

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

#### SUBJECT: ENGLISH

Textbook: 1.  
2.

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	English CB Letter Recognition Letter Revision Vowels and Consonants ( a e i ) English Skill enhancement page no 3 to 9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and revise previously learned letters.</li> <li><input type="checkbox"/> Identify and write letters correctly.</li> <li><input type="checkbox"/> Understand the difference between <b>vowels and consonants</b>.</li> <li><input type="checkbox"/> Recognize and use the vowels <b>a, e, i</b> in simple words.</li> <li><input type="checkbox"/> Improve early reading and writing skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students draw pictures of objects beginning with <b>a, e, i</b> (e.g., apple, egg, ice-cream).</li> <li><input type="checkbox"/> Color the pictures and write the beginning letter below each drawing.</li> <li><input type="checkbox"/> Create a small <b>alphabet chart</b> using drawings and colors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>flashcards, pictures, and letter charts</b> for visual learners.</li> <li><input type="checkbox"/> Allow <b>tracing activities</b> for students who need writing support.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students make a small booklet.</li> <li><input type="checkbox"/> Each page has a vowel (<b>a, e, i</b>).</li> <li><input type="checkbox"/> Draw or paste pictures of objects starting with those vowels and write the word</li> </ul>	<ul style="list-style-type: none"> <li>• Identify vowels in simple words.</li> <li>• Recognize and differentiate between <b>vowels and consonants</b>.</li> <li>• Write letters neatly and correctly.</li> <li>• Use phonetic sounds to read simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and write letters correctly.</li> <li>• Identify the vowels <b>a, e, i</b>.</li> <li>• Read and say simple words using these vowels.</li> <li>• Show improvement in <b>letter recognition and basic writing skills</b>.</li> </ul>
May	07	ENG CB Vowels and consonant ( o u )  English skill enhancement ( page	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the vowels <b>o</b> and <b>u</b>.</li> <li><input type="checkbox"/> Identify words beginning with <b>o</b> and <b>u</b>.</li> <li><input type="checkbox"/> Differentiate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>s tudents</u> draw and color <u>pictures of objects starting with o and u</u> (e.g., orange,</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>flashcards, pictures, and phonics sounds</b> for better understanding.</li> </ul>	Students create a poster showing objects that start with <b>o</b> and <b>u</b> with drawings or	Students will demonstrate the ability to: <ul style="list-style-type: none"> <li>• Identify vowels <b>o and u</b> in words.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Recognize and write vowels <b>o and u</b>.</li> </ul>

		no 10 and 11) Evs – My family	<p>between <b>vowels and consonants</b>.</p> <p><input type="checkbox"/> Practice correct letter writing and pronunciation</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of <b>family</b>.</li> <li>• Identify different members of a family.</li> <li>• Recognize the importance of love, care, and respect in a fam</li> </ul>	<p>owl, umbrella, uniform).</p> <p><input type="checkbox"/> Make a <b>vowel chart with pictures and colors</b>.</p> <p>Students draw a <b>family picture and color it</b>.</p>	<ul style="list-style-type: none"> <li>• Provide <b>tracing worksheets</b> for students who need extra writing practice.</li> <li>• Encourage <b>group learning and peer support</b>.</li> <li><input type="checkbox"/> Use <b>pictures and storytelling</b> to explain family relationships.</li> <li><input type="checkbox"/> Encourage students to <b>talk about their own families</b>.</li> </ul>	<p>pasted pictures</p> <p>Students create a simple <b>family tree chart</b> with names or pictures of family members.</p>	<ul style="list-style-type: none"> <li>• Pronounce the sounds correctly.</li> <li>• Write the letters neatly and recognize them in simple words.</li> </ul> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and name family members.</li> <li>• Explain the role of each family member.</li> <li>• Show respect and appreciation for family</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words beginning with these vowels.</li> <li>• Improve basic reading and writing skill</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Recognize different family members.</li> <li>• Understand the importance of family.</li> <li>• Develop social and emotional awareness about family relationships</li> </ul>
June	16	<p>English CB</p> <p>Rhyming words</p> <p>Use of This , That , These , Those</p> <p>Eng Skill enhancement ( pg no 12 and 13 , page no 30</p> <p>Evs – All around me</p> <p>Magic words</p>	<p><input type="checkbox"/> Identify and say simple <b>rhyming words</b> (e.g., cat–hat, pen–ten).</p> <p><input type="checkbox"/> Understand and correctly use <b>this, that, these, those</b> in sentences.</p> <p><input type="checkbox"/> Improve vocabulary and sentence formation.</p>	<p><input type="checkbox"/> Students draw pairs of <b>rhyming objects</b> (cat–hat, sun–fun) and color them.</p> <p><input type="checkbox"/> Use classroom objects to demonstrate <b>this, that,</b></p>	<p><input type="checkbox"/> Use <b>pictures, flashcards, and real classroom objects</b> to explain concepts.</p> <p><input type="checkbox"/> Provide <b>oral practice and repetition</b> for better understanding.</p>	<p>tudents create a small chart with pictures of rhyming words and write the word pairs.</p> <p>Students paste or draw pictures of things found around them</p>	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Recognize and say rhyming words.</li> <li>• Correctly use <b>this, that, these, those</b> while pointing to objects.</li> <li>• Form simple</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and speak simple rhyming words.</li> <li>• Use <b>this, that, these, those</b> correctly in daily</li> </ul>

		<p><input type="checkbox"/> Develop reading and speaking skills.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify things present in their surroundings (home, school, nature).</li> <li>• Observe objects, people, plants, and animals around them.</li> <li>• Develop awareness about their environment</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Learn and use <b>magic words</b> such as <b>please, sorry, thank you, excuse me.</b></li> <li>•</li> </ul>	<p><b>these, those</b> and make a small chart with drawings.</p> <p>Students draw and color <b>things they see around them</b> (trees, houses, birds, roads, etc.). Students create a <b>Magic Words Poster</b> with drawings and colorful letters.</p>	<p><input type="checkbox"/> Encourage <b>group activities and peer learning.</b></p> <p><input type="checkbox"/> Give extra support and tracing activities to students who need help.</p> <p>Use <b>pictures, outdoor observation, and discussion.</b></p> <p><input type="checkbox"/> Use <b>role-play activities</b> to practice polite words.</p> <p><input type="checkbox"/> Encourage every student to use magic words in class.</p>	<p>Students make a chart with pictures and write the magic words.</p>	<p>sentences using these words. students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Observe and identify objects in their surroundings.</li> <li>• Describe things around them using simple word students will demonstrate the ability to:</li> <li>• Use polite words in daily conversation.</li> <li>• Show good manners in school and at home.</li> <li>•</li> </ul>	<p>conversation.</p> <ul style="list-style-type: none"> <li>• Improve basic grammar and speaking skills.</li> <li>• <input type="checkbox"/> Recognize different things around them.</li> <li>• <input type="checkbox"/> Develop observation and awareness of their environment. Students will:</li> <li>• Understand the importance of polite language.</li> <li>• Use <b>please, sorry, thank you, excuse me</b> appropriately.</li> <li>• Develop positive</li> </ul>
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July	26	<p><b>English CB Phonics</b> ( <b>ad</b> ,ag,am , at , ap , a, ed , eg , en , et) Naming words</p> <p>One and Many</p> <p>English enhancement ( page no 24 and 33 )</p> <p>EVS Magic words Food</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and pronounce simple <b>phonics word families</b> (ad, ag, am, at, ap, ab, ed, eg, en, et).</li> <li>Read and form simple <b>three-letter words</b>.</li> <li>Improve pronunciation and early reading skills</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand that <b>naming words</b> are names of <b>people, places, animals, and things</b>.</li> <li>Identify naming words in simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>draw pictures of phonics words (e.g., <b>cat, bag, pen, bed</b>).</u></li> <li>Create a <b>phonics chart with pictures and words</b>.</li> <li>Students <u>draw and label <b>people, places, animals, and things</b>.</u></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>flashcards, sound repetition, and picture cards</b>.</li> <li>Encourage <b>phonics games and group reading</b>.</li> <li>Provide <b>tracing worksheets for children who need extra writing practice</b>.</li> <li>Use <b>real objects, pictures, and classroom examples</b>.</li> <li>Encourage <b>discussion and participation from all learners</b>.</li> </ul>	<p>Students make a small booklet and write words from each phonics family with drawings.</p>	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>Identify and read <b>CVC words</b> using phonics sounds.</li> <li>Recognize word patterns and pronounce them correct</li> </ul> <p>students should be able to:</p> <ul style="list-style-type: none"> <li>Read simple phonics words</li> <li>Identify naming words in sentences</li> <li>Use polite words in daily conversation</li> <li>Recognize healthy foods</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Read and recognize simple phonics words.</li> <li>Improve spelling and pronunciation skills.</li> <li>Students will be able to:</li> <li>Recognize <b>phonics sounds</b> (ad, ag, am, at, ap, etc.)</li> <li>Identify <b>naming words</b></li> <li>Use <b>magic words</b></li> <li>Understand <b>basic food groups</b></li> </ul>
Aug	24	<p>English CB</p> <p>Phonics ( ig , in , ip , it , ob ,og ,op , ot )</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify different animals.</li> <li>Know the names of common animals.</li> </ul>	<ul style="list-style-type: none"> <li>Students <u>draw and color their favorite <b>animal</b></u>.</li> <li>Make <b>animal masks using paper</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, charts, and videos of animals</b>.</li> <li>Encourage <b>group</b></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Draw or paste a picture of an animal.</li> <li>Write 3–4 simple lines about it</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Identify different animals.</li> <li>Classify</li> </ul>	<ul style="list-style-type: none"> <li>Recognize phonics sounds (ig, in, ip, it, ob, og, op, ot).</li> <li>Use</li> </ul>

		<p>English skill enhancement ( pg no 25)</p> <p>Articles</p> <p>Pronoun</p> <p>EVS ( Animals )</p>	<ul style="list-style-type: none"> <li>• Understand where animals live and what they eat.</li> <li>• Understand the meaning of <b>articles</b> and <b>pronouns</b>.</li> <li>• Use <b>a, an, the</b> correctly in sentences.</li> <li>• Identify <b>pronouns</b> such as he, she, it, they, we, and I.</li> <li>• Replace nouns with suitable pronouns in simple sentences.</li> </ul>	<p>and colors.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Paste <u>animal pictures in notebooks.</u></li> <li>• Students draw pictures of objects like <b>apple, cat, ball</b> and write sentences using <b>articles</b> (e.g., <i>an apple, a cat</i>).</li> <li>• Draw pictures of <b>boy, girl, dog</b> and write sentences using <b>pronouns</b> (e.g., <i>He is playing, She is happy</i>).</li> <li>• Use colorful charts showing examples of articles and pronouns.</li> </ul>	<p><b>participation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give simple instructions so all learners can understand.</li> <li><input type="checkbox"/> Support slow learners with visual aids.</li> <li>• use <b>pictures, flashcards, and real objects</b> to explain articles.</li> <li>• Give <b>simple examples</b> so all students understand easily.</li> <li>• Encourage <b>group activities</b> so every child participates.</li> <li>• Support slow learners by repeating examples and using visual aids.</li> </ul>	<ul style="list-style-type: none"> <li>• students will:</li> <li>• Paste or draw pictures of objects and write sentences using <b>a, an, the</b>.</li> <li>• Write 3–4 sentences replacing nouns with <b>pronouns</b>.</li> </ul>	<p>animals (pet animals, wild animals, farm animals).</p> <ul style="list-style-type: none"> <li>• Describe animals using simple sentences.</li> </ul>	<p><b>articles</b> correctly in sentences.</p> <ul style="list-style-type: none"> <li>• Replace nouns with <b>pronouns</b>.</li> <li>• Identify and describe common animals.</li> </ul>
Sep	23	<p>English CB Phonics ( ub , ug ,un , ut)</p> <p>Beginning sound and Long vowels</p> <p>Use of is , am ,are</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different <b>plants</b>.</li> <li>• Understand that plants need <b>water</b>,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> students draw and color a <b>plant or tree</b>.</li> <li><input type="checkbox"/> Make a <b>leaf collage</b> using</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>real plants, pictures, and charts</b>.</li> <li><input type="checkbox"/> Encourage <b>group</b></li> </ul>	<p>students will:</p> <ul style="list-style-type: none"> <li>• Plant a <b>seed in a small pot</b>.</li> <li>• Observe the plant</li> </ul>	<p>students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify parts of a plant.</li> <li>• Explain why</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Recognize phonics sounds (ub, ug, un, ut).</li> </ul>

		<p>English enhancement ( page no 14 to 18 ) page no 26</p> <p>Evs plants</p>	<p><b>sunlight, and air</b> to grow.</p> <ul style="list-style-type: none"> <li>• Recognize the <b>importance of plants</b>.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize phonics sounds (ub, ug, un, ut).</li> <li>• Identify beginning sounds of words.</li> <li>• Understand long vowel sounds.</li> <li>• Use <b>is, am, are</b> correctly in simple sentences.</li> </ul>	<p>different leaves.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Label parts of a plant (root, stem, leaf, flower).</li> <li><input type="checkbox"/> Students draw pictures of objects like <b>sun, bug, hut</b> and write the phonics words.</li> <li><input type="checkbox"/> Make colorful charts for <b>long vowels</b>.</li> <li><input type="checkbox"/> Draw pictures and write sentences using <b>is, am, are</b>.</li> </ul>	<p><b>discussion and participation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give simple explanations so every child can understand.</li> <li><input type="checkbox"/> Provide support to slow learners using visual aids.</li> <li><input type="checkbox"/> Use <b>pictures, flashcards, and real objects</b>.</li> <li><input type="checkbox"/> Encourage <b>group activities</b> so all students participate.</li> <li><input type="checkbox"/> Give <b>simple instructions</b> for better understanding.</li> <li><input type="checkbox"/> Support slow learners with visual aids and repetition.</li> </ul>	<p>growing.</p> <ul style="list-style-type: none"> <li>• Draw the plant in their notebook.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Draw or paste pictures for words like <b>sun, bug, hut</b>.</li> <li>• Write 3–4 sentences using <b>is, am, are</b>.</li> </ul>	<p>plants are important.</p> <ul style="list-style-type: none"> <li>• Observe plant growth.</li> </ul> <p>students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify phonics sounds and beginning sounds.</li> <li>• Recognize long vowels in words.</li> <li>• Form simple sentences using <b>is, am, are</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify beginning sounds and long vowels.</li> <li>• Use <b>is, am, are</b> correctly in sentences.</li> <li>• Understand the importance of <b>plants</b> and their parts.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Read and pronounce phonics words correctly.</li> <li>• Identify beginning sounds and long vowels.</li> <li>• Use <b>is, am, are</b> properly in sentences.</li> </ul>
Oct	22	<p>ENG CB Ending sound , Long vowels ENG PHONIC PRACTICE BOOK Page no 5 to 9</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify national symbols of India.</li> <li>• Differentiate between <b>living and non-living things</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw and color <b>national symbols</b> like the flag or peacock.</li> <li><input type="checkbox"/> Make a <b>chart of living</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use <b>pictures, flashcards, and charts</b>.</li> <li><input type="checkbox"/> Encourage <b>group activities and</b></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Collect pictures of <b>living and non-living things</b>.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify national symbols.</li> <li>• Classify living</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify national symbols.</li> <li>• Classify</li> </ul>

		EVS National symbol Living and non living Natural and man made	<ul style="list-style-type: none"> <li>• Understand <b>natural and man-made things</b>.</li> <li>• Recognize <b>ending sounds and long vowel sounds</b> in words.</li> </ul>	<b>and non-living things.</b> <input type="checkbox"/> Draw pictures of objects and write words showing <b>ending sounds</b> .	<b>discussions.</b> <input type="checkbox"/> Provide <b>simple explanations</b> for better understanding. <input type="checkbox"/> Support slow learners using <b>visual aids and repetition</b> .	<ul style="list-style-type: none"> <li>• Paste them in a notebook and label them.</li> <li>• Draw one <b>natural</b> and one <b>man-made</b> thing</li> </ul>	and non-living things. <ul style="list-style-type: none"> <li>• Differentiate natural and man-made objects.</li> <li>• Recognize ending sounds and long vowels.</li> </ul>	living and non-living things. <ul style="list-style-type: none"> <li>• Differentiate natural and man-made objects.</li> <li>• Recognize ending sounds and long vowels.</li> </ul>
Nov	16	ENG CB MAGIC 'E' Beginning blends Position words Sentence making  English phonics practice ( pg no 10 to 20 )  English skill enhancement book ( pg no 19 and 27)  Evs colours Day and night	Students will be able to: <ul style="list-style-type: none"> <li>• Understand <b>Magic E words</b>.</li> <li>• Identify <b>beginning blends</b>.</li> <li>• Use <b>position words</b> correctly.</li> <li>• Make simple sentences.</li> <li>• Recognize different <b>colours</b>.</li> <li>• Understand the difference between <b>day and night</b>.</li> </ul>	<input type="checkbox"/> Draw pictures showing <b>position words</b> (ball under table). <input type="checkbox"/> Colour objects with different <b>colours</b> . <input type="checkbox"/> Draw <b>day and night scenes</b> using crayons.	<input type="checkbox"/> Use <b>pictures, flashcards, and real objects</b> . <input type="checkbox"/> Encourage <b>group activities and participation</b> . <input type="checkbox"/> Use <b>simple instructions and demonstrations</b> . <input type="checkbox"/> Support slow learners with <b>visual aids and repetition</b> .	Students will: <ul style="list-style-type: none"> <li>• Draw pictures of objects in different colours.</li> <li>• Draw one <b>day scene</b> and one <b>night scene</b>.</li> <li>• Write simple sentences about the pictures.</li> </ul>	students should be able to: <ul style="list-style-type: none"> <li>• Read and recognize <b>Magic E words</b>.</li> <li>• Identify <b>beginning blends</b>.</li> <li>• Use <b>position words</b> in sentences.</li> <li>• Recognize colours and explain <b>day and night</b>.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Improve <b>reading and phonics skills</b>.</li> </ul>
Dec	24	English CB ( ending blends ) Opposite words Question and answer  English phonic practice book ( pg no	Students will be able to: <ul style="list-style-type: none"> <li>• Identify <b>ending blends</b> in words.</li> <li>• Recognize <b>opposite words</b> and use them in sentences.</li> <li>• Ask and answer</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures of words with <b>ending blends</b>.</li> <li>• Make</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>pictures, flashcards, and real objects</b>.</li> <li>• Encourage <b>group</b></li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Draw and color <b>their favorite season or transport</b></li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>• Identify and read words with <b>ending blends</b>.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Read and pronounce words with <b>ending blends</b>.</li> </ul>

		21 to 30 ) English skill enhancement book ( pg no 32 and 34) Evs – Season and Transport	<b>simple questions.</b> • Understand different <b>seasons and types of transport.</b>	<b>opposites charts</b> with drawings. • Draw <b>season scenes</b> (summer, winter, rainy). • Create a <b>transport collage</b> using pictures.	<b>discussion and pair activities.</b> • Give <b>simple instructions</b> for better understanding. • Support slow learners with <b>visual aids and repetition.</b>	• Make a <b>chart of opposite words</b> with pictures. • Write <b>2–3 simple sentences</b> for each.	• Recognize and use <b>opposite words</b> in speech and writing. • Ask and answer <b>simple questions confidently.</b> • Classify <b>seasons and modes of transport.</b>	• Use <b>opposites</b> in sentences. • Communicate using <b>question and answer</b> formats. • Understand <b>seasons and types of transport</b> through observation and art activities.
Jan	14	English CB ( Describing words and action words ) EVS ( days and month name) and festivals English skill enhancement book pg no 31	Students will be able to: • Identify <b>describing words and action words.</b> • Use them in <b>simple sentences.</b> • Recognize <b>days of the week and months of the year.</b> • Recall their <b>order</b> and use in daily life.	<input type="checkbox"/> Draw pictures of <b>objects/people</b> and label them with <b>describing words.</b> <input type="checkbox"/> Draw action pictures (running, jumping, eating) and <b>write the action word.</b> <input type="checkbox"/> Make a <b>weekly calendar</b>	<input type="checkbox"/> Use <b>pictures, flashcards, charts, and videos</b> for better understanding. <input type="checkbox"/> Encourage <b>group discussion and role play</b> (acting action words). <input type="checkbox"/> Give <b>simple instructions</b> for all learners. <input type="checkbox"/> Support slow learners using	Students will: • Draw their <b>favorite actions</b> and write sentences using <b>action words.</b> • Draw a <b>weekly calendar</b> showing <b>days of the week.</b> • Write <b>one</b>	Students should be able to: • Identify and use <b>describing words and action words</b> in sentences. • Recall and <b>write day names and month names.</b> • Connect words with <b>real-life objects and actions.</b>	students will: • Recognize and use <b>adjectives (describing words) and verbs (action words).</b> • Recall and <b>write days of the week and months of the year.</b> • Develop <b>speaking, writing, and</b>

				<b>chart</b> with days and months decorated with colors.	<b>visual and hands-on activities.</b>	<b>special activity they do each day.</b>		<b>observation skills</b> through interactive activities.
Feb	22	English CB – pair words Picture study Sight word  EvS Technology	Students will be able to: <ul style="list-style-type: none"> <li>Recognize and read <b>pair words</b>.</li> <li>Observe and describe objects through <b>picture study</b>.</li> <li>Identify and read <b>sight words</b>.</li> <li>Understand <b>different types of technology</b> and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Draw <b>pair objects</b> (e.g., knife and fork) and color them.</li> <li>Draw a picture and write <b>sentences describing it</b>.</li> <li>Make a <b>technology collage</b> with pictures of machines, tools, and gadgets.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>pictures, flashcards, and real objects</b> for better understanding.</li> <li>Encourage <b>group activities</b> and peer learning.</li> <li>Give <b>simple instructions and demonstrations</b>.</li> <li>Support slow learners with <b>visual and hands-on activities</b>.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Draw or paste pictures of <b>their favorite technology</b> and write 2–3 lines about it.</li> <li>Draw <b>pair items</b> and label them (e.g., pen and paper, salt and pepper).</li> <li>Write <b>short sentences</b> using sight words.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Identify and read <b>pair words and sight words</b>.</li> <li>Describe pictures using <b>simple sentences</b>.</li> <li>Classify <b>technology</b> into land, water, air, and daily use.</li> <li>Apply words in <b>daily life context</b>.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Read and write <b>pair words and sight words</b> fluently.</li> <li>Observe and describe <b>pictures using sentences</b>.</li> <li>Identify different <b>types of technology</b> and understand their uses.</li> <li>Develop <b>speaking, reading, and writing skills</b> through interactive activities.</li> </ul>

**विषय : हिंदी**

**निर्धारितपुस्तकें— 1.स्वर ज्ञान— Walker**

**2.फुहार बाल कविताएँ**

**3. स्वर सुलेख – Walker**

Month	WD	अध्याय / उप-विषयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
April	23	स्वरों की पुनरावृत्ति, व्यंजनों की पुनरावृत्ति दो एवं तीन वर्णों वाले शब्द। <b>कविताएँ</b> • प्रार्थना • विनती <b>स्वर सुलेख</b> पृष्ठ संख्या 02 से 07 तक	छात्र स्वरों और व्यंजनों की पुनरावृत्ति वाले शब्दों की पहचान कर सकेंगे। छात्र तीन वर्णों वाले नए शब्द बनाना और बोलना सीखेंगे	<ul style="list-style-type: none"> <li>शब्द लिखना</li> <li>समान स्वर</li> <li>शब्दों को सही करना</li> <li>वाक्य बनाना</li> <li>श्रुतिलेख</li> </ul>	समूह गतिविधियों का माध्यम से सभी बच्चों को भाग लेने का अवसर दिया जाएगा।	स्वर माला बनाएँ।	शब्द रचना वाक्य रचना	विद्यार्थी वर्णों को जोड़कर शब्द बनाना पढ़ना सिख लेंगे। सही उच्चारण करेंगे।
May	07	चार वर्णों वाले शब्द मौखिक – आ “न” की मात्रा वाले शब्द। कविताएँ। झुम-झुमकर हाथी आया। धोबी आया। स्वर- सुलेख पृष्ठ सं 8 से 10 तक	विद्यार्थी चार अक्षर के शब्द लिखना पढ़ना सिखेंगे।	समान स्वर, चित्रों के नाम, शब्दों को सही करना, वाक्य बनाना खाली जगह भरें। श्रुतिलेख	चार अक्षर वाले शब्दों के चित्र बनाएँ।	चित्र – शब्द मिलान	शब्द रचना वाक्य रचना	विद्यार्थी चार वर्णों वाले शब्द पढ़ना, लिखना सिख लेंगे।
June	16	आ “न” की मात्रा इ िकी मात्रा कविताएँ। बैठ फूल पर सुंदर तितली स्वर- सुलेख पृष्ठ सं 11 से 15 तक बारह खड़ी (मौखिक)	विद्यार्थी मात्रा का प्रयोग करना बोलना, पढ़ना, तथा लिखना सीखेंगे।	नाम लिखना, समान स्वर, चित्रों के नाम, शब्दों को सही करना, वाक्य बनाना खाली जगह भरें। श्रुतिलेख	शब्द वृक्ष बनाएँ।	शब्द वृक्ष बनाएँ।	शब्द रचना वाक्य रचना	विद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
July	26	ई, उ की मात्रा कविताएँ। एक – एक चाँद का कुरता स्वर सुलेख पृष्ठ सं 16 से 21	विद्यार्थी मात्रा का प्रयोग करना बोलना, पढ़ना, तथा लिखना सीखेंगे।	नाम लिखना, समान स्वर, चित्रों के नाम, शब्दों को सही करना, वाक्य बनाना खाली जगह भरें। श्रुतिलेख	पेपर रंगीन से कछुआ बनाएँ	समूह बनाकर कविता प्रस्तुत करेंगे।	शब्द रचना वाक्य रचना	विद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Aug	24	उ, ऊ की मात्रा कविताएँ।		नाम लिखना, समान स्वर, चित्रों के नाम, शब्दों को	<u>रंगीन पेपर की सहायता</u> से तिरंगा बनाएँ	समूह बनाकर कविता प्रस्तुत करेंगे।	शब्द रचना वाक्य रचना	विद्यार्थी मात्रा का सही प्रयोग सीखेंगे।

		मैं बादल बन जाऊँ स्वर सुलेख पृष्ठ सं० 22 से 24 तक	विद्यार्थी मात्रा का प्रयोग करना बोलना, पढ़ना, तथा लिखना सीखेंगे।	सही करना, वाक्य बनाना खाली जगह भरें। श्रुतिलेख				
Sep	23	पुनरावृत्ति द्वितीय सत्र – ड,ढ के प्रयोग कविता- फुटबॉल, क्रिकेट।	विद्यार्थी पुनरावृत्ति कार्य के माध्यम से परिक्षा की तैयारी करेंगे।	कविता याद करें।	बच्चे भालू का मास्क बनाएँ	समूह बनाकर कविता प्रस्तुत करेंगे।	शब्द रचना वाक्य रचना	विद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Oct	22	ए, ऐ की मात्रा कविताएँ। माँ तू कितनी अच्छी है सूरज दादा। एक डाल पर बैठा बवंरं। स्वर सुलेख पृष्ठ सं० 25 से 30 तक	विद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सिखाएंगे।	स्मान स्वर, मात्रा लगाना वाक्य बनाना प्र०/उ० श्रुतिलेख	थैला बनाना	समूह बनाकर चर्चा	संगीत के द्वारा कविताओं की प्रस्तुति करना	विद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Nov	16	ओ की मात्रा कविता एक चिड़िया के बच्चे चार चुन्नु मुन्नु थे दो बार स्वर सुलेख पृष्ठ सं० 31 से 33 तक	विद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सिखाएंगे।	स्मान स्वर, मात्रा लगाना वाक्य बनाना प्र०/उ० श्रुतिलेख	मोर का चित्र बनाना	कविता याद करें	मोर से संबंधित जानकारी प्राप्त करें	वद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Dec	24	औ,ऋ की मात्रा कविता मेरी बिल्ली काली पीली, बिस्कुट का पेड़ स्वर सुलेख पृष्ठ सं० 34 से 36, 46, से 48 तक	विद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सिखाएंगे।	स्मान स्वर, मात्रा लगाना वाक्य बनाना प्र०/उ० श्रुतिलेख	पौधा रोपण करना।	कविता याद करें	शब्द रचना वाक्य रचना	वद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Jan	14	अं, अः, अँ, अँ की मात्रा कविता रंग- बिरंगे गुब्बारे अगर पेड़ भी चलते होती पृष्ठ सं० 37 से 45	विद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सिखाएंगे।	स्मान स्वर, मात्रा लगाना वाक्य बनाना प्र०/उ० श्रुतिलेख		कविता याद करें	शब्द रचना वाक्य रचना	वद्यार्थी मात्रा का सही प्रयोग सीखेंगे।
Feb	22	पुनरावृत्ति द्वितीय सत्र	विद्यार्थी द्वितीय सत्र की तैयारी करेंगे।					

**SUBJECT: MATHS**

**Textbook: 1. We Can Learn**

Months	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p><b>COURSBOOK</b></p> <p><b>Chapter 1</b></p> <p><b>Pre - Number Concepts</b></p>	<ul style="list-style-type: none"> <li>• Visual discrimination Identify and match objects that are same or different)</li> <li>• Comparison skill (big/ small , tall / short , long / short etc. )</li> <li>• Quantity (more /less , many/ few , empty /full) and spatial awareness.</li> <li>• Grouping &amp; Sorting</li> <li>• Seriation skills</li> </ul>	<p>Sorting with colours activity (children will sort and paste coloured paper cut - outs like circles, squares, triangle .</p> <p>Pattern printing activity using vegetable printing ( ladyfinger , potato) Arrange and decorate - arrange coloured beads from small and big and paste them on a worksheet .</p>	<p>Rhymes and Story Telling.</p>	<p>Nature walk</p>	<p>Sorting &amp; classification - students sort real classroom objects like crayons , blocks . buttons by colour , size , or shapes.</p> <p>Comparison competency activity : compare two objects and identify big/ small , tall/ short , heavy/ light using hands on materials.</p>	<ul style="list-style-type: none"> <li>• Classification &amp; sorting- sort objects based on colours , shapes ,size and type.</li> <li>• Group similar objects together .</li> <li>• Identify the odd one from a group</li> </ul>
		<p><b>Chapter 2</b></p> <p><b>Remember Zero</b></p>	<ol style="list-style-type: none"> <li>1. Recognize and identify the number 0 (zero).</li> <li>2. Understand that zero means nothing or no objects.</li> <li>3. Trace and write the number 0 correctly.</li> <li>4. Compare situations with some objects and zero objects.</li> <li>5. Develop early number sense and counting skills.</li> </ol>	<p><b>Zero Balloon Art</b></p> <p>Students draw a big zero like a balloon.</p> <p>Decorate it with colors and stickers.</p>	<p>Use pictures of empty objects and flashcards.</p> <p>stories or rhymes</p>	<p><b>Zero Means Nothing</b></p> <p>Give students a chart paper divided into two parts.</p> <p>On one side paste pictures of objects (toys, fruits). On the other side draw an empty box and write 0.</p>	<p>Numeracy Skills</p> <p>Understanding the concept of zero in counting.</p> <p>2. Logical Thinking Recognizing situations where nothing remains.</p>	<p>Identify the number 0.</p> <p>Understand that 0 means none or nothing.</p> <p>Count objects and recognize when no objects are left.</p> <p>Trace and write the number 0.</p>

								Match pictures showing zero quantity.
		<b>Chapter 3</b> <b>Remember 1 to 10</b>	<ol style="list-style-type: none"> <li>1. Recognize and identify numbers from 1 to 10.</li> <li>2. Count objects correctly up to 10.</li> <li>3. Match numbers with the correct quantity of objects.</li> <li>4. Trace and write numbers 1–10.</li> <li>5. Develop early number sense and counting skills.</li> </ol>	<p><b>Number Finger Painting</b> Students trace numbers 1–10 using finger paint.</p> <p>Decorate the numbers with colors and stickers.</p>	<p>flashcards, and picture cards.</p> <p>rhymes and counting songs.</p>	<p><b>My Number Book (1–10)</b> Steps: Give students 10 small pages or sheets. Each page has one number from 1 to 10 Students draw or paste objects matching the number.</p>	<p>Numeracy Skills Understanding numbers and counting. 2. Observation Skills Matching numbers with quantities. 3. Logical Thinking Arranging numbers in correct order.</p>	<p>Identify and name numbers 1–10.</p> <p>Count objects up to 10 accurately.</p> <p>Match numbers with pictures showing the correct quantity.</p> <p>Arrange numbers in order from 1 to 10.</p> <p>Trace or write numbers 1–10 with guidance.</p>
May	07	<b>Chapter 4</b> <b>Tens and Ones</b>	<ol style="list-style-type: none"> <li>1. Identify the digits in a two-digit number and distinguish between the tens place and the ones place.</li> <li>2. Form two-digit numbers by combining tens and ones (e.g., 2 tens and 4 ones = 24).</li> <li>3. Compare two two-digit numbers and say which is greater or lesser based on tens and ones.</li> </ol>	<p>identifying numbers using tens and ones. Number collages" using cu touts of groups of tens(e.g., 10 circles) and ones (e.g., 1 star).</p>	<p>songs and rhythmic clapping (10 claps = 1 ten).</p> <p>Make bundles of 10 sticks using rubber bands.</p>	<p>Make bundles of 10 sticks using rubber bands.</p>	<p>Number Sorting.</p> <p>Jump and Count:(Understand s grouping through body movement).</p>	<p>• <b>Understand the concept of place value</b> in a simple way: Right side = <b>Ones</b> Left side = <b>Tens</b>. <b>Identify tens and ones in two-digit numbers</b> (e.g., 14 = 1 ten and 4 ones). <b>Group objects into tens and ones</b> using counters, sticks, beads, or blocks. <b>Write numbers based on given tens and</b></p>

								<b>ones</b> (e.g., 2 tens and 3 ones = 23).
June	16	<p><b>Chapter 5</b></p> <p><b>Numbers 11 to 50</b></p>	<p>Read and say numbers 11 to 50 aloud with confidence. Count objects up to 50 using correct number sequence.</p> <p>Write numbers from 11 to 50 correctly.</p> <p>Match numbers with quantities (for example: 15 with 15 objects).</p> <p>Numbers name .</p> <p>Identify the missing numbers between 11 and 50.</p>	<p>Number Tree 🌳</p> <p>Number line, Finger Painting</p> <p>Numbers 🍪</p> <p>Dot Art</p> <p>Numbers 🍷</p> <p>Ice-cream Stick</p> <p>Numbers 🍦</p>	<p>Flashcards, Number charts (11–50), beads, sticks, blocks, and counters.</p> <p>Rhyme</p>	<p>Draw a <b>train engine</b> on the chart paper and write the number <b>11</b> on it.</p>	<p>Number card Arrangement, count and Match activity</p> <p>Missing number game</p> <p>Number hop game.</p> <p>Group counting activity</p>	<p>All students will be able to recognize, count, read, and write numbers from 11 to 50 according to their learning level.</p> <p>Count objects up to 50 accurately.</p> <p>Match numbers with the correct quantity of objects.</p>
		<p><b>Chapter 6</b></p> <p><b>Before, After, Between</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of <b>before, after, and between numbers</b>.</li> <li>• Recognize numbers and place them in the <b>correct sequence</b>.</li> <li>• Identify the <b>number that comes before or after</b> a given number.</li> <li>• Find the <b>missing number between two numbers</b>.</li> <li>• Develop <b>basic counting and thinking skills</b>.</li> </ul>	<p>Number Train Activity</p> <p>Number Caterpillar Craft</p>	<p>Flash cards , rhyme</p> <p>Stairs jumping activity</p>	<p>Number Ladder Project; Draw a <b>ladder</b> on chart paper.</p> <p>Write numbers on each step. Leave some steps blank. ,fill the blank with the <b>before, after, or between number</b>.</p>	<p><b>Recognize and sequence numbers.</b></p> <p><b>Think logically</b> about number order.</p> <p><b>Solve simple number problems</b> independently.</p> <p>Improve <b>observation and counting skills</b>.</p>	<ul style="list-style-type: none"> <li>• Identify the <b>number that comes before</b> a given number., Identify the <b>number that comes after</b> a given number.</li> <li>• Identify the <b>number between two numbers</b>.</li> <li>• Arrange numbers in <b>correct order</b>.</li> <li>• Use numbers <b>1–20 or 1–50</b> to understand these concepts.</li> </ul>

July	26	<p><b>Chapter 7</b></p> <p><b>Counting Backwards</b></p>	<p>Understand the concept of tens and ones using simple examples.</p> <p>Identify the number that comes before ,</p> <p>Identify the number that comes after a given number (e.g., after 6 is 7).</p> <p>Recognize the number that comes between two numbers (e.g., between 4 and 6 is 5).</p> <p>Arrange numbers in correct order using the concepts of before and after.</p> <p>Use number sequences (1–10 or 1–20) to understand before, after, and between.</p> <p>Develop logical thinking by finding missing numbers in a number line.</p>	<p>Number Train Activity</p> <p>Number Caterpillar Craft</p>	<p>Flash cards , rhyme</p> <p>Stairs jumping activity</p>	<p>Backward Rocket Countdown;</p> <ul style="list-style-type: none"> <li>• Draw a <b>rocket</b> on chart paper. Make <b>small circles or boxes</b> going down from the rocket. Write numbers in <b>backward order</b> (for example: <b>10, 9, 8, 7, 6, 5, 4, 3, 2, 1</b>).</li> </ul>	<p>Number Line Activity</p> <p>Missing Number Cards</p> <p>Classroom Position Game</p> <p>Classroom Position Game</p>	<p>Recognize numbers in sequence ;</p> <p>Tell the number that comes before.</p> <p>.Identify the number that comes between</p> <p>Fill in missing number</p> <p>Arrange numbers in correct order using before and after.</p>
		<p><b>Chapter 8</b></p> <p><b>Number Names</b></p>	<ul style="list-style-type: none"> <li>• Recognize number names from one to ten.</li> <li>• Read and say number names correctly (e.g., one, two, three).</li> <li>• Match numbers with their correct number names.</li> <li>• Identify number names with the help of pictures or objects.</li> <li>• Write simple number names with guidance.</li> </ul>	<p>Number Name Flower Craft</p> <p>Number Name Rainbow</p>	<p>Show flashcards with numbers and number names.</p> <p>Use of Songs and Rhymes</p>	<p>Make a flower craft and write name in the petals</p>	<p>Number–Name Matching Game</p> <p><b>Build the Number Name : with the help of Letter cards</b></p>	<p>Recognize numbers and number names</p> <p>Improve fine motor skills</p> <p>Develop creativity and color recognition</p>

			<ul style="list-style-type: none"> <li>Associate numbers with quantities (e.g., 3 – three objects).</li> </ul>					Better memory through visual learning
Aug	24	<b>Chapter 9</b>  <b>Shapes</b>	<p>Recognize and identify patterns in objects, colors, and Identify common basic shapes such as circle, square, triangle, and rectangle.</p> <p>Recognize shapes in everyday objects (ball, window, pizza slice).          Draw and color simple shapes. Develop observation and visual recognition skills.          Sort objects according to their shapes.</p>	<b>Shape Picture</b> Students create a picture using shapes such as: Circle → Sun Triangle → Roof of house Square → Window Rectangle → Door	Use shape charts and colorful flashcards.  rhymes or songs	<b>Shape Hunt</b> Steps: Ask students to look around the classroom or home.  Find objects with different shapes. Draw or paste pictures of those objects on chart paper. Label the shapes (circle, square, triangle, rectangle).	<b>Observation Skills</b> Identifying shapes in real-life objects. 2. <b>Thinking Skills</b> Classifying and sorting objects by shape. 3. <b>Creativity</b> Creating pictures using shapes.	Name and recognize basic shapes (circle, square, triangle, rectangle).  Match objects with the correct shape.  Draw and color different shapes.  Identify shapes in their surroundings.  Create simple pictures using shapes.
		<b>Chapter 10</b>  <b>Ordinal Numbers</b>	<ol style="list-style-type: none"> <li>Understand the concept of <b>position or order</b> using ordinal numbers.</li> <li>Identify and say <b>first, second, third, fourth, and fifth.</b></li> <li>Recognize the <b>position of objects or people</b> in a line.</li> <li>Use ordinal numbers in <b>simple daily situations.</b></li> </ol>	<b>Racing Cars</b> Craft Draw or paste <b>five cars</b> on a road.  Label them <b>1st, 2nd, 3rd, 4th, 5th.</b>  Students color the cars.	Use charts, pictures, and flashcards showing positions.  Use stories or songs involving order (race, queue, etc.).	<b>My Race Track</b> Steps: Students draw a <b>race track</b> on chart paper. Paste or draw <b>five runners or cars.</b> Label them <b>1st, 2nd, 3rd, 4th, 5th.</b> Color and decorate the track.	<b>Numeracy skills</b> (understanding sequence)  <b>Observation and thinking skills</b>  <b>Communication skills</b>	Identify positions such as <b>first, second, third, fourth, and fifth.</b>  Tell the position of objects or friends in a line.  Match pictures with the <b>correct ordinal number.</b>  Arrange objects according to their <b>order or position.</b>

			5. Develop <b>observation and sequencing skills.</b>					Use ordinal numbers in simple sentences (e.g., “I am first in line”)
Sep	23	<b>Chapter 11 Patterns TERM -1</b>	<p>Recognize simple repeating patterns.</p> <p>Identify and continue patterns using colors, shapes, or objects.</p> <p>Create their own simple patterns.</p> <p>Develop observation and logical thinking skills.</p> <p>Understand the concept of repetition and sequence.</p> <p><b>REVISION</b></p>	<p>Pattern Necklace Give students colored beads or paper circles. Ask them to make a pattern like red-blue-red-blue. Paste the pattern on chart paper or thread them.</p>	<p>Use colorful charts and pattern cards. Auditory learners Use clapping patterns (clap–tap–clap–tap). Kinesthetic learners Jump or step in patterns (jump–clap–jump–clap).</p>	<p>My Pattern Train Steps: Draw a train with many compartments on chart paper. Students color or paste shapes in a pattern. Example: circle–square–circle–square. Decorate the train.</p>	<p>Logical Thinking Recognizing and predicting patterns.</p> <p>2. Observation Skills Identifying repeated sequences</p> <p>3. Creativity Designing new patterns.</p>	<p>Identify simple repeating patterns (AB, AAB). Continue a given pattern correctly. Create patterns using colors, shapes, or objects. Recognize patterns in daily life (tiles, clothes, decorations). Arrange objects in a logical sequence.</p>
Oct	22	<b>Chapter 12 i Bigger and Smaller Number Chapter 13 Ascending and Descending order</b>	<p>Recognize numbers and compare them to identify bigger and smaller numbers.</p> <p>Understand the concept of “more” and “less” using objects.</p> <p>Use comparison terms such as bigger, smaller, more, and less correctly</p> <p>Recognize numbers from 1–10 (or 1–20) and understand their order.</p>	<p>Bigger–Smaller Tree Craft Draw a tree with two branches. Paste big leaves on one branch (bigger numbers) and small leaves on the other branch (smaller numbers). Number Ladder Craft</p>	<p>Multi-sensory learning: Use objects, toys, beads, or blocks for tactile and visual learn Show flashcards of big and small numbers with real-life examples.</p> <p>Use flashcards, charts, or pictures for ascending/desce</p>	<p>Draw two columns on a sheet: Bigger and Smaller.</p> <p>Paste or draw different numbers or objects in each column according to size.</p> <p>Ascending and Descending Number Book” Draw two columns: Ascending Order and Descending</p>	<p>. Object Comparison Activity Number Card Game</p> <p>. Number Card Ordering Object Arrangement Activity</p>	<p>Identify bigger and smaller numbers in different contexts.</p> <p>Compare quantities using objects and numbers.</p> <p>Express understanding visually and verbally.</p> <p>Apply the concept in real-life situations (more/less).</p> <p>Identify numbers and arrange them in</p>

			<p>Arrange numbers in ascending order (smallest to largest).          Arrange numbers in descending order (largest to smallest).          Compare numbers using terms like “smaller,” “bigger,” “first,” “last.”          Use creative methods to express numerical order through drawing, coloring,</p>	Rainbow Number Patter	nding sequences.	Order.		<p>ascending and descending order.</p> <p>Compare numbers and describe biggest, smallest, first, last.</p> <p>Express understanding of number sequences creatively through art and craft.</p>
		<b>Chapter 14</b> <b>Number 51to100</b>	<p>Recognize numbers 51–100 visually and verbally.          Read and write numbers 51–100 correctly.          Sequence numbers from 51 to 100 in ascending and descending order.          Number names 51 to 100          Compare numbers within the range 51–100 (identify bigger and smaller numbers).</p>	<p>Number Line Banner          Draw a long number line from 51 to 100 on chart paper.          paste numbers in correct order and decorate with stickers or drawings.</p>	<p>Use blocks, beads, counters, or abacus to represent numbers physically.</p> <p>Number charts, flashcards, and posters for recognition of 51–100.</p>	<p>Children paste numbers or objects in the correct sequence.</p>	<p>write numbers in order and decorate each page.</p> <p>Number Sequencing Activity mixed number cards from 51–100.</p>	<p>Recognize, read, and write numbers 51–100.</p> <p>Arrange numbers in ascending and descending order.</p> <p>Compare numbers and identify bigger and smaller numbers.</p>
Nov	16	<b>Chapter 15</b> <b>Equal To ,Greater Than ,,Less Than</b>	<p>Recognize and read numbers from 1-100.</p> <p>Compare two numbers using the symbols = (equal to), &lt; (less than), and &gt; (greater than).</p> <p>Identify which number is bigger or smaller in a pair.</p> <p>Apply comparison skills in real-life situations (e.g., more toys, fewer apples).</p>	<p>Comparison Collage          Draw pairs of objects (e.g., 3 apples and 5 bananas).          Creative Symbol Art          Draw objects to represent equal groups, bigger groups, bigger groups, or smaller groups, then 1</p>	<p>Flashcards with numbers and symbols (=, &lt;, &gt;).</p>	<p>Comparison Book: Equal To, Less Than, Greater Than</p>	<p>Number Card          Comparison Object          Comparison Activity</p>	<p>Compare numbers and identify equal, less than, and greater than. Apply the concept in daily life situations. Express understanding through symbols, drawing, and objects. Develop observation, counting, and logical thinking skills</p>
Dec	24	<b>Chapter 16</b>	Understand the concept of	Addition Picture		<i>My Addition Book</i> ”	Object	

		<p><b>Addition</b></p> <p>addition as combining two or more groups to make a bigger group.</p> <p>Add small numbers (1–10) using objects, pictures, and fingers.</p> <p>Write addition equations using numbers and symbols (+, =</p>	<p>Book</p> <p>Children draw two groups of objects (e.g., 3 apples + 2 apples) and then draw all objects together to show total.</p> <p>Write the equation: <math>3 + 2 = 5</math></p>	<p>Show addition equations with pictures, flashcards, or real objects.</p>	<p>Chart paper or notebook, Crayons, colored pencils, stickers</p> <p>Cut-out objects or shapes</p> <p>Steps: Each page shows an addition problem using objec</p>	<p>Addition</p> <p>Combine and count the total.</p> <p>Number Equation Cards .</p> <p>Add-and-Match Game.</p>	<p>Understand addition as combining two or more groups.</p> <p>Solve simple addition problems (1–10).</p> <p>Write addition number sentences correctly.</p> <p>Apply addition in daily life situations.</p>
	<p><b>Chapter 17</b></p> <p><b>Subtraction</b></p>	<p>Understand the concept of subtraction as taking away from a group.</p> <p>Subtract small numbers (1–10) using objects, pictures, and fingers.</p> <p>Write subtraction equations using numbers and symbols (–, =).</p> <p>Use subtraction in real-life situations (e.g., taking away toys or fruits).</p>	<p>Subtraction</p> <p>Picture Book</p> <p>Draw a group of objects (e.g., 5 apples).</p> <p>Cross out a certain number (e.g., 2 apples).</p> <p>Count remaining objects and write the equation: <math>5 - 2 = 3</math></p>	<p>Use flashcards, pictures, or charts to show subtraction problems.</p>	<p>My Subtraction Book”Draw a group of objects on each page (e.g., 7 balloons).</p> <p>Cross out some objects (e.g., 3 balloons) and ask children to count the remaining ones.</p> <p>Write the subtraction sentence: <math>7 - 3 = 4</math></p>	<p>Object</p> <p>Subtraction</p> <p>Number Equation Cards .</p> <p>Subtraction equations with missing answer: <math>6 - 2 = \underline{\quad}</math></p>	<p>Understand subtraction as taking away from a group.</p> <p>Solve simple subtraction problems (1–10).</p> <p>Write subtraction number sentences correctly.</p> <p>Apply subtraction in daily life situations.</p>
	<p><b>Chapter 18</b></p> <p><b>Mixed Bag</b></p>	<p>Recall and apply addition and subtraction skills with small numbers (1–10).</p> <p>Solve simple word problems involving both adding and taking away.</p> <p>Write number sentences using +, –, and = symbols.</p>	<p>Mixed Bag</p> <p>Illustration Draw a “bag of fruits” or “bag of toys.”</p> <p>Show adding some items to the bag (addition) and removing items (subtraction).</p>	<p>Flashcards, pictures, or story-based illustrations showing addition and subtraction.</p>	<p>My Mixed Bag</p> <p>Book</p> <p>draw objects to represent addition and subtraction.</p> <p>Write the number sentences below</p>	<p>Mixed Bag</p> <p>Object Activity</p> <p>Provide a bag with objects (e.g., 4 blocks).</p> <p>Ask children to add 2 blocks and</p>	<p>Understand addition and subtraction in one scenario.</p> <p>Solve mixed problems (1–10) confidently.</p> <p>Write mixed number sentences correctly.</p>

				Children illustrate the changes and write equations: Example: $3 + 2 = 5$ , $5 - 1 = 4$		each scenario: $3 + 2 = 5$ , $5 - 1 = 4$	then remove 1 block, counting each time. Number Sentence Cards; Provide cards with problems like $3 + 2 - 1 = \underline{\quad}$	Apply mixed operations in daily-life situations.
Jan	14	<b>Chapter 19</b> <b>Skip Counting</b> <b>Tables 1 to 5 (oral)</b>	Understand the concept of skip counting.  Count numbers by 2s up to 20.  Count numbers by 5s up to 50.  Recognize patterns in numbers when skip counting	Flower Petal Counting Draw a flower.  Each flower has 5 petals.  Students color petals while counting: 5,10,15,20.	Use charts, flashcards, number lines.  Use skip counting songs and rhymes.  Jump counting (jump by 2 steps).	My Counting Garden  Children draw a garden with flowers.  Each flower represents 5 numbers.  Write numbers on flowers: 5,10,15,20...  Color and decorate the garden.	Numeracy skills: Understanding number patterns.  Logical thinking: Recognizing sequences.  Problem solving: Finding missing numbers in sequences.  Application: Using skip counting in daily situations (pairs of shoes, fingers)	Recite numbers in skip counting by 2s (2,4,6,8...).  Recite numbers in skip counting by 5s (5,10,15...).  Identify the next number in a skip counting sequence.  Group objects in pairs and groups of five.  Participate in counting songs and activities.
Feb	22	<b>Chapter 20</b> <b>Money</b>	Recognize different coins and notes used in daily life.  Understand that money is used to buy things	Coin Rubbing Art Place a coin under paper.	Use real coins, charts, and flashcards.	My Mini Shop  Students bring empty packets or pictures of items	1 .Numerical Competency :Counting coins correctly.	Identify and name basic coins and notes.  Match coins with their correct value.

			<ul style="list-style-type: none"> <li>Identify common Indian coins such as ₹1, ₹2, ₹5 and ₹10</li> <li>Develop the habit of counting simple amounts of money.</li> <li>Participate in simple buying and selling activities.</li> </ul>	<p>Rub crayons on the paper.</p> <p>The coin shape appears.</p> <p>Children color and label the coin value</p>	<p>Role-play shopkeeper and customer.</p> <p>Use large toy coins and repeated counting practice.</p> <p>Pair students to practice buying and selling</p>	<p>(biscuits, fruits, toys).</p> <p>Teacher assigns simple prices like ₹1, ₹2, ₹5.</p> <p>Children use play money to buy items.</p> <p>They count the money and exchange items.</p>	<p>2 . Life Skills: Understanding the use of money in daily life.</p> <p>3. Decision Making :Choosing items during pretend shopping activities.</p>	<p>Use play money to buy small classroom items.</p> <p>Count simple amounts like ₹1 + ₹1 = ₹2.</p> <p>Understand the importance of saving money.</p>
		<b>Chapter 21</b> <b>Time</b>	<p>Understand the basic concept of time in daily life.</p> <p>Differentiate between day and night.</p> <p>Identify common times of daily activities (morning, afternoon, evening, night).</p> <p>Recognize simple clock concepts (hour hand and numbers).</p> <p>Relate time with daily routine activities like waking up, eating, and sleeping.</p>	<p>Paper Plate Clock</p> <p>Students take a paper plate. Write numbers 1–12 on the plate. Use paper strips to make hour and minute hands. Decorate with colors.</p>	<p>Day and Night Drawing</p> <p>Divide paper into two halves.</p> <p>Draw sun, clouds, and school for day.</p> <p>Draw moon, stars, and sleeping child for night.</p>	<p><b>My Daily Routine Chart</b> – Students draw or paste pictures of their daily activities according to time of the day.</p> <p><b>Paper Clock Craft</b> – Students make a simple clock with paper plates.</p>	<p>Picture sorting activity: children match activities with morning/night.</p> <p>Discussion and storytelling about day and night routine.</p>	<p><b>Recognizes parts of the day</b> – morning, afternoon, evening, and night.</p> <p><b>Identifies daily routine activities</b> according to time (wake up in the morning, sleep at night).</p> <p><input type="checkbox"/> <b>Understands the sequence of activities</b> such as before–after and day–night.</p> <p><input type="checkbox"/> <b>Uses simple time-related words</b> like today, tomorrow, yesterday (basic exposure).</p> <p><input type="checkbox"/> <b>Recognizes simple clock concepts</b> such as a clock showing time (not exact reading).</p>
<b>March</b>			<b>TERM 2</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	*Role Play *Music	* <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- ZEN ART AND CRAFT**

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. 2-3</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.4-5</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. 6-7</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.8-9</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.10-11</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.	lending 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.12-13</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.14-15</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.16-17</b>	Importance of Diwali and our contribution in home	Our festivals. EVS	Blending with EVS and Maths.	<u>Make a Diwali</u> 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.18-20</b>	Importance of Christmas and different types of Christmas decoration and cards.	Festivals of India. EVS	Blending with EVS and Maths.	<u>Make a Christmas</u> 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	1) Kite flying drawing 3) Republic day Craft / Drawing 4) <b>Book page no.21-22</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						