता, गुड़, मुर्गा)।	की मात्रा है या नहीं।  रिक्त स्थान भरें	उ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।	
	<b>व्याकरण पाठ -3 मात्राएं</b>	विद्यार्थी हिंदी स्वर और उनकी मात्राएँ पहचान सकें।  शब्दों में सही मात्रा लगाकर उच्चारण सीखें।  भाषा कौशल और पढ़ने की क्षमता बढ़ाना।	चित्रों के नीचे शब्द लिखकर सही मात्रा लगाना।  रंगीन चार्ट बनाकर स्वर और उनकी मात्राएँ दिखाना।	सभी विद्यार्थियों को स्वर और मात्रा पहचानने की गतिविधि में शामिल करना।  कमजोर विद्यार्थियों को चित्र और उदाहरणों के माध्यम से समझाना।	"मात्राएँ" पर चार्ट बनाना।	चित्र देखकर सही मात्रा वाले शब्द लिखना।  वाक्यों में सही मात्रा का प्रयोग करना।  समूह में मिलकर शब्द और मात्रा के साथ अभ्यास करना।	विद्यार्थी स्वर और मात्रा की पहचान और सही प्रयोग कर सकेंगे।  उच्चारण और शब्द निर्माण में सुधार होगा।  पढ़ने और लिखने की क्षमता बढ़ेगी।	
July	26	<b>पाठ-5 भालू दादा- ऊ की मात्रा</b>	विद्यार्थी ऊ की मात्रा को पहचान सकें।  ऊ की मात्रा वाले शब्द पढ़ना और लिखना सीखें (जैसे दृ भालू, झूला, फूल, चूहा)।	बच्चों से भालू का चित्र बनवाना और उसके नीचे "भालू" लिखवाना।  फूल, झूला, चूहा आदि के चित्र बनाकर रंग भरवाना और उनके नाम लिखवाना।	चित्र, पलैश कार्ड और ऑडियो-विजुअल सामग्री से सभी बच्चों को समझाना।  कमजोर विद्यार्थियों को सहपाठी सहयोग	बच्चे घर से ऊ की मात्रा वाले 5 शब्द खोजकर लाएँ।  ऊ की मात्रा शब्दों का चार्ट बनाना (भालू, फूल, झूला, चूहा)।	शब्द पहचान खेल शिक्षक शब्द बोलें, बच्चे बताएं उसमें ऊ की मात्रा है या नहीं।  रिक्त स्थान भरेंरु भालू, फूल, झूलला → ० लगाकर पूरा करना।	विद्यार्थी ऊ की मात्रा को पहचान और सही लिख सकेंगे।  ऊ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।
		<b>पाठ-6 ईश्वर की कृपा- ऋ की मात्रा</b>	विद्यार्थी ऋ की मात्रा को पहचान सकें।	बच्चों से वृक्ष (पेड़) का चित्र बनवाना	चित्र, पलैश कार्ड और सरल	बच्चे घर से ऋ की मात्रा वाले 4 5 शब्द	शब्द पहचान गतिविधिरु शिक्षक	विद्यार्थी ऋ की मात्रा को पहचान

		<p><u>ऋ की मात्रा वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे दृ कृपा, वृक्ष, पृथ्वी, कृपण)।</u></p>	<p><u>और उसके नीचे "वृक्ष" लिखवाना।</u></p> <p><u>पृथ्वी का चित्र बनाकर रंग भरवाना और उसका नाम लिखवाना।</u></p>	<p><u>उदाहरणों के माध्यम से समझाना।</u></p> <p><u>कमजोर विद्यार्थियों को समूह कार्य और सहपाठी सहयोग से मदद देना।</u></p>	<p>खोजकर लाएँ।</p> <p>ऋ की मात्रा शब्दों का चार्ट बनाना (कृ पा, वृक्ष, पृथ्वी)।</p>	<p>शब्द बोलें, बच्चे बताएं कि उसमें ऋ की मात्रा है या नहीं।</p> <p>रिक्त स्थान भरेंरू क ऋ पा, व ऋ क्ष → ७ लगाकर शब्द पूरा करना।</p>	<p>और सही लिख सकेंगे।</p> <p>ऋ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।</p>
<p><b>व्याकरण</b></p> <p><b>पाठ-4 शब्द और वाक्य</b></p>	<p><u>विद्यार्थी शब्द और वाक्य की पहचान कर सकें।</u></p> <p><u>शब्दों को जोड़कर सही वाक्य बनाना सीखें।</u></p>	<p><u>चित्र बनाकर वाक्यों में उपयोग होने वाले शब्द लिखना।</u></p>	<p><u>सभी विद्यार्थियों को शब्द और वाक्य पहचानने की गतिविधि में शामिल करना।</u></p>	<p>"शब्द और वाक्य" पर चार्ट बनाना।</p>	<p>दिए गए शब्दों से वाक्य बनाना।</p> <p>चित्र देखकर सही शब्द और वाक्य लिखना।</p> <p>समूह में मिलकर वाक्य बनाने और पढ़ने का अभ्यास करना।</p>	<p>विद्यार्थी शब्द और वाक्य की पहचान और सही प्रयोग कर सकेंगे।</p> <p>भाषा कौशल और वाक्य निर्माण में सुधार होगा।</p> <p>पढ़ने, लिखने और समझने की क्षमता बढ़ेगी।</p>	
<p><b>पाठ-5 नाम वाले शब्द</b></p>	<p><u>विद्यार्थी नाम वाले शब्द संज्ञा की पहचान कर सकें।</u></p> <p><u>वाक्यों में सही नाम वाले शब्दों का प्रयोग कर सकें।</u></p>	<p><u>चित्र बनाकर उसमें सही संज्ञा लिखना (जैसे राम, कुत्ता, घर)।</u></p> <p><u>रंगीन चार्ट बनाकर व्यक्ति, स्थान, वस्तु और प्राणी की संज्ञा दिखाना।</u></p>	<p><u>सभी विद्यार्थियों को चित्र देखकर नाम वाले शब्द पहचानने का अवसर देना।</u></p> <p><u>कमजोर विद्यार्थियों को चित्र और उदाहरण के माध्यम से समझाना।</u></p>	<p>"नाम वाले शब्द" पर चार्ट बनाना।</p> <p>10-15 चित्र लगाकर उनके लिए सही संज्ञा लिखना।</p>	<p>चित्र देखकर संज्ञा लिखना।</p> <p>वाक्यों में सही नाम वाले शब्द का प्रयोग करना।</p>	<p>विद्यार्थी नाम वाले शब्दों को पहचान और सही प्रयोग कर सकेंगे।</p> <p>भाषा कौशल और वाक्य निर्माण में सुधार होगा।</p> <p>पढ़ने, लिखने और समझने की क्षमता बढ़ेगी।</p>	

Aug	24	<p>पाठ-7 आओ बेटे खेलें- ए की मात्रा</p>	<p>विद्यार्थी ए की मात्रा ँ को पहचान सकें।</p> <p>ए की मात्रा वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे बेटा, खेल, केला, मेज)।</p> <p>शब्दों का सही उच्चारण कर सकें।</p>	<p><u>बच्चों से खेलते हुए बच्चों का चित्र बनवाना और उसके नीचे "खेल" लिखवाना।</u></p> <p><u>केला, मेज, बेटा आदि के चित्र बनाकर रंग भरवाना और उनके नाम लिखवाना।</u></p> <p><u>"आओ बेटे खेलें" विषय पर छोटी कविता या अभिनय गतिविधि करवाना।</u></p>	<p><u>चित्र, पलैश कार्ड और सरल उदाहरणों के माध्यम से सभी बच्चों को समझाना।</u></p> <p><u>कमजोर विद्यार्थियों को सहपाठी सहयोग से सहायता देना।</u></p>	<p>बच्चे घर से ए की मात्रा वाले 5 शब्द खोजकर लाएँ।</p> <p>ए की मात्रा शब्दों का चार्ट बनाना (केला, बेटा, खेल, मेज)।</p>	<p>शब्द पहचान खेल शिक्षक शब्द बोलें, बच्चे बताएं उसमें ए की मात्रा है या नहीं।</p> <p>रिक्त स्थान भरेंरू क ऋ ला, म ऋ ज, ख ऋ ल → ँ लगाकर पूरा करना।</p> <p>अक्षर कार्ड गतिविधिरू क ँ ला = केला।</p>	<p>विद्यार्थी ए की मात्रा को पहचान और सही लिख सकेंगे।</p> <p>ए की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।</p> <p>चित्र देखकर ए की मात्रा वाले शब्द बना सकेंगे।</p>
		<p>पाठ-8 मेरी नैया- ऐ की मात्रा</p>	<p>विद्यार्थी ऐ की मात्रा ऎ को पहचान सकें।</p> <p>ऐ की मात्रा वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे दू नैया, बैल, मैना, पैसा)।</p> <p>शब्दों का सही उच्चारण कर सकें।</p>	<p><u>बच्चों से नैया (नाव) का चित्र बनवाना और उसके नीचे "नैया" लिखवाना।</u></p>	<p><u>चित्र, पलैश कार्ड और सरल उदाहरणों के माध्यम से समझाना।</u></p> <p><u>कमजोर विद्यार्थियों को समूह कार्य और सहपाठी सहयोग से सहायता देना।</u></p>	<p>बच्चे घर से ऐ की मात्रा वाले 4 5 शब्द खोजकर लाएँ।</p> <p>ऐ की मात्रा शब्दों का चार्ट बनाना (नैया, मैना, बैल, पैसा)।</p>	<p>शब्द पहचान खेल शिक्षक शब्द बोलें, बच्चे बताएं कि उसमें ऐ की मात्रा है या नहीं।</p> <p>रिक्त स्थान भरेंरू न ऋ या, ब ऋ ल, म ऋ ना → ऎ लगाकर शब्द पूरा करना।</p> <p>अक्षर कार्ड गतिविधिरू न ऎ या = नैया।</p>	<p>विद्यार्थी ऐ की मात्रा को पहचान और सही लिख सकेंगे।</p> <p>ऐ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।</p> <p>वाक्यों में ऐ की मात्रा वाले शब्द पहचान सकेंगे।</p>
		<p>व्याकरण</p>	<p>विद्यार्थी स्त्री और पुरुष लिंग की पहचान कर सकें।</p>	<p><u>चित्र बनाकर स्त्री और पुरुष लिंग वाले शब्द लिखना।</u></p>	<p><u>सभी विद्यार्थियों को स्त्रीदृपुरुष लिंग पहचानने की</u></p>	<p>"स्त्री पुरुष" पर चार्ट बनाना।</p>	<p>चित्र देखकर सही लिंग का चयन करना।</p>	<p>विद्यार्थी स्त्रीदृ पुरुष लिंग की पहचान और</p>

		पाठ-6 स्त्री-पुरुष (लिंग)	वाक्यों में सही लिंग का प्रयोग कर सकें।	रंगीन चार्ट पर स्त्री पुरुष लिंग दर्शाना।	गतिविधि में शामिल करना।  कमजोर विद्यार्थियों को चित्र और उदाहरण के माध्यम से समझाना।	10दृ15 शब्दों के स्त्री और पुरुष लिंग लिखना और चित्र लगाना।	वाक्यों में सही लिंग का प्रयोग करना।  समूह में वाक्य बनाकर अभ्यास करना।	सही प्रयोग कर सकेंगे।  भाषा कौशल और व्याकरण में सुधार होगा।  पढ़ने, लिखने और समझने की क्षमता बढ़ेगी।
Sep	23	<b>पुनर्वृत्ति</b>						
Oct	22	पाठ-9 गोबर की खाद- ओ की मात्रा	विद्यार्थी ओ की मात्रा (i) को पहचान सकें।  ओ की मात्रा वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे दृ गोबर, मोर, टोपी, सोना)।  शब्दों का सही उच्चारण कर सकें।  वाक्यों में ओ की मात्रा वाले शब्द पहचान सकें।	बच्चों से मोर का चित्र बनवाना और उसके नीचे "मोर" लिखवाना।  टोपी, गोबर, सोना आदि के चित्र बनाकर रंग भरवाना और उनके नाम लिखवाना।  "गोबर की खाद" विषय पर पोस्टर बनवाना (स्वच्छता और खेती से जोड़कर)।	चित्र, पलैश कार्ड और सरल उदाहरणों से समझाना।  कमजोर विद्यार्थियों को समूह कार्य और सहपाठी सहयोग से सहायता देना।  सभी बच्चों को सुनने, बोलने, पढ़ने और लिखने की गतिविधियों में शामिल करना।	बच्चे घर से ओ की मात्रा वाले 4 5 शब्द खोजकर लाएँ।  ओ की मात्रा शब्दों का चार्ट बनाना (मोर, टोपी, गोबर, सोना)।	शब्द पहचान खेलरू शिक्षक शब्द बोलें, बच्चे बताएं कि उसमें ओ की मात्रा है या नहीं।  रिक्त स्थान भरेंरू म ऋ र, ट ऋ पी, ग ऋ बर → (i) लगाकर पूरा करना।  अक्षर कार्ड गतिविधिरू म. े. र = मोर।	विद्यार्थी ओ की मात्रा को पहचान और सही लिख सकेंगे।  ओ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।  वाक्यों में ओ की मात्रा वाले शब्द पहचान सकेंगे।  कक्षा गतिविधियों में सक्रिय रूप से भाग लेंगे।

		<p>पाठ-10 आओ खेलें कौड़ी – औ की मात्रा</p>	<p>विद्यार्थी ओ की मात्रा को पहचान और सही लिख सकेंगे।</p> <p>विद्यार्थी औ की मात्रा (ौ) को पहचान सकें।</p> <p>औ की मात्रा वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे दृ कौड़ी, दौड़, मौसी, चौक)।।</p>	<p>बच्चों से कौड़ी या खेलते हुए बच्चों का चित्र बनवाना और उसके नीचे "कौड़ी" लिखवाना।</p> <p>मौसी, चौक, दौड़ आदि के चित्र बनाकर रंग भरवाना और उनके नाम लिखवाना।</p>	<p>चित्र, प्लैश कार्ड और सरल उदाहरणों के माध्यम से सभी बच्चों को समझाना।</p> <p>कमजोर विद्यार्थियों को समूह कार्य और सहपाठी सहयोग (चमत् स्मंतदपदह) से सहायता देना।</p> <p>सभी बच्चों को सुनने, बोलने, पढ़ने और लिखने की गतिविधियों में शामिल करना।</p>	<p>बच्चे घर से औ की मात्रा वाले 4 5 शब्द खोजकर लाएँ।</p> <p>औ की मात्रा शब्दों का चार्ट बनाना (कौड़ी, दौड़, मौसी, चौक)।</p>	<p>शब्द पहचान खेलरू शिक्षक शब्द बोलें, बच्चे बताएं कि उसमें औ की मात्रा है या नहीं।</p> <p>रिक्त स्थान भरेंरू क ऋ डी, म ऋ सी, द ऋ ड → (ौ) लगाकर पूरा करना।</p> <p>अक्षर कार्ड गतिविधिरू क ौ डी = कौड़ी।</p>	<p>विद्यार्थी औ की मात्रा को पहचान और सही लिख सकेंगे।</p> <p>औ की मात्रा वाले सरल शब्द पढ़ और समझ सकेंगे।</p> <p>वाक्यों में औ की मात्रा वाले शब्द पहचान सकेंगे।</p> <p>कक्षा गतिविधियों में सक्रिय रूप से भाग लेंगे।</p>
		<p>पाठ-16 पीयूष सुधर गया</p>	<p>विद्यार्थी पाठ को सही उच्चारण और प्रवाह के साथ पढ़ सकें।</p> <p>कहानी के मुख्य विचार और संदेश को समझ सकें।</p> <p>विद्यार्थियों में अच्छे व्यवहार और सुधार की भावना विकसित हो।</p>	<p>बच्चों से कहानी के किसी दृश्य का चित्र बनवाना (जैसे पीयूष का अच्छा व्यवहार)।</p> <p>कहानी के पात्रों का छोटा नाटक ६ अभिनय करवाना।</p> <p>"अच्छे बच्चे कैसे बनें" विषय पर पोस्टर बनवाना।</p>	<p>शिक्षक पहले कहानी को जोर से पढ़कर सुनाएँ, फिर बच्चों से पढ़वाएँ।</p> <p>कमजोर विद्यार्थियों को समूह में पढ़ने का अवसर देना।</p> <p>सभी बच्चों को प्रश्न-उत्तर और चर्चा में शामिल करना।</p>	<p>विद्यार्थी कहानी से अच्छी आदतों की सूची लिखें।</p> <p>"मैं कैसे अच्छा बच्चा बन सकता हूँ" विषय पर 5 6 वाक्य लिखना।</p> <p>कहानी के आधार पर चित्र बनाकर उसका वर्णन करना।</p>	<p>पठन गतिविधिरू बच्चे बारी-बारी से पाठ पढ़ें।</p> <p>प्रश्न-उत्तर कहानी से जुड़े सरल प्रश्न पूछना।</p>	<p>विद्यार्थी कहानी को सही ढंग से पढ़ सकेंगे।</p> <p>कहानी का अर्थ और संदेश समझ सकेंगे।</p> <p>अपने व्यवहार में अच्छी आदतों को अपनाने की कोशिश करेंगे।</p>

							कक्षा में आत्मविश्वास के साथ पढ़ने और बोलने में सक्षम होंगे।
	<b>व्याकरण</b> <b>पाठ-7 एक-अनेक</b>	विद्यार्थी एक और अनेक की पहचान कर सकें।  वाक्यों में सही संख्या का प्रयोग कर सकें।  भाषा कौशल और शब्द भंडार बढ़ाना।	चित्र बनाकर दिखाएँरू एक फूल ६ कई फूल।  रंगीन चार्ट बनाकर 'पदहनसंतदृक्सनतंस' शब्द लिखना।  वस्तुओं और चित्रों के आधार पर वाक्य बनाना।	सभी विद्यार्थियों को एकदृअनेक पहचानने की गतिविधि में शामिल करना।  कमजोर विद्यार्थियों को चित्रों और उदाहरणों के माध्यम से समझाना।	"एक अनेक" पर चार्ट बनाना।	वाक्यों में सही रूप (एकअनेक) का प्रयोग करना।  समूह में वाक्य बनाकर अभ्यास करना।	विद्यार्थी एक अनेक की पहचान और प्रयोग कर सकेंगे।  भाषा कौशल और व्याकरण में सुधार होगा।  पढ़ने, लिखने और समझने की क्षमता बढ़ेगी।
	<b>पाठ-8 नाम की जगह शब्द</b>	विद्यार्थी नाम की जगह शब्द (सर्वनाम) पहचान सकें।  वाक्यों में सही सर्वनाम का प्रयोग कर सकें।	चित्र बनाकर उसमें सही सर्वनाम लिखना (जैसे राम वह, लड़की वह)।  रंगीन चार्ट बनाकर सर्वनाम के प्रकार दिखाना।	सभी विद्यार्थियों को चित्र देखकर सर्वनाम पहचानने का अवसर देना।  कमजोर विद्यार्थियों को सरल उदाहरण और चित्र के माध्यम से समझाना।	"नाम की जगह शब्द" पर चार्ट बनाना।  10दृ15 चित्र लगाकर उनके लिए सर्वनाम लिखवाना।	दिए गए वाक्यों में सही सर्वनाम भरना।  चित्र देखकर सही सर्वनाम पहचानना।  समूह में सर्वनाम के साथ छोटे वाक्य बनाना।	विद्यार्थी नाम की जगह शब्दों को पहचान और सही प्रयोग कर सकेंगे।  भाषा कौशल और वाक्य निर्माण में सुधार होगा।  पढ़ने, लिखने और समझने की क्षमता बढ़ेगी।
	<b>पाठ-11 वंदना अं की मात्रा</b>	विद्यार्थी अं (अनुस्वार) की पहचान कर सकें।	बच्चों से अंगूर का चित्र बनवाना और	चित्र, प्लैश कार्ड और सरल	बच्चे घर से अं की मात्रा वाले 4दृ5 शब्द	शब्द पहचान खेल शिक्षक शब्द बोलें,	विद्यार्थी अं (अनुस्वार) को

Nov	16		उसके नीचे "अंगूर" लिखवाना।	उदाहरणों के माध्यम से समझाना।	खोजकर लाएँ।	बच्चे बताएं कि उसमें अं है या नहीं।	पहचान और सही लिख सकेंगे।	
		<b>पाठ-12 साँची</b>	विद्यार्थी चंद्रबिंदु () की पहचान कर सकें। चंद्रबिंदु वाले सरल शब्द पढ़ना और लिखना सीखें (जैसे दृ साँची, चाँद, माँ, आँसू)।	बच्चों से चाँद का चित्र बनवाना और उसके नीचे "चाँद" लिखवाना।	चित्र, पलैश कार्ड और सरल उदाहरणों के माध्यम से समझाना।	बच्चे घर से चंद्रबिंदु () वाले 4 5 शब्द खोजकर लाएँ।	शब्द पहचान खेल शिक्षक शब्द बोलें, बच्चे बताएं कि उसमें चंद्रबिंदु है या नहीं।	विद्यार्थी चंद्रबिंदु () को पहचान और सही लिख सकेंगे।
		<b>पाठ-17 शेर ने ख़ाया सेब</b>	विद्यार्थी पाठ को सही उच्चारण और प्रवाह के साथ पढ़ सकें।  कहानी के मुख्य विचार और घटनाओं को समझ सकें। कहानी से नैतिक शिक्षा निकालना (जैसे लालच से नुकसान)। - पढ़ने के बाद कहानी को समझने और पुनः कहने में सक्षम बनाना।	बच्चों से कहानी के पात्रों की चित्रकला कराएँ। - कहानी के मुख्य दृश्य का पोस्टर बनाना।	अलग-अलग क्षमता वाले बच्चों के लिए चित्र, कार्यपत्र और मौखिक गतिविधियाँ। - शारीरिक रूप से कमजोर बच्चों के लिए ऑडियो पढ़ाई।	"कहानी से सीख" प्रोजेक्टरु बच्चे अपनी छोटी कहानी लिखें या ड्रॉ करें। - "सेब और शेर" मॉडल बनाने के लिए मिट्टी या पेपर का उपयोग।	पढ़ने की क्षमता कहानी पढ़कर प्रश्नों के उत्तर देना। - समझने की क्षमतारु कहानी के नैतिक या संदेश पर चर्चा। - रचनात्मक क्षमतारु कहानी के आधार पर नया अंत लिखना।	बच्चों को कहानी याद रहे और समझ में आए। - बच्चों ने नैतिक संदेश को पहचान लिया। - रचनात्मक गतिविधियों में भाग लेने की क्षमता बढ़ी।
		<b>व्याकरण पाठ-9 कितना या कैसा</b>	विद्यार्थी "कितना" और "कैसा" के प्रयोग को समझ सकें।  वाक्यों में सही ढंग से इन शब्दों का प्रयोग कर सकें।  प्रश्न पूछने और उत्तर देने की क्षमता विकसित करना।	विद्यार्थियों को चित्र दिखाकर पूछनारु "यह कितनी बड़ी है?" ६ "यह कैसा है?"  चित्रों के आधार पर उत्तर लिखवाना और चित्र के नीचे सही शब्द जोड़ना।	सभी विद्यार्थियों को सवाल पूछने और उत्तर देने का अवसर देना।  कमजोर विद्यार्थियों को चित्र और सरल उदाहरणों के माध्यम से समझाना। समूह में गतिविधि	"कितना ६ कैसा" पर चार्ट बनाना।  विभिन्न वस्तुओं की तस्वीरें लगाकर उनसे प्रश्न बनवाना।  कक्षा में छोटे-छोटे प्रश्नोत्तरी खेल कर अभ्यास कराना।	चित्र देखकर सही प्रश्न बनाना और उत्तर देना।  वाक्यों में "कितना" और "कैसा" का सही प्रयोग करना।	विद्यार्थी "कितना" और "कैसा" का सही प्रयोग कर सकेंगे।  प्रश्न पूछने और उत्तर देने की क्षमता विकसित होगी।

				<p>चार्ट बनाकर विभिन्न वस्तुओं और उनके गुण मात्रा को दर्शाना।</p>	<p>कराना, जैसे "चित्र देखकर बताओ यह कैसा है?" या "यह कितनी बड़ी है?"</p>		<p>समूह में एक-दूसरे से प्रश्न पूछकर अभ्यास करना।</p>	<p>भाषा में स्पष्टता और संवाद कौशल बढ़ेगा।</p>
		<p><b>पाठ-10 काम वाले शब्द</b></p>	<p>विद्यार्थी काम वाले शब्द (क्रियाएँ) पहचान सकें। वाक्यों में क्रियाओं का सही प्रयोग कर सकें।</p>	<p>विद्यार्थी विभिन्न क्रियाओं (खाना, पीना, खेलना आदि) के चित्र बनाएं। चित्रों के नीचे सही क्रियाओं के शब्द लिखें।</p>	<p>सभी विद्यार्थियों को पढ़ने, बोलने और चित्र बनाने में भाग लेने का अवसर देना। कमजोर विद्यार्थियों को चित्र और सरल उदाहरणों के माध्यम से समझाना।</p>	<p>"क्रियाएँ ६ काम वाले शब्द" पर चार्ट बनाना। विद्यार्थी 10 वृ15 क्रियाओं के शब्द लिखें और उनका चित्र बनाएं।</p>	<p>चित्र देखकर क्रिया का नाम लिखना। वाक्यों में सही क्रिया का प्रयोग करना। समूह में क्रियाओं के अनुसार छोटे वाक्य बनाना।</p>	<p>विद्यार्थी काम वाले शब्दों को पहचान और प्रयोग कर सकेंगे। भाषा कौशल और वाक्य निर्माण में सुधार होगा। दैनिक गतिविधियों को शब्दों में व्यक्त करने की क्षमता बढ़ेगी।</p>
		<p><b>पाठ-13 प्रातः</b></p>	<p>बच्चों को प्रातः के समय होने वाली घटनाओं और प्राकृतिक बदलावों की समझ देना। - शब्दावली और वाक्य निर्माण में मदद करना।</p>	<p>"प्रातः का दृश्य" चित्र बनाना। - धूप, पक्षियों और पेड़ों का पोस्टर बनाना।</p>	<p>दृष्टिबाधित बच्चों के लिए ऑडियो पाठ। - शारीरिक रूप से कमजोर बच्चों के लिए चित्र आधारित गतिविधियाँ। - समूह में बच्चों को कहानी या दृश्य समझाने देना।</p>	<p>"मेरी सुबह" पर छोटा प्रोजेक्टर बच्चे अपनी सुबह के अनुभव को चित्र और वाक्य में प्रस्तुत करें। - सुबह के वातावरण का मॉक मॉडल बनाना (सूरज, पक्षी, पेड़)।</p>	<p>पढ़ने की योग्यतारू पाठ पढ़कर प्रश्नों के उत्तर देना। - समझने की योग्यतारू प्रातः के समय होने वाली चीजों को पहचानना। - रचनात्मक योग्यतारू अपनी सुबह का वर्णन</p>	<p>बच्चे प्रातः से संबंधित शब्द और घटनाओं को समझें। - रचनात्मक गतिविधियों में भाग लेकर अनुभव साझा कर सकें। - पर्यावरण और प्रकृति के प्रति</p>

Dec	24						करना या नया अंत बनाना।	जागरुकता बढ़े।
		<b>पाठ-18 जंगल में योग की कक्षा</b>	योग के महत्व और लाभ बच्चों तक पहुँचाना। – जंगल में होने वाली गतिविधियों और प्रकृति के प्रति जागरुकता बढ़ाना। – पढ़ने के बाद कहानी को समझना और पुनः कहने की क्षमता।	बच्चों से जंगल और योगासन का चित्र बनवाएँ। – योगासन का पोस्टर तैयार करना।	शारीरिक रूप से कमजोर बच्चों के लिए हल्के योगासन दिखाएँ या वीडियो का उपयोग करें। – दृष्टिबाधित बच्चों के लिए ऑडियो पाठ। – समूह गतिविधियों में सभी बच्चों को शामिल करें।	मेरी योग कक्षा” प्रोजेक्टर बच्चे अपनी छोटी योग कक्षा का वर्णन करें। – योगासन के मॉडल बनाने के लिए मिट्टी या पेपर का उपयोग।	पढ़ने की क्षमतारू पाठ पढ़कर सवालियों के उत्तर देना। – समझने की क्षमतारू योग और स्वास्थ्य के लाभों पर चर्चा। – रचनात्मक योग्यतारू जंगल में योग के बारे में कहानी लिखना या नया योगासन बनाना।	– बच्चे योग और ध्यान की मूल बातें समझें। – जंगल और प्रकृति के महत्व को पहचानें। – रचनात्मक और स्वास्थ्य-संबंधी गतिविधियों में भाग लेने की क्षमता बढ़े।
		<b>व्याकरण पाठ-11 उलटे अर्थ वाले शब्द</b>	विद्यार्थी उलटे अर्थ वाले शब्दों की पहचान कर सकें।  शब्दों के विपरीत अर्थ को समझ सकें।	विद्यार्थी चित्र बनाकर उसके साथ उलटे अर्थ वाले शब्द लिखें (जैसे दिनदृरात)।  रंगीन चार्ट बनाकर विलोम शब्दों को प्रदर्शित करना।	सभी विद्यार्थियों को गतिविधियों में भाग लेने का अवसर देना।  कमजोर विद्यार्थियों को चित्र और उदाहरणों के माध्यम से समझाना।	“विलोम शब्द” पर चार्ट बनाना।  विद्यार्थी 10दृ15 शब्द लिखकर उनके उलटे अर्थ वाले शब्द ढूँढ़ें।	दिए गए शब्दों के विलोम शब्द बताना।  चित्र देखकर सही उलटे अर्थ वाले शब्द लिखना।  वाक्यों में सही विलोम शब्द का प्रयोग करना	विद्यार्थी विलोम शब्दों को पहचान और प्रयोग कर सकेंगे।  विद्यार्थियों का शब्द भंडार बढ़ेगा।  भाषा को अधिक स्पष्ट और प्रभावी ढंग से उपयोग कर सकेंगे।
<b>पाठ-12 समान अर्थ वाले शब्द</b>	विद्यार्थी समान अर्थ वाले शब्दों की पहचान कर सकें।	विद्यार्थी चित्र बनाकर उसके लिए अलग-अलग समान	सभी विद्यार्थियों को गतिविधियों में भाग लेने का	समान अर्थ वाले शब्द” पर चार्ट बनाना।	दिए गए शब्दों के समान अर्थ वाले शब्द बताना।	विद्यार्थी समान अर्थ वाले शब्दों को		

			भाषा में शब्दों के सही प्रयोग को समझ सकें।	अर्थ वाले शब्द लिखें (जैसे सूर्य रवि, भानु)।	अवसर देना।	विद्यार्थी 10 15 शब्दों की सूची बनाकर उनके समान अर्थ वाले शब्द लिखें।	चित्र देखकर सही शब्द और उसका समान अर्थ वाला शब्द लिखना।	पहचान और प्रयोग कर सकेंगे।  विद्यार्थियों का शब्द भंडार बढ़ेगा।  भाषा को अधिक प्रभावी और सुंदर ढंग से उपयोग कर सकेंगे।	
			<b>पाठ—14 धरती का स्वर्ग – कश्मीर</b>	विद्यार्थी कश्मीर की प्राकृतिक सुंदरता और विशेषताओं के बारे में जान सकें।	विद्यार्थी कश्मीर के सुंदर दृश्य जैसे डल झील, पहाड़, बर्फ और शिकारा का चित्र बनाएं।	सभी विद्यार्थियों को गतिविधियों में भाग लेने का अवसर देना।	कश्मीर की प्रसिद्ध चीजों जैसे सेब, केसर, झीलों और बागों की जानकारी इकट्ठा करना।	चित्र देखकर कश्मीर के बारे में दोदृतीन वाक्य बोलना।  पाठ से संबंधित प्रश्नों के उत्तर देना।	विद्यार्थी कश्मीर की विशेषताओं को समझ सकेंगे।  पाठ को सही ढंग से पढ़ और समझ सकेंगे।  कश्मीर की झीलों, बागों और प्राकृतिक सुंदरता के बारे में बता सकेंगे।
			<b>पाठ—15 प्रमोद का उपदेश एवं मेट्रो</b>	विद्यार्थी पाठ की कहानी और संदेश को समझ सकें।  बच्चों में अनुशासन, अच्छे व्यवहार और सार्वजनिक स्थानों पर सही आचरण	विद्यार्थी दिल्ली मेट्रो का चित्र बनाएं।  मेट्रो स्टेशन या मेट्रो ट्रेन का मॉडलघाट बनाना।	सभी विद्यार्थियों को समूह गतिविधियों में भाग लेने का अवसर देना।  कमजोर विद्यार्थियों	“मेट्रो में यात्रा के नियम” पर चार्ट बनाना।  मेट्रो या सार्वजनिक परिवहन के नियमों की सूची तैयार	विद्यार्थी पाठ से सीख लेकर अच्छे व्यवहार के उदाहरण बताएँ।	विद्यार्थी पाठ का मुख्य संदेश समझ सकेंगे।  सार्वजनिक स्थानों पर अनुशासन और

Jan	14	<p>की भावना विकसित हो।</p> <p>दिल्ली मेट्रो जैसी आधुनिक परिवहन व्यवस्था के बारे में जानकारी प्राप्त करें।</p> <p>पढ़ने, समझने और अपने शब्दों में विचार व्यक्त करने की क्षमता विकसित हो।</p>	<p>अनुशासन और अच्छे व्यवहार पर पोस्टर या स्लोगन बनाना।</p>	<p>को सरल भाषा में समझाना।</p>	<p>करना।</p> <p>विद्यार्थियों से पूछना कि यात्रा करते समय हमें किन बातों का ध्यान रखना चाहिए।</p>	<p>मेट्रो यात्रा के नियमों पर छोटे वाक्य लिखें।</p> <p>समूह में चर्चा कर सही और गलत व्यवहार की पहचान करें।</p>	<p>नियमों का पालन करने की आदत विकसित होगी।</p> <p>विद्यार्थी मेट्रो और उसके नियमों के बारे में जानकारी दे सकेंगे।</p> <p>पढ़ने, बोलने और लिखने की क्षमता में सुधार होगा।</p>
		<p>पाठ-19 मेले की सैर</p> <p>विद्यार्थी मेले के वातावरण और गतिविधियों के बारे में जान सकें।</p> <p>मेले में मिलने वाली विभिन्न चीजों खेलों और दुकानों की जानकारी प्राप्त करें।</p> <p>पढ़ने समझने और अपने अनुभवों को व्यक्त करने की क्षमता विकसित करें।</p>	<p>विद्यार्थी मेले का सुंदर चित्र बनाएं (झूले, दुकानें, खिलौने आदि)।</p> <p>रंगीन कागज से मेले का छोटा मॉडल बनाना।</p> <p>मेले के दृश्य पर पोस्टर या चित्रकारी करना।</p>	<p>सभी विद्यार्थियों को चर्चा और गतिविधियों में भाग लेने का अवसर देना।</p> <p>कमजोर विद्यार्थियों को चित्र और उदाहरणों के माध्यम से समझाना।</p> <p>समूह कार्य कराकर सभी बच्चों की सहभागिता बढ़ाना।</p>	<p>“मेला” विषय पर चार्ट बनाना।</p> <p>विद्यार्थियों से अपने मेले के अनुभव पर 4दृ5 वाक्य लिखवाना।</p> <p>कक्षा में छोटा “मेला दिवस” आयोजित करना जिसमें बच्चे खिलौने या चित्र दिखाएँ।</p>	<p>विद्यार्थी मेले के बारे में अपने शब्दों में वर्णन करें।</p> <p>चित्र देखकर मेले से संबंधित शब्द या वाक्य बनाना।</p> <p>समूह में मेले की वस्तुओं और खेलों की सूची बनाना।</p>	<p>विद्यार्थी मेले के वातावरण और गतिविधियों का वर्णन कर सकेंगे।</p> <p>पढ़ने, लिखने और बोलने की क्षमता में सुधार होगा।</p> <p>सामाजिक और सांस्कृतिक गतिविधियों के महत्व को समझेंगे।</p> <p>अपने अनुभवों को स्पष्ट रूप से</p>

								व्यक्त कर सकेंगे।
		<b>व्याकरण पाठ-13 कहानी पठन</b>	विद्यार्थियों में पढ़ने की रुचि विकसित करना।  सही उच्चारण, गति और भाव के साथ पढ़ना सीखना।	कहानी के मुख्य पात्रों या घटनाओं का चित्र बनाना।	सभी विद्यार्थियों को पढ़ने और बोलने का अवसर देना।  कमजोर विद्यार्थियों को सरल शब्दों और चित्रों के माध्यम से समझाना	विद्यार्थी अपनी पसंदीदा कहानी का छोटा चार्ट बनाएं।  कहानी का सार लिखकर कक्षा में प्रस्तुत करें।  कहानी से संबंधित चित्र या छोटा मॉडल बनाना।	विद्यार्थी कहानी को अपने शब्दों में सुनाएँ।  कहानी के पात्रों और घटनाओं की पहचान करें।  कहानी से मिलने वाली सीख पर चर्चा करें।	विद्यार्थी कहानी को सही ढंग से पढ़ और समझ सकेंगे।  भाषा, उच्चारण और अभिव्यक्ति में सुधार होगा।  विद्यार्थी कहानी का सार और संदेश बता सकेंगे।
Feb	22	<b>पुनर्वृत्ति</b>						

**Book – New Composite Mathematics (Course)**

Author- Dr. R.S. Aggarwal, Vikas Aggarwal

Publication- S Chand School

**Book – Speed Solver (Mental Book)**

Author – Piali , Deepak

Publication- S Chand School

Months	Number of Working days	Lesson	LEARNING OBJECTIVES	Art integrated	Project / Practical	Inclusive	Competency Based activity learning	Learning Outcomes					
April	23	Ch-1 Review of Basic Concepts	·Revise numbers, shapes, colours and patterns.  ·Identify bigger – smaller, more-less	Colour and draw different shapes.	Arrange objects according to size.	Use flashcards, blocks and real objects.	Match shapes with objects.	Students recall and identify basic mathematical concepts.					
		Ch- 1 Pre Number Concepts (Mental Maths)											
		Ch- 2 Numbers 1-10 (Mental Maths)	·Understand positional words (in, on, under, behind, near, etc.) ·Use positional words in sentences ·Identify positions in real-life situations						Draw and colour objects showing positions (e.g., ball under table, cat on chair)	Classroom activity: Place objects and ask students to describe positions	Use visual aids, real objects, and gestures for better understanding; support slow learners with repetition	Classroom activity: Students observe objects and describe their positions using correct words.	Students will be able to identify and correctly use positional words in speaking and writing
		Ch-2 Words of Position											
May	7	Ch- 3 Numbers from 1 to 10	·Recognize numbers 1 - 10  ·Learn number names and counting	Draw objects and count them	Counting beads, sticks or buttons.	Use number cards and pictures.	Count and write the correct number.	Students can count, read and write numbers 1-10.					
		Ch- 3 Numbers 21-100 (Mental Maths)											
June	16	Ch-4 Addition	·Understand concept of addition.	Draw picture to show addition.	Add using beads or sticks.	Use real objects for demonstration.	Solve simple addition problem.	Students can add numbers correctly.					
		Ch- 4											

		Addition (Mental Maths)	·Add small numbers using objects.					
		Ch- 5 Subtraction	Understand subtraction as “take away”.	Draw picture to show subtraction.	Remove object and count remaining.	Use toys and classroom objects.	Solve simple subtraction sums.	Students can subtract small numbers.
		Ch- 5 Subtraction (Mental Maths)						
July	26	Ch-6 Concept of Zero	·Recognize zero as “nothing”; count objects including zero.  ·Do simple addition & subtraction (within 10)	·Draw empty baskets / zero objects  ·Colour addition worksheets	·Show empty box activity  ·Use beads/fingers for counting	·Use real objects & visuals  ·Peer support & concrete objects	·Count objects and identify zero  ·Oral number games	·Child understands zero means nothing  ·Can add/subtract small numbers
		Ch- 6 Mixed Bag: Addition & Subtraction (Mental Maths)						
		Ch-15 Multiplication  Ch- 7 Multiplication (Mental Maths)	Understand multiplication as repeated addition	Draw groups of objects	Grouping objects activity	Use toys for grouping	Skip counting (2s, 5s)	Recognize simple multiplication idea
		Ch-7 Numbers from 11 to 20	·Recognize numbers 11 -20  ·Learn number names and counting.	Draw objects and count from 11-20	Use sticks or beads to make numbers.	Use number flashcards and counting objects.	Count objects and write correct number.	Students can read, write and count numbers 11-20
August	24	Ch- 8 Numbers from 21 to 50	·Recognize numbers 21-50.  ·Practice number sequence.	Colour number chart 21-51	Arrange number cards in order.	Counting using classroom objects.	Fill missing numbers.	Students can identify and write numbers up to 50.
		Ch- 8						

		Division (Mental Maths)	Understand division as equal sharing; distribute objects equally	Draw equal groups using fruits, flowers	Sharing sweets/toys equally among students	Use real objects, peer support, simple language	“Share equally” games, grouping activities	Child can divide objects into equal groups and understand basic division
		Ch-9 Numbers from 51 to 100	·Recognize numbers up to 100 ·Learn number sequence and counting.	Make a colourful number chart 1-100	Counting activity with number cards.	Group counting activity.	Arrange numbers in correct order.	Students can read and write numbers up to 100.
September	23	Ch- 10 Numerals on Abacus	·Understand numbers using abacus.  ·Learn place value concept (ones and tens)	Draw an abacus and colour beads	Demonstrate numbers using abacus.	Handa-on activity with abacus.	Show numbers on abacus.	Students understand numbers using abacus.
October	22	Ch-11 Comparison and Ordering of Numbers	·Compare numbers (greater, smaller, equal).  ·Arrange numbers in ascending and descending order.	Draw symbols<, >, = with colours.	Arrange number cards in order.	Use visual number charts.	Fill blanks using correct sign.	Students can compare and arrange numbers correctly.
		Ch-18 Time  Ch-10 Time (Mental Maths)	Identify day/night, read hour on clock	Make paper clock	Daily routine chart	Real-life examples	Match time with activities	Tells time (o'clock) & daily routine
		Ch-19 Calendar	Children will identify days,	Draw and colour a weekly calendar	Make “My Birthday Calendar”	Use big charts, pictures, repetition	Ask: What day is today?	Child can tell day, date, and month

			months, and read simple dates				What comes tomorrow?	
November	16	Ch-12 Addition of 2-digit Numbers	·Students will be able to add two-digit numbers without and with carry. ·Develop understanding of place value (tens and ones).	Drawing bundles of sticks (tens) and single sticks (ones) using crayons.	Use of beads, sticks, or counters to perform addition.	Use simple numbers, visual aids, peer support for slow learners.	Group activity: Solve addition problems using flashcards and number blocks.	Students can correctly add two-digit numbers and explain the process.
		Ch-22 Data Handling  Ch-12 Data Handling (Mental Maths)	Sort and count objects	Make pictographs with stickers	Collect favourite fruit data	Group activities	Class survey	Read simple pictographs
December	24	Ch- 13 Subtraction of 2- digit numbers	·Students will be able to subtract two-digit numbers with and without borrowing.  ·Understand place value in subtraction.	Colour and cross out objects (e.g., apples) to show subtraction.	Practical activity using objects like pencils or erasers to subtract.	Extra practice with smaller numbers, use of concrete objects for better understanding.	Activity: Role-play shopkeeper game using subtraction in buying and selling.	Students can subtract two-digit numbers and apply it in daily life situations.
		Ch-16 Ordinal Numbers	Children will understand positions (1st–10th)	Draw a race and colour 1st, 2nd, 3rd	Arrange toys and label positions	Use real objects and physical movement	Make children stand in a line and ask positions	Child can identify and use ordinal numbers
		Ch-17 Shapes	Children will recognize basic shapes (circle, square, triangle, rectangle)	Make shapes using paper cutting and colouring	Shape hunt in classroom/home	Use blocks, flashcards, and real-life objects	Sort objects by shape	Child can identify and name shapes

January	14	Ch-14 Patterns in Shapes and numbers	<ul style="list-style-type: none"> <li>·Students will be able to identify, extend, and create patterns using shapes and numbers.</li> <li>·Develop logical thinking and observation skills.</li> </ul>	Drawing and colouring repeating patterns (circle, square, triangle) using crayons.	Create patterns using beads, blocks, leaves, or classroom objects.	Provide simple patterns, visual aids, and peer help for better understanding.	Activity: Students complete and create their own patterns in groups using objects or flashcards.	Students can recognize, continue, and create simple patterns in shapes and numbers independently.
		Ch-9 Shapes and Pattern (Mental Maths)						
February	22	Ch- 20 Money	Identification of coins & notes	Draw/colour currency	Pretend shop activity	Role play	Buy/sell games	Recognize money & simple use
		Ch-11 Money (Mental Maths)						
		Ch-21 Measurements	Compare big/small, heavy/light, long/short	Draw objects of different sizes	Measure using hand/span	Use real objects	Sorting & comparing activities	Understand basic measurement concepts
Ch-12 Measurement (Mental Maths)								
March		RIVISION						

**SUBJECT: EVS**

Book – Our Green World (A book of Environmental Studies)

Author- Dr. Swati Paul &amp; Partha Das

Publication- Sishu Ratna Sagar

Months	Number of Working days	lesson	LEARNING OBJECTIVES	Art integrated	Project / Practical	Inclusive	Competency Based activity learning	Learning Outcomes
April	23	Ch-1 My Body	<ul style="list-style-type: none"> <li>•Students will identify different body parts</li> <li>•Understand functions of body parts.</li> <li>•Learn importance of sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw and Label parts of the body</li> <li>•Make a body chart using coloured paper</li> </ul>	“Touch and tell” activity (touch body part and name it.)	Use picture, flash cards, and actions for better understanding.	Match body parts with their functions.	Students can name and identify body parts correctly.
May	7	Ch-2 Family	<ul style="list-style-type: none"> <li>•Understand types of family (small / big)</li> <li>•Know family members and their roles.</li> </ul>	Draw family tree	Paste family photograph and introduce member.	Sharing about their own family.	Fill in the blanks related to family member.	Students can describe their family.
June	16	Ch- 3 My School	<ul style="list-style-type: none"> <li>•Identify parts of school.</li> <li>•Know importance of school.</li> </ul>	Draw school building.	Visit school campus and observe rooms.	Role play (teacher and student)	Match rooms with their uses.	Students can name different rooms in school.
		Ch-4 Clean, Fit and Healthy	<ul style="list-style-type: none"> <li>•Understand cleanliness.</li> <li>•Learn healthy food and exercise importance.</li> </ul>	Make poster on cleanliness	Demonstration of hand-washing steps.	Practice Daily Hygiene habits.	Identify healthy and unhealthy habits.	Students follow good hygiene habits.
July	26	Ch-5 Food we Eat	<ul style="list-style-type: none"> <li>•Identify different types of food.</li> <li>•Know healthy food</li> </ul>	Draw healthy food importance.	Bring one healthy food items and talk about it.	Sorting activity (healthy / junk food)	Group food into fruits, vegetables, grains.	Students can differentiate healthy and junk food.

			importance.					
		Ch-6 Home, Sweet Home!	<ul style="list-style-type: none"> <li>•Types of houses.</li> <li>•Importance of home.</li> </ul>	Make house model with paper.	Draw different types of houses.	Discussion about their homes.	Match house with climate.	Students can identify different types of houses.
August	24	Ch- 7 Clothes we wear	<ul style="list-style-type: none"> <li>•Know different types of clothes.</li> <li>•Understand seasonal clothes.</li> </ul>	Paste picture of seasonal clothes.	Dress up activity according to season.	Sorting summer and winter clothes.	Fill in the blanks related to seasons and clothes.	Students can choose according to season.
		Ch- 8 Our Festivals	<ul style="list-style-type: none"> <li>•Know different festivals of India</li> <li>•Understand importance of Festivals.</li> </ul>	Make greeting card for festival.	Celebrate at home.	Share How they celebrate at home.	Match festival with symbols.	Students can name and describe festival.
September	23	Ch-9 Safety Habits Ch-10 My Neighbourhood	<ul style="list-style-type: none"> <li>•Understand safety rules at home, school and road.</li> <li>•Know emergency numbers.</li> </ul>	Draw traffic lights and safety signs.	Road safety role play	Discussion on safe and unsafe situations.	Tick (√)safe habits and cross ( x ) unsafe habits.	Students follow safety rules in daily life.
October	22	Ch-11 People At work	<ul style="list-style-type: none"> <li>•Identify different occupations.</li> <li>•Understand importance of each job.</li> </ul>	Draw and colour community helpers.	Role play (doctor, teacher, police).	Show pictures and flashcards.	Match worker with tools.	Students respect and identify different workers.
		Ch-12 Animals around us	<ul style="list-style-type: none"> <li>•Identify domestic and wild animals.</li> </ul>	Draw favourite animal.	Animal sound activity.	Picture identification activity.	Classify animals (pet, wild, farm)	Students can differentiate animals correctly.

			<ul style="list-style-type: none"> <li>•Know uses of domestic animals.</li> </ul>					
November	16	Ch- 13 The world of plants	<ul style="list-style-type: none"> <li>•Identify parts of plants.</li> <li>•Know importance of plants.</li> </ul>	Leaf printing activity.	Plant a seed in a pot.	Show real leaves and flowers.	Label parts of plant.	Students can name plant parts.
		Ch-14 Air	Understand importance of air. Know that air occupies space.	Make paper fan or balloon activity.	Balloon experiment (air fills space).	Demonstration method.	Fill in the blanks related to air.	Students understand importance of air.
December	24	Ch-15 Water	<ul style="list-style-type: none"> <li>•Know uses of water.</li> <li>•Understand importance of saving water.</li> </ul>	Draw water sources.	Poster on “Save Water”	Discuss on daily water use.	Identify sources of water.	Students practice water conversation.
		Ch-16 How is the weather?	<ul style="list-style-type: none"> <li>•Identify different seasons.</li> <li>•Understand changes in weather.</li> </ul>	Draw summer, winter, and rainy season.	Weather chart making.	Daily weather observation.	Match season with clothes.	Students can describe different seasons.
January	14	Ch-17 Up in the sky	<ul style="list-style-type: none"> <li>•Identify sun, moon, stars.</li> <li>•Know day and night difference.</li> </ul>	Make solar system model (Simple)	Observe sky (day/night)	Picture discussion.	Identify celestial objects.	Students can differentiate day and night.
February	22	<b>Revision</b>						

## SUBJECT: Physical Education

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1.Basic movements of stretching exercises. 2.Introduction of games & sports equipment. 3.Learning & practice of Tunnel Ball game. 4.Basic movements of Running events	# To improve body balance ability. #To improve speed ability . # To develop coordination ability. # To develop body posture.	Evaluating shape & size.	*Running to be integrated with Physics. * Tunnel Ball game to be integrated with Physics	* Identify sports equipment .	*Oral drilling *Quizzing	# Students will be able to show case their talent.
May	07	1.Warming-up exercises. 2.Cooling down exercises.	# To improve Flexibility # To improve fitness level and coordination	* <u>Role Play</u> * <u>Music</u>	* <u>Mass PT to be integrated with Mathematics</u> . * <u>warming up and cooling down to be integrated with respiration system.</u>	* Art integrate d project * Name any five free hand exercise	*Oral drilling *Quizzing	# Students will be able to show case their talent.
June	16	1.Introduction & practice of Yogic Exercises. 2.Introduction & basic skill practice of Jump steps. 3.Learning & practice of Zig-Zag Running.	# To improve fitness level and coordination. # Improve leg strength.	*Role Play	* Yoga to be integrated with respiration system. *jump to be integrated with physics.	* Identify any two yoga pose	*Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based	# Students will be able to understand the rules and regulation of Yoga # Students will be able to understand jump steps
July	26	1.Basic movements of Throwing Ball 2. Mass P.T. practice 3. Game Zone (Children Park)	# <u>Improve hand strength.</u> # <u>Learn the game.</u> # <u>To improve fitness level.</u>	*Role Play	* <u>Throwing Ball to be integrated with physics.</u>	*Art integrated project * Identify the balls.	*High order thinking. *Picture based *Source based learning *Oral drilling	# Students will be able to show case their talent.
Aug	24	1.Basic knowledge of Track & lane and race practice. 2. Basic step practice of Aerobic exercises. 3. Basic movements of Running events	# To improve body balance ability. #To improve speed ability. # To develop coordination ability. # cone marker # stretching exercises # To develop body posture.	*Role Play	# <u>cone marker</u> # <u>stretching exercises</u>	* Running to be integrate d with physics.	Audio visual learning.	*Comprehending *High order thinking. *Picture based *Source based learning *Oral drilling
Sep	23	* Revision practice of previous games. *Assessment of Term - I Examination						

Oct	22	1.Game zone 2.Hopscotch Fun game	# To improve speed ability. # To improve body balance ability.	*Role Play	*Run for Fun to be integrated with physics	Art integrated project	*Conceptual learning *Thought provoking	# Students will be able to know about the Fun games.
Nov	16	1. Learning & practice of Recreational Game. 2. Events practice of Annual Sports Day. 3. Hola hoops Fun games	# To improve energy level. # To learn & practice of Sports events. # To improve the mental fitness level	*Role Play	*Aerobic exercises to be integrated with respiration system.	Art integrated project * Name any two running events.	*Logical reasoning *Analyzing, *Comprehending *High order thinking. *Picture based	# they improve energy level. # They will play fun games easily # Students will be able to their energy level
Dec	24	1.Practice of the annual sports meet. 2. Practice of General Fitness exercises	# To develop coordination ability. # To develop concentration ability.	*Role Play	* Mass Exercises to be integrated with respiration system.	Art integrated project *Name any five skills.	*Oral drilling *Quizzing	# Students will be able to show case their talent
Jan	14	Shuttle run  Game zone	# To improve energy level # To improve speed ability	*Role Play	* Mass Exercises to be integrated with respiration system.	* Name any two running events	*Oral drilling *Quizz ing	# Students will be able to show case their talent.
Feb	22	* Revision practice of previous games. *Assessment of Term – II Examination	Term - II Examination					

**Subject: ART & CRAFT**

**TEXT BOOK- ART AND ME**

Month	W. D.	Chapter/Sub-Topic	Learning Objective	Art Integration	Inclusive Teaching	Project / Practical Work	Competency Based Activity Learning	Learning Outcomes
APRIL	23	1)DRAWING USING SHAPES 2)Earth Day Drawing <b>Book page no. 5-8</b>	Straight line. closed figures and shapes	Shapes in maths.	To draw different shapes and colour in smart board.	To draw triangle, rectangle, circle & square.	Students will learn to draw through shapes	Children can draw and colour any drawing using shapes
MAY	07	MOTHERS DAY CARD <b>Book page no.9-10</b>	Students will follow multi steps and direction to make a card to show love to their mother	Shapes in maths flora and fauna of EVS.	Blending Art & Craft with EVS and Maths	To make a mother day card	Students will understand the unconditional love of mother	Mother day card will be made by students.
JUNE	16	1)Bird Drawing 2)Yoga Day Drawing <b>Book page no. 11-14</b>	Use of Circle, Oval & Triangle to draw a bird, To teach importance of yoga.	Nature and Inhabitant in EVS. Physical and health education, EVS.	Blending with EVS and Maths. Physical and health education , EVS	Draw and colour your favourite bird. Draw and colour your favourite yoga posture.	Students will be connected to nature and surrounding	Students will be able to draw birds like peacock, sparrow etc. Students will draw favourite yoga posture.
JULY	26	1)Flower Drawing 2)World population day poster <b>Book page no.15-18</b>	To give knowledge of flower drawing. To make poster on World population day	Shapes in maths flora of EVS	Blending with EVS and Maths.	Draw a picture of our national flower. Poster making on World population day	Students will be connected to nature and surrounding	Students will draw favourite flower like lotus, marigold and sunflower.
AUG	24	1)Animal Drawing 2)Friendship day card making 3)Independence Day Craft <b>Book page no.18-21</b>	To develop love for animals. Importance of friendship. To give a knowledge of our national	Animals and Inhabitant in EVS. Friendship and independence are EVS topic too.	Blending with EVS.	Draw a picture of your pet like dog, rabbit, cat etc. Make a beautiful card for your friend. Make the National flag using glitter	Students will be connected to nature and surrounding, and understand human relationship like friendship	Students will draw a picture of their pet animals, Friendship day card and Independence Day craft will be made.

			flag.			paper.		
SEPT	23	1)Fruit Drawing 2)Teacher's Day card making <b>Book page no.22-23</b>	To give knowledge of immunity boosting fruits. To make card for your class teacher.	Importance of fruits in our daily diet. Love and affection for teacher.	Blending with EVS.	Using different shapes to draw fruits. Make card for your class teacher.	Respect for their teacher will develop	Fruit basket drawing will be made. Beautiful card for class teacher.
OCT	22	1)Vegetable Drawing 2)World Student Day Poster 3)International Girl Child Day Poster <b>Book page no.24-26</b>	To give knowledge of immunity boosting Vegetable. To give a knowledge of why and when is World Student Day is celebrated	Importance of Vegetable in our daily diet To give a brief knowledge on APJ Abdul Kalam.	Blending with EVS To know Indian famous personality.	Using different shapes to draw Vegetable. Poster making on world student day.	Importance of vegetables in daily diet	Vegetable basket drawing will be made. Student day and girl child Day poster will be made
NOV	16	1) Deepawali Craft 2) Diwali Drawing <b>Book page no.27-34</b>	Importance of Diwali and our contribution in home	Our festivals. EVS	Blending with EVS and Maths.	<u>Make a</u> Diwali craft and painting	Learn the importance of Festival in daily life	One craft and one drawing will be made on Diwali
DEC	24	1) Christmas Drawing 2) Christmas Craft <b>Book page no.35-37</b>	Importance of Christmas and different types of Christmas decoration and cards.	Festivals of India. EVS	Blending with EVS and Maths.	<u>Make a</u> Christmas card and Christmas craft.	Learn the importance of Festival in daily life and Respect to all religion	One craft and one drawing will be made on Christmas topic.
JAN	14	) Kite flying drawing ) Republic day Craft / Drawing ) <b>Book page no.38-40</b>	Knowledge kite flying Festival and Makar Sankranti. To give a knowledge of our National flag.	Festivals of India. EVS National Festival of India. EVS	Blending with EVS and Maths.	To make kite flying drawing. To make badge for Republic Day.	Students will be taught about Indian culture and traditions, and also about our National Festivals'	Kite flying drawing and Republic Day Craft will be made
FEB	22	TERM- 2 EXAM						

**SUBJECT: Work Education****Textbook: 1. New Empower Computer Studies**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<b>Chapter – 1, Computer – A Machine</b> <ul style="list-style-type: none"> <li>Natural Objects and Man-made Objects</li> <li>Machines and more about machines</li> <li>Computer and types of computer</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable the students to know about Natural objects and Man-made objects. <b>2. Development of Understanding:</b> To enable students to understand about computers and types of computers.	Draw natural and man-made objects and a simple computer.	Use real objects for demonstration; pictorial charts.	Identify natural vs man-made objects in class.	Match pictures of different types of computers.	Students will be able to differentiate natural and man-made objects and identify basic types of computers.
May	07	<b>Chapter – 2, Uses of a Computer</b> <b>1. Purposes:-</b> <ul style="list-style-type: none"> <li>Playing Games</li> <li>Listening music</li> <li>Typing documents</li> <li>Solving sums</li> <li>Sending E-mails</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to know different purposes of a computer. <b>2. Development of Understanding:</b> To enable students to understand how computers can be used in daily activities.	Draw icons representing different computer uses.	Demonstrate activities on computer; simple examples for all learners.	Use computer to play a simple game or type a word.	Identify and list different uses of a computer.	Students will be able to explain and demonstrate basic purposes of a computer.
June	16	<b>Chapter – 2, Uses of a Computer</b> <b>2. Places:-</b> <ul style="list-style-type: none"> <li>In schools</li> <li>In offices</li> <li>In banks</li> <li>In hospitals</li> <li>At home</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to know where computers are used. <b>2. Development of Understanding:</b> To enable students to relate computer uses to different places.	Create a poster showing computers in different places.	Show videos/images of computers in various locations.	Identify computers at school or home.	Match places with correct computer uses.	Students will recognize where computers are used in daily life.
July	26	<b>Chapter – 3, Parts of a Computer</b> <b>1. Main Parts of a computer</b> <ul style="list-style-type: none"> <li>Keyboard</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to know the main and additional parts of a	Draw a labelled diagram of computer parts.	Hands-on demonstration of each part.	Identify and touch different computer parts.	Match names with correct computer parts.	Students will be able to identify main and additional parts

		<ul style="list-style-type: none"> <li>• Mouse</li> <li>• Monitor</li> <li>• CPU</li> </ul> <p><b>2. Additional parts of a computer</b></p> <ul style="list-style-type: none"> <li>• Printer</li> <li>• Scanner</li> <li>• Microphone</li> <li>• Speaker</li> <li>• Headphones</li> </ul>	<p>computer.</p> <p><b>2. Development of Understanding:</b> To enable students to identify and use different computer parts.</p>					of a computer.
Aug	24	<p>Chapter – 4, Computer Mouse</p> <ul style="list-style-type: none"> <li>• Types of computer mouse</li> <li>• Parts of a Mouse</li> <li>• Holding a Mouse</li> <li>• Mouse Actions</li> <li>• Mouse Pointer</li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To enable students to know about different types and parts of a mouse.</p> <p><b>2. Development of Understanding:</b> To enable students to perform basic mouse actions correctly.</p>	Draw and label parts of a mouse.	Demonstration and guided practice with a mouse.	Practice clicking, dragging, and moving the mouse pointer.	Complete simple activities using mouse actions.	Students will be able to handle a mouse and perform basic actions.
Sep	23	Revision for Term I						
Oct	22	<p>Chapter – 5, Computer Keyboard</p> <ul style="list-style-type: none"> <li>• About Keyboard</li> <li>• Different types of keys :- <ul style="list-style-type: none"> <li>➤ Alphabet keys</li> <li>➤ Number keys</li> <li>➤ Enter keys</li> <li>➤ Spacebar key</li> <li>➤ Arrow keys</li> </ul> </li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To enable students to know different keys on the keyboard.</p> <p><b>2. Development of Understanding:</b> To enable students to use keys properly.</p>	Draw a keyboard diagram and colour different keys.	Guided typing practice with teacher assistance.	Practice pressing alphabet, number, and arrow keys.	Complete simple typing exercises.	Students will be able to identify and use keyboard keys correctly.
Nov	16	<p><b>Chapter – 6, Storage Devices</b></p> <ul style="list-style-type: none"> <li>• Internal Storage Devices</li> <li>• External Storage Devices</li> <li>• Hard Disk</li> <li>• Compact Disc</li> <li>• DVD</li> <li>• Pendrive</li> <li>• Data Card (SD Card)</li> </ul>	<p><b>1. Acquisition of Knowledge:</b> To enable students to know different storage devices.</p> <p><b>2. Development of Understanding:</b> To enable students to understand the uses of storage devices.</p>	Draw and label different storage devices.	Show real devices or pictures.	Identify storage devices in the lab.	Match storage devices with their uses.	Students will recognize storage devices and their functions.

Dec	24	<b>Chapter – 7, Artificially Intelligent Machines</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Artificial intelligence</li> <li>• Intelligents Machines</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to know about intelligence and AI. <b>2. Development of Understanding:</b> To enable students to identify AI machines.	Draw an AI machine (robot or smart gadget).	Use videos and examples of AI machines.	Identify AI gadgets at home or school.	Discuss simple AI examples in daily life.	Students will be able to recognize AI machines and their functions.
Jan	14	<b>Chapter – 8, Introduction to ScratchJr (Block – based Programming)</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components of ScratchJr Window</li> <li>• Block Categories and Coding Blocks</li> </ul>	<b>1. Acquisition of Knowledge:</b> To enable students to know about ScratchJr and coding blocks. <b>2. Development of Understanding:</b> To enable students to create simple programs using ScratchJr.	Draw a ScratchJr window and a sprite.	Guided practice in lab with teacher assistance.	Create a simple block program to move a sprite.	Use coding blocks to perform basic actions.	Students will be able to create simple animations using ScratchJr.
Feb	22	Revision for Term II						

**SUBJECT: General Knowledge**

**Textbook: 1. BrainBytes- General Knowledge**

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	1. The Sky	<ul style="list-style-type: none"> <li>Identify things seen in the sky (sun, moon, stars, clouds, birds, aeroplanes).</li> <li>Understand the difference between <b>day sky and night sky</b>.</li> <li>Recognize the importance of the <b>sun for light and heat</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw <b>day sky and night sky scenes</b> using colours.</li> <li>Create <b>cotton cloud art</b> on blue chart paper.</li> <li>Make a <b>paper plate sun and moon craft</b>.</li> <li>Compose a <b>short poem or song about the sky</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>visual aids and flashcards</b> for better understanding.</li> <li>Allow students with different abilities to <b>participate through drawing, storytelling, or speaking</b>.</li> <li>Use <b>simple language and demonstrations</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Students observe the sky in the <b>morning, afternoon, and night</b>.</li> <li>Note what they see (sun, clouds, moon, stars, birds).</li> <li>Record observations in a <b>simple observation chart</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Think and Tell:</b> Why can we see the sun in the day but stars at night?</li> <li><b>Match the Following:</b> Sun → Day Moon → Night Stars → Night Sky</li> <li><b>Sorting Activity:</b> Students sort pictures into <b>Day Sky and Night Sky</b> groups.</li> <li><b>Observation Skill:</b> Identify shapes of clouds.</li> </ul>	<ul style="list-style-type: none"> <li>Identify objects in the sky.</li> <li>Differentiate between <b>day and night sky</b>.</li> <li>Describe the <b>role of the sun and moon</b>.</li> <li>Improve <b>observation and expression skills</b>.</li> <li>Develop curiosity about natural surroundings.</li> </ul>
		2. Parts of the body	<ul style="list-style-type: none"> <li>Identify the <b>main parts of the human body</b> (head,</li> </ul>	<ul style="list-style-type: none"> <li>Students draw and colour a <b>human body diagram</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, charts, and models</b> for visual learners.</li> </ul>	<ul style="list-style-type: none"> <li><b>Body Parts Identification Activity</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Match the Following</b> Eyes → See Ears → Hear</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and name <b>different body parts</b>.</li> </ul>

			<p>arms, legs, hands, feet).</p> <ul style="list-style-type: none"> <li>Name <b>sense organs</b> (eyes, ears, nose, tongue, skin).</li> <li>Understand the <b>basic functions of body parts</b>.</li> <li>Develop awareness about <b>keeping the body clean and healthy</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Make a <b>body parts collage</b> using magazines or pictures.</li> <li>Create a <b>paper puppet</b> showing different body parts.</li> <li>Sing a <b>body parts rhyme</b> (like “Head, Shoulders, Knees and Toes”) with actions.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to <b>touch and point to their own body parts</b> during learning.</li> <li>Encourage <b>group participation and peer support</b>.</li> <li>Use <b>simple language and demonstrations</b> so all learners can understand.</li> <li>Provide <b>activity-based learning</b> for children with different learning abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Students stand in a circle.</li> <li>Teacher calls a body part (e.g., nose, ear, knee).</li> <li>Students <b>touch that body part</b> quickly.</li> <li><b>Worksheet Activity</b> Students label body parts in a picture of a human body.</li> </ul>	<p>Nose → Smell Tongue → Taste</p> <ul style="list-style-type: none"> <li><b>Fill in the Blanks</b> <ol style="list-style-type: none"> <li>We walk with our _____.</li> <li>We see with our _____.</li> </ol> </li> <li><b>Observation Activity</b> Students observe and tell <b>how different body parts help us in daily activities</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the <b>functions of sense organs</b>.</li> <li>Show ability to <b>identify and label body parts</b>.</li> <li>Develop awareness about <b>personal hygiene and body care</b>.</li> </ul>
May	07	3. Days, Months and Calendar	<ul style="list-style-type: none"> <li>Identify the 7 Days of the week.</li> <li>Recognize the 12 months of the week.</li> <li>Understand the use of a calendar in daily life</li> </ul>	<p>Activity- My Colourful Calendar</p> <ul style="list-style-type: none"> <li>Students make a small paper calendar.</li> </ul> <p>Each day is written in a</p>	<p><u>Visual learners :</u> Use colourful charts, flashcards, and a big classroom calendar.</p> <p>Audio learners: Teach days through a song or</p>	<p><b>My Weekly Routine Chart</b></p> <p>Students create a chart showing what they do each day of the week.</p>	<ul style="list-style-type: none"> <li><b>Arrange in Order:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly <b>name and arrange the days of the week</b>.</li> </ul>

			different colour.  Each month is decorated with drawings related to festivals or seasons.	rhyme.  Provide <b>hands-on activities</b> with real calendars.	<b>Calendar Observation</b>  Students look at a calendar and identify:  Today's date  Current month  Upcoming holidays	<ul style="list-style-type: none"> <li>• <b>Name the Months:</b> January to December.</li> <li>• <b>Find the Date:</b> Teacher asks students to locate a date in the calendar.</li> <li>• <b>Question Activity:</b>  How many days are there in a week?  How many months are there in a year?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the <b>months of the year in order.</b></li> <li>• Use a <b>calendar to find dates and days.</b></li> <li>• Understand the <b>concept of week, month, and year.</b></li> <li>• Develop <b>time awareness and planning skills.</b></li> </ul>
	4. Animals and Birds	<ol style="list-style-type: none"> <li>1. Identify and classify different animals and birds based on their characteristics.</li> <li>2. Understand habitats, diets, and behaviors of selected animals and birds.</li> <li>3. Develop observation and critical thinking skills.</li> <li>4. Appreciate the diversity of wildlife and promote conservation awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and classify different animals and birds based on their characteristics.</li> <li>2. Understand habitats, diets, and behaviors of selected animals and birds.</li> <li>3. Develop observation and critical thinking skills.</li> <li>4. Appreciate the diversity of</li> </ol>	<ol style="list-style-type: none"> <li>1. Use visual aids (pictures, videos) for students with hearing difficulties.</li> <li>2. Provide tactile models for visually impaired students.</li> <li>3. Group activities to promote peer learning.</li> <li>4. Use simple language and clear instructions for students with learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a mini “zoo” or bird sanctuary in the classroom using models.</li> <li>2. Keep a diary of observed animals or birds in the school/nearby area.</li> <li>3. Conduct a simple survey of local bird species.</li> <li>4. Plant a bird-friendly garden and observe visiting species.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classification exercise: sort animals into herbivores, carnivores, omnivores, and birds.</li> <li>2. Matching activity: match animals/birds with their habitats or food.</li> <li>3. Observation chart: note behaviors and characteristics of animals/birds.</li> <li>4. Problem-solving:</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name and classify common animals and birds.</li> <li>2. Students understand basic animal/bird characteristics and habitats.</li> <li>3. Students demonstrate creativity through art and models.</li> <li>4. Students</li> </ol>

				wildlife and promote conservation awareness.	challenges. 5. Encourage diverse cultural examples of animals/birds to include all backgrounds		design a habitat for a given animal or bird considering its needs.	develop observation, documentation, and analytical skills. 5. Students show awareness of wildlife conservation and empathy toward animals.
June	16	5. People who help us	<ol style="list-style-type: none"> <li>1. Identify different people who help us in our community.</li> <li>2. Understand the roles and importance of helpers like a Doctor, Teacher, Farmer, Police Officer, and Firefighter.</li> <li>3. Develop respect and gratitude for community helpers.</li> <li>4. Recognize how these helpers make our daily life easier and safer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw and color pictures of community helpers.</li> <li>2. Make masks or simple costumes of helpers (doctor, police, etc.).</li> <li>3. Create a collage of “People Who Help Us” using magazine pictures.</li> <li>4. Role-play activities where students act as different helpers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pictures, flashcards, and videos to support visual learners.</li> <li>2. Provide storytelling and simple explanations for better understanding.</li> <li>3. Encourage group activities so all students can participate.</li> <li>4. Use real-life examples from the local community to make learning relatable.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interview a community helper (doctor, shopkeeper, farmer) and share in class.</li> <li>2. Prepare a “Thank You” card for a helper in the community.</li> <li>3. Make a chart showing different helpers and their tools (e.g., stethoscope, tractor, chalk).</li> </ol>	<ol style="list-style-type: none"> <li>1. Match helpers with their tools (Doctor–stethoscope, Farmer–tractor).</li> <li>2. Identify helpers from pictures and explain what they do.</li> <li>3. Sorting activity: group helpers based on where they work (hospital, school, farm).</li> <li>4. Problem-solving: “Who will help if there is a fire / if someone is sick?”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name different community helpers.</li> <li>2. Students understand the basic duties of helpers.</li> <li>3. Students show respect and appreciation for community helpers.</li> <li>4. Students develop communication and observation skills through activities.</li> </ol>
		6. Address and Phone Numbers	<ol style="list-style-type: none"> <li>1. Understand what an address and phone number are.</li> <li>2. Learn the importance of knowing one’s home address and phone number.</li> <li>3. Identify situations</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a picture of their house and write the address below it.</li> <li>2. Create a colorful “My Address Card”.</li> <li>3. Make a paper</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pictures, flashcards, and symbols for better understanding.</li> <li>2. Allow students to practice speaking their address orally if writing is</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a <b>personal information card</b> with name, address, and phone number.</li> <li>2. Practice dialing a phone number using a toy or</li> </ol>	<ol style="list-style-type: none"> <li>1. Fill in a worksheet with personal details (name, address, phone number).</li> <li>2. Match different addresses with pictures of houses.</li> <li>3. Practice speaking their address clearly</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can state their home address and phone number.</li> <li>2. Students understand why address and phone numbers are important.</li> </ol>

			<p>when sharing address or phone number is useful (emergencies, communication).</p> <p>4. Develop the ability to write and say their address and phone number correctly.</p>	<p>mobile phone craft and write a sample phone number on it.</p> <p>4. Design a small map showing the route from school to home.</p>	<p>difficult.</p> <p>3. Pair students for peer learning activities.</p> <p>4. Provide large print worksheets for students who need visual support.</p>	<p>model phone.</p> <p>3. Create a simple map showing the location of home, school, and nearby places.</p>	<p>in class.</p> <p>4. Identify emergency numbers and discuss when to use them.</p>	<p>3. Students can write basic personal information correctly.</p> <p>4. Students become more confident in communication and personal safety awareness.</p>
July	26	<p>7. Fruits and Vegetables</p> <p>8. Crafts from waste</p>	<p>1. Identify different fruits and vegetables.</p> <p>2. Understand the importance of fruits and vegetables for good health.</p> <p>3. Differentiate between fruits and vegetables.</p> <p>4. Develop healthy eating habits.</p> <p>1. Understand the concept of reusing and recycling waste materials.</p> <p>2. Develop creativity by making useful or decorative items from waste.</p> <p>3. Learn the importance</p>	<p>1. Draw and color pictures of fruits and vegetables.</p> <p>2. Make fruit and vegetable shapes using clay or paper craft.</p> <p>3. Create a collage using pictures of fruits and vegetables from magazines.</p> <p>4. Use vegetable printing (like potato or ladyfinger stamping) to make art designs.</p> <p>1. Make a pen holder using old plastic bottles.</p> <p>2. Create flowers using waste paper or newspaper.</p> <p>3. Design</p>	<p>1. Use real fruits and vegetables for demonstration so students can see and touch them.</p> <p>2. Use flashcards and colorful charts for visual learning.</p> <p>3. Encourage group activities so all students can participate.</p> <p>4. Provide simple explanations and examples for better understanding.</p> <p>1. Provide simple step-by-step demonstrations.</p> <p>2. Use different materials so all students can participate according to their</p>	<p>1. Bring different fruits or vegetables to class and identify them.</p> <p>2. Prepare a <b>“Healthy Plate Chart”</b> with fruits and vegetables.</p> <p>3. Visit a local vegetable market and observe different items.</p> <p>4. Grow a small plant like tomato or spinach in the school garden.</p> <p>1. Make a useful object (pen stand, flower vase, toy) from waste materials.</p> <p>2. Organize a small <b>“Best Out of</b></p>	<p>1. Sorting activity: separate fruits and vegetables.</p> <p>2. Matching activity: match fruits and vegetables with their colors.</p> <p>3. Identify fruits and vegetables by pictures or real objects.</p> <p>4. Discuss which fruits and vegetables students eat daily.</p> <p>1. Identify different types of waste materials that can be reused.</p> <p>2. Group discussion on how waste can be turned into useful</p>	<p>1. Students can name common fruits and vegetables.</p> <p>2. Students understand their importance for health.</p> <p>3. Students can differentiate between fruits and vegetables.</p> <p>4. Students develop awareness of healthy eating habits.</p> <p>1. Students understand the importance of recycling and reusing materials.</p> <p>2. Students can create simple</p>

			of keeping the environment clean. 4. Build problem-solving and fine motor skills through craft activities.	greeting cards using leftover paper and materials. 4. Make wall hangings using old CDs, cardboard, or bottle caps.	ability. 3. Encourage teamwork and peer support. 4. Allow students to express their creativity in different ways (drawing, cutting, pasting).	<b>Waste</b> ” classroom exhibition. 3. Collect waste items like paper, plastic bottles, and cardboard for craft work.	items. 3. Hands-on activity: students create their own craft using waste materials. 4. Explain the steps used to make their craft.	crafts from waste items. 3. Students develop creativity and teamwork skills. 4. Students become aware of environmental protection and waste management.
Aug 24	9. Nursery Rhymes	1. Listen, recite, and memorize simple nursery rhymes. 2. Develop vocabulary and language skills through rhymes. 3. Enhance listening, pronunciation, and rhythm skills. 4. Foster enjoyment of language and music.	1. Draw or color scenes from favorite nursery rhymes. 2. Make puppets or masks of characters from rhymes. 3. Create a rhyme chart with illustrations. 4. Act out nursery rhymes through role play or drama.	1. Use audio and visual aids for children with different learning needs. 2. Repeat rhymes slowly and clearly for better understanding. 3. Encourage peer learning through group recitation. 4. Provide tactile props (puppets, objects) for hands-on learners.	1. Perform a rhyme in front of the class. 2. Make a small booklet of favorite nursery rhymes with drawings. 3. Record students reciting rhymes and play it back for feedback. 4. Organize a “Rhyme Day” to showcase performances.	1. Match words in the rhyme with pictures. 2. Fill-in-the-blanks activity with missing words from rhymes. 3. Identify rhyming words and repeat them. 4. Engage in group recitation to develop confidence and memory.	1. Students can recite nursery rhymes confidently. 2. Students recognize rhyming words and simple vocabulary. 3. Students improve memory, listening, and speaking skills.	
	10. Flowers	1. Identify common flowers and their colors. 2. Learn parts of a flower (petal, stem, leaves, etc.). 3. Understand the importance of flowers in nature and daily life. 4. Develop observation and curiosity about plants.	1. Draw and color different types of flowers. 2. Make flowers using paper, clay, or recycled materials. 3. Create a flower collage with real or	1. Show real flowers for tactile and visual learning. 2. Use charts and flashcards to support learning. 3. Allow group activities so all students can participate.	1. Collect different flowers and identify them in class. 2. Make a small “Flower Garden Chart” showing names and colors. 3. Press flowers and create a flower scrapbook.	1. Match flowers with their colors or names. 2. Identify parts of a flower using a real flower or diagram. 3. Sort flowers based on size, color, or type (garden/indoor).	1. Students can name common flowers and their colors. 2. Students understand basic parts of a flower. 3. Students develop observation,	

			craft flowers. 4. Role-play or storytelling using flowers as characters.	4. Provide simple explanations and allow students to describe flowers in their own words.	4. Observe flowers in the school or nearby garden and note their colors, shapes, and sizes	4. Discuss which flowers are used in festivals, gifts, or decoration.	classification, and creative skills. 4. Students appreciate flowers and their role in nature and culture.	
	11. Symbols of India	1. Identify national symbols of India such as the Tiranga Flag, Bengal Tiger, Indian Peafowl, Lotus, and Banyan Tree. 2. Understand the significance of these symbols in Indian culture and identity. 3. Develop respect and pride for national heritage.	1. Draw and color the Indian national flag, tiger, peacock, lotus, or banyan tree. 2. Create simple craft models of these symbols using paper, clay, or recycled materials. 3. Make a collage of national symbols. 4. Role-play or storytelling highlighting the importance of each symbol	1. Use visual aids, flashcards, and real pictures for better understanding. 2. Provide tactile materials for visually impaired students. 3. Encourage group activities for peer learning. 4. Use simple and clear explanations for all learners.	1. Make a chart of “Symbols of India” and display in class. 2. Prepare a small booklet with drawings and descriptions of each symbol. 3. Organize a mini “Symbols of India” exhibition. 4. Watch short videos about national symbols to enhance understanding.	1. Match each symbol with its name and significance. 2. Identify symbols from pictures and explain their importance. 3. Sort symbols into categories: animal, bird, flower, tree, and flag. 4. Discuss why these symbols are important for national identity.	1. Students can name and identify India’s national symbols. 2. Students understand the significance of each symbol. 3. Students show respect and pride for their country. 4. Students develop creative and observation skills through art and projects.	
Sep	23	<b>Revision</b>						
	12. Festivals of India	1. Identify major festivals celebrated in India (like Diwali, Holi, Eid, Christmas, Guru Nanak Jayanti). 2. Understand the cultural and religious significance	1. Draw or color scenes from different festivals (lamps for Diwali, colors for Holi, star for	1. Use pictures, videos, and songs to explain festivals for visual and auditory learners. 2. Explain	1. Prepare a small booklet with drawings and descriptions of 3–5 festivals. 2. Organize a “Festival Day” in	1. Match festival names with their symbols or customs. 2. Identify festivals from pictures and	1. Students can name and recognize major festivals of India. 2. Students	

Oct 22		<p>of these festivals.</p> <ol style="list-style-type: none"> <li>3. Develop respect for diversity and traditions in India.</li> <li>4. Learn basic festival customs, symbols, and greetings.</li> </ol>	<p>Christmas).</p> <ol style="list-style-type: none"> <li>2. Make festival-related craft items (paper lanterns, greeting cards, rangoli patterns).</li> <li>3. Role-play festival celebrations in class.</li> <li>4. Create a collage or poster of festivals of India.</li> </ol>	<p>festivals in simple language for all students.</p> <ol style="list-style-type: none"> <li>3. Encourage group activities for collaborative learning.</li> <li>4. Include stories or short plays to engage students with different abilities.</li> </ol>	<p>class with decorations, songs, and crafts.</p> <ol style="list-style-type: none"> <li>3. Bring festival items (like diyas, colored powders, or small props) for demonstration.</li> <li>4. Share family festival experiences in a show-and-tell session.</li> </ol>	<p>describe them.</p> <ol style="list-style-type: none"> <li>3. Sort festivals based on seasons or religious/cultural groups.</li> <li>4. Answer questions like: “Which festival uses lamps?” or “Which festival celebrates colors?”</li> </ol>	<p>understand the significance and customs of these festivals.</p> <ol style="list-style-type: none"> <li>3. Students appreciate cultural diversity and inclusion.</li> <li>4. Students develop creativity, observation, and communication skills through art, projects, and role play.</li> </ol>
	13. The clothes we wear	<ol style="list-style-type: none"> <li>1. Identify different types of clothes for daily wear, festivals, and weather.</li> <li>2. Understand the purpose of clothing (protection, comfort, cultural significance).</li> <li>3. Recognize materials used in clothes (cotton, wool, silk, etc.).</li> <li>4. Develop awareness of dressing appropriately for occasions and seasons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw and color different clothes (shirt, dress, coat, saree, kurta).</li> <li>2. Create paper dolls and design outfits.</li> <li>3. Make a collage showing summer, winter, and festive clothes.</li> <li>4. Role-play dressing for different occasions (school, party, festival).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use real clothes or cloth samples for tactile learning.</li> <li>2. Show pictures and videos for visual learners.</li> <li>3. Encourage group activities so all students can participate.</li> <li>4. Use simple language and clear examples for all learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring a favorite piece of clothing and describe it in class.</li> <li>2. Prepare a “Clothes Chart” showing types of clothes for different seasons.</li> <li>3. Visit a local market (virtual or physical) to observe different clothing types.</li> <li>4. Make a small booklet of traditional clothes from different parts of India.</li> </ol>	<ol style="list-style-type: none"> <li>1. Match clothes with seasons (e.g., coat–winter, cotton shirt–summer).</li> <li>2. Identify clothes used for festivals, daily wear, or special occasions.</li> <li>3. Sort clothes based on material (cotton, wool, silk).</li> <li>4. Discuss why certain clothes are worn for different activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name different types of clothes.</li> <li>2. Students understand the purpose of clothes and seasonal appropriateness.</li> <li>3. Students recognize different materials used in clothing.</li> <li>4. Students develop observation, classification, and</li> </ol>

							presentation skills.
	14. Monuments and Statues of India	<ol style="list-style-type: none"> <li>1. Identify famous monuments and statues of India such as Taj Mahal, Qutub Minar, India Gate, Statue of Unity, and Red Fort.</li> <li>2. Understand the historical and cultural importance of these monuments.</li> <li>3. Develop awareness and pride in national heritage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw or color pictures of famous monuments and statues.</li> <li>2. Make simple paper or clay models of a monument or statue.</li> <li>3. Create a classroom display or collage featuring monuments of India.</li> <li>4. Role-play historical events associated with monuments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pictures, videos, and 3D models for visual and tactile learning.</li> <li>2. Explain simple stories behind each monument for easy understanding.</li> <li>3. Encourage group work for collaborative learning.</li> <li>4. Provide clear and simple language for all learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a chart of “Famous Monuments of India” with pictures and names.</li> <li>2. Prepare a small booklet with drawings or printed pictures of monuments.</li> <li>3. Conduct a virtual or physical tour of a nearby monument.</li> <li>4. Share a story or fact about a favorite monument in class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Match monuments with their names or cities.</li> <li>2. Identify monuments from pictures or models.</li> <li>3. Sort monuments by state or historical period.</li> <li>4. Discuss why these monuments are important for India’s culture and history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name and recognize famous monuments and statues of India.</li> <li>2. Students understand the cultural and historical significance of monuments.</li> <li>3. Students develop observation, creativity, and presentation skills.</li> <li>4. Students show respect and pride for national heritage.</li> </ol>
Nov 16	15. Indian Sports Heroes	<ol style="list-style-type: none"> <li>1. Identify famous Indian sports heroes such as Sachin Tendulkar, Mary Kom, PV Sindhu, Abhinav Bindra, and Virat Kohli.</li> <li>2. Learn about their achievements and contribution to Indian sports.</li> <li>3. Develop inspiration, motivation, and respect for hard work and</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw or color pictures of favorite sports heroes.</li> <li>2. Make posters celebrating their achievements.</li> <li>3. Role-play or enact moments from their famous matches.</li> <li>4. Create a</li> </ol>	<ol style="list-style-type: none"> <li>1. Use videos, photographs, and simple stories for better understanding.</li> <li>2. Encourage group discussions and peer sharing.</li> <li>3. Provide simple language and clear explanations.</li> <li>4. Allow different</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a small report or chart on one sports hero.</li> <li>2. Make a timeline of major achievements of selected heroes.</li> <li>3. Conduct a mini “Sports Day” highlighting their sports.</li> <li>4. Watch short videos of matches</li> </ol>	<ol style="list-style-type: none"> <li>1. Match sports heroes with the sport they play.</li> <li>2. Identify heroes from pictures and state their achievements.</li> <li>3. Discuss why these heroes are important for India.</li> <li>4. Sort heroes based on</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name famous Indian sports heroes and their sports.</li> <li>2. Students understand their achievements and contribution to sports.</li> </ol>

			sportsmanship.	“Sports Hero Wall” with pictures and facts.	forms of expression (drawing, storytelling, acting) for all learners.	or achievements of these heroes.	indoor/outdoor or individual/team sports.	3. Students develop motivation, teamwork, and sportsmanship values. 4. Students enhance observation, presentation, and creative skills.
		16. Games we play	1. Identify different types of games: indoor and outdoor. 2. Understand the importance of games for health, teamwork, and fun. 3. Learn basic rules of common games. 4. Develop physical, social, and cognitive skills through play.	1. Draw or color scenes of favorite games being played. 2. Make simple board games or game charts using paper or cardboard. 3. Create posters promoting outdoor and indoor games. 4. Role-play or act out games in class.	1. Include games suitable for all abilities (e.g., simple indoor games for students with limited mobility). 2. Demonstrate games visually and verbally for better understanding. 3. Encourage team activities to promote collaboration. 4. Provide step-by-step instructions and rules.	1. Organize a small “Game Day” in class. 2. Prepare a chart showing different games and their equipment. 3. Demonstrate a favorite game and explain its rules. 4. Collect information on traditional Indian games like kabaddi, kho-kho, and lagori.	1. Sort games into indoor and outdoor categories. 2. Match games with their equipment. 3. Discuss which games require teamwork and which are individual. 4. Identify safety rules for different games.	1. Students can name and differentiate indoor and outdoor games. 2. Students understand the importance of games for physical and social development. 3. Students can explain basic rules and safety measures. 4. Students develop teamwork, coordination, and decision-making skills.
Dec	24	17. Fairy Tales	1. Identify and listen to simple fairy tales. 2. Understand the moral	1. Draw or color scenes or characters from	1. Use picture books, audio stories, and visual	1. Prepare a “Fairy Tale Booklet” with drawings and story	1. Sequence the events of a fairy tale using	1. Students can recall and retell simple fairy

			<p>or lesson of each story.</p> <ol style="list-style-type: none"> <li>3. Develop imagination, creativity, and storytelling skills.</li> <li>4. Enhance vocabulary, comprehension, and speaking skills.</li> </ol>	<p>favorite fairy tales.</p> <ol style="list-style-type: none"> <li>2. Make puppets or masks of fairy tale characters.</li> <li>3. Create storyboards to sequence events in a tale.</li> <li>4. Act out short fairy tales in class using props or costumes.</li> </ol>	<p>aids for all learners.</p> <ol style="list-style-type: none"> <li>2. Repeat stories slowly and clearly to support comprehension.</li> <li>3. Encourage group storytelling and peer participation.</li> <li>4. Provide multiple ways for students to express understanding (drawing, acting, or verbal explanation).</li> </ol>	<p>summaries.</p> <ol style="list-style-type: none"> <li>2. Organize a class storytelling session.</li> <li>3. Retell a favorite fairy tale using puppets or props.</li> <li>4. Illustrate the moral of a fairy tale through a small craft or drawing.</li> </ol>	<p>pictures.</p> <ol style="list-style-type: none"> <li>2. Match characters to their actions or roles.</li> <li>3. Identify the moral or lesson from a story.</li> <li>4. Discuss favorite characters and explain why.</li> </ol>	<p>tales.</p> <ol style="list-style-type: none"> <li>2. Students understand the moral or lesson of stories.</li> <li>3. Students enhance imagination, creativity, and communication skills.</li> <li>4. Students demonstrate comprehension and sequencing skills through art and storytelling.</li> </ol>
		18. Hot or Cold	<ol style="list-style-type: none"> <li>1. Understand the concepts of hot and cold.</li> <li>2. Identify objects, substances, and weather that are hot or cold.</li> <li>3. Learn to describe temperature using simple words.</li> <li>4. Develop observation and classification skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw and color pictures of hot items (sun, fire, tea) and cold items (ice, snow, water).</li> <li>2. Make a collage showing hot and cold things.</li> <li>3. Create a simple “Hot &amp; Cold Chart” using paper and colors.</li> <li>4. Role-play actions related to hot (wiping sweat) and cold (shivering).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use real objects (ice, warm water, sunlight) for tactile learning.</li> <li>2. Show pictures and videos for visual understanding.</li> <li>3. Encourage group discussions for sharing examples.</li> <li>4. Use simple, clear language for all learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Experiment: touch items and identify whether they are hot or cold.</li> <li>2. Prepare a “Hot &amp; Cold Chart” for classroom display.</li> <li>3. Observe weather and discuss whether it feels hot or cold.</li> <li>4. Classify household items into hot or cold categories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sort items or pictures into hot and cold groups.</li> <li>2. Identify temperatures of water, air, or food.</li> <li>3. Discuss safety precautions for hot and cold objects.</li> <li>4. Answer questions like “What is hot in summer?” or “What is cold in winter?”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can identify and classify objects as hot or cold.</li> <li>2. Students understand the basic concept of temperature.</li> <li>3. Students develop observation, comparison, and classification skills.</li> <li>4. Students demonstrate safe handling</li> </ol>

								of hot and cold items.
		19. Being safe at home and school	<ol style="list-style-type: none"> <li>1. Identify safe and unsafe situations at home and school.</li> <li>2. Learn basic safety rules (e.g., not touching hot objects, handling sharp items carefully, road safety).</li> <li>3. Understand emergency contacts and whom to ask for help.</li> <li>4. Develop awareness of personal safety and responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw and color “Safe vs Unsafe” situations.</li> <li>2. Make posters illustrating safety rules at home and school.</li> <li>3. Role-play scenarios demonstrating safe behavior.</li> <li>4. Create a safety chart or board with visuals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pictures, videos, and demonstrations for visual learners.</li> <li>2. Provide simple language explanations for all learners.</li> <li>3. Encourage group activities for discussion and peer learning.</li> <li>4. Use tactile props (toy fire extinguisher, first aid kit, etc.) for hands-on understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a “Safety Rules Booklet” with drawings and captions.</li> <li>2. Conduct a mock drill for fire safety or evacuation.</li> <li>3. Identify hazards in classroom or home surroundings and suggest solutions.</li> <li>4. Create a role-play of “What to do in an emergency?”</li> </ol>	<ol style="list-style-type: none"> <li>1. Match objects or situations to “Safe” or “Unsafe” categories.</li> <li>2. Identify people to approach in emergencies (parents, teachers, police).</li> <li>3. Discuss ways to prevent accidents at home and school.</li> <li>4. Demonstrate safe handling of common objects (knife, hot pan, electrical plugs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can identify safe and unsafe situations at home and school.</li> <li>2. Students understand basic safety rules and emergency procedures.</li> <li>3. Students develop awareness of personal responsibility and care.</li> <li>4. Students demonstrate safe behavior through role-play and practical activities.</li> </ol>
Jan	14	20. Wheels and Vehicles	<ol style="list-style-type: none"> <li>1. Identify different types of vehicles (cars, buses, bicycles, trains, airplanes).</li> <li>2. Understand that most vehicles move because of wheels.</li> <li>3. Learn the difference between land, water, and air vehicles.</li> <li>4. Develop awareness of traffic rules and safe use</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw and color different vehicles.</li> <li>2. Make simple models of vehicles using paper, cardboard, or recycled materials.</li> <li>3. Create a “Types of</li> </ol>	<ol style="list-style-type: none"> <li>1. Use real toy vehicles for tactile learning.</li> <li>2. Show videos and pictures of vehicles in motion.</li> <li>3. Encourage group discussions and sharing experiences.</li> <li>4. Explain traffic</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart of vehicles with names and pictures.</li> <li>2. Conduct a mini “Vehicle Day” with toy vehicles and demonstrations.</li> <li>3. Visit a local traffic area or show pictures to observe</li> </ol>	<ol style="list-style-type: none"> <li>1. Match vehicles with the type of transport (land, water, air).</li> <li>2. Identify which vehicles have wheels and which do not.</li> <li>3. Discuss rules for using vehicles safely.</li> <li>4. Sort vehicles</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can name and identify different vehicles and types of transport.</li> <li>2. Students understand the role of wheels in movement.</li> <li>3. Students</li> </ol>

			of vehicles.	Vehicles” chart showing land, water, and air transport. 4. Role-play driving or riding different vehicles safely.	rules and safety signs with visual aids.	vehicles in real life. 4. Create a simple wheel-based vehicle using recyclable materials.	into fast and slow-moving categories.	are aware of basic traffic rules and safety. 4. Students develop observation, classification, and creative skills.
	21. Being kind and caring	1. Understand the meaning of kindness and caring. 2. Recognize ways to show kindness at home, school, and in the community. 3. Develop empathy, sharing, and helping behavior. 4. Build positive relationships with peers and adults.	1. Draw or color pictures showing acts of kindness (helping a friend, feeding animals). 2. Make “Kindness Cards” for friends, family, or teachers. 3. Create a classroom “Kindness Wall” with messages and drawings. 4. Role-play situations that show caring and sharing.	1. Use stories, pictures, and videos to demonstrate kindness for all learners. 2. Encourage group discussions and peer sharing. 3. Provide simple language and examples for easy understanding. 4. Allow students to express kindness through drawing, speaking, or acting.	1. Keep a “Kindness Diary” to note daily acts of kindness. 2. Organize a small classroom activity to help someone (sharing books, toys). 3. Plant a tree or take care of classroom plants as a caring activity. 4. Share stories of kind actions from their own lives.	1. Identify kind and unkind actions from pictures or scenarios. 2. Discuss ways to help friends, family, and community. 3. Role-play caring situations to practice empathy. 4. Reflect on feelings after performing kind acts.	1. Students can explain and demonstrate kindness and caring. 2. Students show empathy and helpful behavior toward others. 3. Students develop social, emotional, and communication skills. 4. Students contribute positively to classroom and community environment.	
	22. Help the Earth	1. Understand the importance of protecting the Earth. 2. Identify ways to reduce waste, save water, and save energy.	1. Draw or color pictures of trees, animals, rivers, and clean surroundings. 2. Make posters	1. Use real-life examples and objects (plants, water containers, trash bins) for understanding.	1. Plant a sapling in school or at home and take care of it. 2. Organize a small “Clean Up Day” in	1. Identify things that harm the Earth and things that help it. 2. Sort waste into recyclable and	1. Students understand the importance of protecting the Earth. 2. Students	

			<p>3. Learn about recycling, planting trees, and keeping the environment clean.</p> <p>4. Develop habits that support environmental care.</p>	<p>promoting “Save Water,” “Plant Trees,” or “Say No to Plastic.”</p> <p>3. Create crafts using recycled materials.</p> <p>4. Role-play actions like planting trees or cleaning a park.</p>	<p>2. Show videos or slides about environmental care.</p> <p>3. Encourage group discussions and collaborative activities.</p> <p>4. Provide simple language explanations for all learners.</p>	<p>the classroom or school garden.</p> <p>3. Prepare a chart or booklet showing ways to help the Earth.</p> <p>4. Collect recyclable waste and make a craft project.</p>	<p>non-recyclable items.</p> <p>3. Discuss actions to save water, electricity, and natural resources.</p> <p>4. Reflect on ways to keep the environment clean.</p>	<p>can describe simple actions to help the environment.</p> <p>3. Students develop habits like saving water, planting trees, and recycling.</p> <p>4. Students demonstrate environmental awareness through projects and art.</p>
Feb	22	<b>REVISION</b>						