

TERM AND MONTH-WISE SPLIT-UP SYLLABI OF CLASS – II 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	Coursebook Ch – 1 The Magical Pearl The Jumblies Grammar Ch – 1 Nouns – Common and Proper Ch – 2 Nouns - Countable and Uncountable	<ul style="list-style-type: none"> <input type="checkbox"/> Children will Understand the theme and message of the story. <input type="checkbox"/> Identify the main characters, setting, and events. <input type="checkbox"/> Children will Develop reading skills. <input type="checkbox"/> They will Express ideas through discussion and creative activities. <input type="checkbox"/> They will Learn the values of kindness, honesty, and helping others. <p>Children will Classify nouns correctly in sentences.</p>	<ul style="list-style-type: none"> • Drawing Activity: Draw the magical pearl and the scene where it is found. • Craft Work: Make a pearl using clay, paper balls, or foil. • Story Illustration: Create a storyboard showing important events from the story. <p>Students draw or paste pictures of items and classify them into countable and uncountable groups.</p>	<p>Use simple language and visual aids for better understanding.</p> <ul style="list-style-type: none"> • Allow group reading and Use real-life objects (books, pencils, rice, water) so all learners can understand. • Allow visual learners to learn through pictures and charts. • Encourage group work so slow learners receive peer support. • Use simple language and examples from daily life. <p>peer support.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make a Story Chart: Show beginning, middle, and end of the story. <input type="checkbox"/> Create a “Magical Pearl Box”: Students decorate a small box and write wishes or good deeds inside. <p>“My Kitchen Basket” Steps:</p> <ol style="list-style-type: none"> 1. Students list items found in their kitchen. 2. Sort them into two categories: <ul style="list-style-type: none"> ○ Countable (tomatoes, bananas, plates) ○ Uncountable (milk, sugar, flour) 3. Present their list using a chart or notebook table. 	<ul style="list-style-type: none"> <input type="checkbox"/> Think & Discuss: Why was the pearl magical? What lesson does the story teach? <input type="checkbox"/> Sequencing Activity: Arrange story events in correct order. <input type="checkbox"/> Vocabulary Building: Identify new words from the story and use them in sentences. <input type="checkbox"/> Problem-Solving: Ask students what they would do in the character’s situation. <p><input type="checkbox"/> Teacher gives students word cards (book, water, chair, sand, pencil, milk).</p> <p><input type="checkbox"/> Students place cards under two headings:</p> <ul style="list-style-type: none"> • Countable • Uncountable 	<p>Children Understood and retell the story in their own words.</p> <p>Identified characters and moral values in the story.</p> <p>Demonstrated creativity through art and storytelling.</p> <p>Improved communication, reading, and comprehension skills.</p> <p>Show teamwork and participation in classroom activities.</p>
May	07	Coursebook Ch – 2 Where is My Pet? Grammar	<ul style="list-style-type: none"> • Students will understand and use prepositions of place (in, on, under, behind, 	<p><u>Students draw a pet (dog, cat, bird, rabbit, etc.)</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use pictures, flashcards, and real classroom objects 	<p>“Find the Pet”</p> <ul style="list-style-type: none"> • Hide a toy animal in the 	<ul style="list-style-type: none"> <input type="checkbox"/> Students observe pictures and identify positions of pets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Correctly used basic prepositions of place.

		Ch – 3 Singular and Plural	<p>near, between).</p> <ul style="list-style-type: none"> Students will be able to identify and describe the position of objects or animals. Students will develop speaking and observation skills through interactive activities. Students will build confidence in forming simple sentences. <ul style="list-style-type: none"> Children will understand the meaning of singular and plural nouns. Identify singular and plural forms of common nouns. Convert singular nouns into plural nouns using basic rules (adding <i>-s, -es</i> etc.). Use singular and plural words correctly in simple sentences. 	<p><u>and place it in different locations in their drawing.</u></p> <p><u>Students draw pictures of objects and label them in singular and plural form.</u></p>	<p><u>for visual learners.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow peer support or group work for students who need help. <input type="checkbox"/> Use gestures and demonstrations to explain positions (teacher places a toy <i>on the table, under the chair</i>). <input type="checkbox"/> Encourage participation from all students, including shy or slow learners. <input type="checkbox"/> Use pictures, flashcards, and real objects so all learners can understand easily. <input type="checkbox"/> Encourage group activities where strong learners support slow learners. <input type="checkbox"/> Provide simple examples and repetition for better understanding. 	<p>classroom.</p> <ul style="list-style-type: none"> Give clues using prepositions: <ul style="list-style-type: none"> “The pet is under the desk.” “The pet is behind the bag.” “My Classroom Objects” Students observe objects in the classroom. Write the singular and plural forms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students form simple sentences using prepositions. <p>Singular–Plural Sorting</p> <ul style="list-style-type: none"> Teacher gives word cards (cat, dogs, apple, trees, etc.). Students sort them into Singular and Plural groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Described the location of animals or objects in simple sentences. <input type="checkbox"/> Participated actively in drawing, speaking, and group activities. <input type="checkbox"/> Demonstrate understanding through observation and communication. <input type="checkbox"/> Recognized singular and plural nouns correctly. <input type="checkbox"/> Changed simple nouns from singular to plural.
June	16	<p>Coursebook Cats Ch – 3 Well Done , Polly! Grammar Ch – 4 Nouns – Gender Ch – 12 Pronouns</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to identify a cat as a domestic animal. <input type="checkbox"/> Students will describe basic features of a cat (fur, whiskers, tail, sharp claws). <input type="checkbox"/> Students will understand basic habits of cats such as eating, sleeping, and catching mice. <input type="checkbox"/> Students will develop observation and speaking skills. <p>Students will understand the importance of punctuality and</p>	<p>They can also make a “Be Punctual” poster or a small comic strip showing Polly waking up and doing tasks on time.</p> <p>Draw pictures of people/objects and write sentences using pronouns.</p>	<p>Use storytelling, pictures, and visual aids help slow learners and encourage participation from all students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visual aids (pictures, flashcards, charts) for better understanding. <input type="checkbox"/> Encourage group work so all students participate. 	<p>Students prepare a daily timetable chart showing how they can complete activities on time</p> <p>Pronoun Hunt Activity</p> <p>Students read a short story. Underline all the pronouns.</p>	<p>Students discuss situations about being punctual so every learner can understand the concept. Group discussion, answer questions from the story, arrange events in sequence, and share examples of punctual behaviour in school and at home.</p> <p>Matching activity: Match nouns with correct pronouns.</p>	<p>Student explained the value of punctuality, retell the story in their own words, use new vocabulary, and show punctual habits in their daily routine.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognized pronouns in sentences. <input type="checkbox"/> Used correct pronouns instead of repeated nouns.

			<p>discipline in daily life. They will develop reading, listening, and speaking skills through the story. Students will learn new words and express their ideas about being on time.</p> <p><input type="checkbox"/> Identify pronouns in sentences. <input type="checkbox"/> Replace nouns with suitable pronouns.</p>					
July	26	<p>Coursebook A Good Boy Ch –4 Belling the Cat Grammar Ch –15 Kinds of Sentences Ch – 16 Punctuation</p>	<p><input type="checkbox"/> Children will identify what makes the boy “good” (kind, helpful, honest). <input type="checkbox"/> Children will Draw or act out a favourite part of the poem. <input type="checkbox"/> They will Relate the story’s lesson to their own behaviour.</p> <p><input type="checkbox"/> Children will Develop problem-solving and decision-making skills by evaluating the mouse.s plan. <input type="checkbox"/> Enhance communication skills through discussion and storytelling.</p>	<p>Draw the boy doing a good deed.</p> <p>Students draw the mice and the cat.</p>	<p>Read the story aloud slowly, use picture cues.</p> <p>Use audio, visual, and textual formats to accommodate different learning needs.</p>	<p>Students draw or write one kind act they did.</p>	<p>Ask students questions about the poem and encourage answers in full sentences.</p> <p>Give students a scenario similar to the story (e.g., a group facing a challenge) and ask them to propose a step-by-step solution, considering risks, feasibility, and teamwork.</p>	<p><input type="checkbox"/> Retell the story in their own words with guidance. <input type="checkbox"/> Recognized and describe good behaviour in themselves and others.</p> <p><input type="checkbox"/> Retell the story accurately and understand its moral. <input type="checkbox"/> Analyze problems and evaluate solutions critically.</p>
Aug	24	<p>Coursebook Ch – 5 The King and the Spider Grammar Ch – 6 Articles Opposites Picture Composition</p>	<p><input type="checkbox"/> Children will analyze the importance of persistence, resilience, and problem-solving. <input type="checkbox"/> Children will develop creativity and expression through art integration.</p> <p>Children will understand the rules for using ‘a’, ‘an’, and ‘the’</p>	<p>Students act out scenes, <u>emphasizing emotions like frustration, determination, and triumph.</u></p>	<p>Encourage <u>group work with diverse roles so each student contributes according to their strength</u> (drawing, writing, acting).</p> <p>Use <u>visual aids, sentence strips, and verbal explanations;</u> support ESL learners</p>	<p>Set up a small “mountain challenge” obstacle course to simulate trying and retrying until success.</p>	<p>Analyze the king’s strategies and outcomes.</p>	<p><input type="checkbox"/> Students retell the story with key details. <input type="checkbox"/> Students demonstrated understanding of persistence and problem-solving. <input type="checkbox"/> Students expressed ideas creatively through art, writing, or performance.</p> <p>Students can</p>

								correctly use ‘a’, ‘an’, and ‘the’ in sentences
Sep	23	Revision for term – I	Children will do revision of all the topics					Children understood the concept of all the topics.
Oct	22	Coursebook Ch –6 The Banyan Tree The Growing River Grammar Ch – 5 Adjectives Ch – 7 Main Verbs – Am , Is , Are , Was , Were	<input type="checkbox"/> Understand the ecological and cultural significance of the banyan tree. <input type="checkbox"/> Identify the physical characteristics and growth patterns of the banyan tree. <input type="checkbox"/> Understand the theme and message of the poem “ The Growing River. ” <input type="checkbox"/> Identify how a river grows from a small stream to a large river. <input type="checkbox"/> Identify adjectives in sentences. <input type="checkbox"/> Use adjectives to describe people, places, animals, and things.	<p>Students create a mixed-media representation of a banyan tree using drawing, painting, or clay modeling.</p> <p>Students draw the journey of a river (mountain → stream → river → sea).</p> <p>Students draw a picture of their favorite animal or place and write 3–5 adjectives describing it.</p>	<input type="checkbox"/> Use visual aids, videos, and real-life images of banyan trees for visual learners. <input type="checkbox"/> Allow students to express ideas verbally, through art, or written descriptions to cater to different learning styles.	<p>Project Idea: “Banyan Tree Observation Journal”</p> <p>Students observe a nearby banyan tree (or a virtual example) and record:</p> <p>Physical features (trunk, branches, leaves, roots)</p> <p>Wildlife observed (birds, insects)</p> <p>Any human interaction or cultural relevance</p>	<p>Activity: Role-play as a banyan tree:</p> <ul style="list-style-type: none"> One student represents the trunk, others are branches and aerial roots. Discuss how the tree supports ecosystems (shade, habitat, soil stabilization). Students demonstrate understanding through movement and explanation. 	<p>Described the physical features and ecological role of the banyan tree.</p> <input type="checkbox"/> Describe how a river grows and flows. <input type="checkbox"/> Understand the connection between rain, streams, and rivers. <p>Identify adjectives in sentences.</p>
Nov	16	Coursebook Ch – 7 The Chain of Smiles What Makes You Laugh? Grammar Ch – 8 Helping Verbs Ch – 9 Main Verb – has, have, had Ch – 10 Verbs – Tenses	<input type="checkbox"/> Understand the value of kindness, empathy, and helping others. <input type="checkbox"/> Practice positive social behaviour in school and community. <input type="checkbox"/> Understand the meaning of verbs and helping verbs. <input type="checkbox"/> Identify helping verbs in sentences.	<input type="checkbox"/> Students create paper smiley faces or smile cards. <input type="checkbox"/> Each student writes a kind message or draws something that makes people happy. <p>Students create a Tense Chart Poster using</p>	<input type="checkbox"/> Ensure every child participates , including shy or differently-abled learners. <input type="checkbox"/> Allow students to express through drawing, speaking, or writing depending on their ability. <p>Allow pair work and group activities so all learners participate.</p>	<p>Each student writes or draws one act of kindness on a paper strip or smiley.</p>	<input type="checkbox"/> Creativity and expression <input type="checkbox"/> Teamwork and cooperation	<p>Children demonstrated kind behavior toward classmates and others.</p>

				colors and drawings.				
Dec	24	Coursebook Ch – 8 The Two Frogs Frogs at School Grammar Ch – 11 Adverbs Ch – 13 Conjunctions	<input type="checkbox"/> Understand the moral of the story. <input type="checkbox"/> Improve listening and reading skills. Identify common conjunctions such as and, but, or,	<input type="checkbox"/> Understand the moral of the story. <input type="checkbox"/> Improve listening and reading skills. Each student writes a sentence and connects it with another sentence using conjunctions like and, but,or	<input type="checkbox"/> Use pictures and gestures while explaining. <input type="checkbox"/> Encourage slow readers to read small parts. <input type="checkbox"/> Use visual aids and flashcards showing conjunction words. <input type="checkbox"/> Provide simple sentence examples for slow learners.	Make a frog using coloured paper. Sentence Bridge” Activity Write two simple sentences on the board:	Ask students to predict what will happen next in the story. Conjunction Sorting Game Give students cards with sentences. They must choose the correct conjunction to complete them.	<input type="checkbox"/> Understood the importance of not giving up. <input type="checkbox"/> Retell the story in simple sentences. <input type="checkbox"/> Identified main characters and events. Identified conjunctions in sentences.
Jan	14	Coursebook Ch – 9 The Tale of Dog and wolf Grammar Prepositions Informal letters Picture composition	Understand the moral and theme of the story. Students will be able to understand the meaning of prepositions and use them correctly in sentences (Making puppets or masks of the dog and wolf and performing the story. Students draw a picture showing objects on, under, beside, and behind something (e.g., cat under table).	<input type="checkbox"/> Use pictures and storytelling for visual learners. <input type="checkbox"/> Allow group reading and role play for shy learners. Use real objects, pictures, and gestures so that all learners,	Arrange pictures of the story in the correct order. Classroom activity: Place objects like a book, pen, or ball and ask students to describe their positions	Sentence-making activity where students complete sentences with correct prepositions	Retell the story in their own words. Students identified prepositions and use them correctly while speaking and writing simple sentences.
Feb	22	Revision of Term - II_	Children will understand the concept of all the topics					Children understood the concept of all the topics.

विषय : हिंदी

निर्धारित पुस्तकें- 1. पंखुड़ी (हिंदी पाठमाला)

2. व्याकरण पंखुड़ी (हिन्दी व्याकरण एवं रचना)

Mo nth	W D	अध्याय / उप-विषयों	सीखने की मकसद	कला एकीकरण	समावेशी शिक्षण	प्रोजेक्ट / प्रैक्टिकल	योग्यता आधारित गतिविधि सीखना	सीखने के परिणाम
April	23	अपठित गद्यांश पाठ-1 भोर हुई व्याकरण- • हमारी भाषा पाठ-2 सच्चे मित्र व्याकरण- • वर्णमाला	कविता का लय एवं भाव के साथ वाचन, • प्रभाव'गाली ढंग से वाचन करें श्रुतलेख • प्र'नों के उत्तर दें • पर्यायवाची 'ाब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना	टैफिक सिग्नल की 3 बत्तियों को सही रंग से भरिए तथा उनके संकेतों को लिखिए ।	सूर्य का जीवन में महत्व	चित्रों के द्वारा कविता के भावों को व्यक्त करना	कविता का पाठ	प्राकृतिक प्रेम
May	07	पाठ-3 कैरम का खेल अनुच्छेद लेखन चित्र वर्णन	• प्रभाव'गाली ढंग से वाचन करें श्रुतलेख • प्र'नों के उत्तर दें • पर्यायवाची 'ाब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना		समूह चर्चा	कैरमबोर्ड का चित्र बनाएँ	खेलों का जीवन में महत्व	• परस्पर प्रेम की भावना का विकास

June	16	<p>पाठ-4 लाल बहादुर शास्त्री</p> <p>पाठ-6 सूरज आता अनुच्छेद लेखन चित्र वर्णन व्याकरण-मात्राएं</p>	<ul style="list-style-type: none"> • प्रभाव'गाली ढंग से वाचन करें श्रुतलेख • प्र'नों के उत्तर दें • पर्यायवाची 'ाब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना 	<ul style="list-style-type: none"> • धैर्य और हिम्मत से काम लेना चाहिए। • अनु'ासन • बड़ों की आज्ञा का पालन करना चाहिए। 	सूर्य तथा इंद्रधनुष का महत्व	चित्रों के द्वारा कविता के भावों को व्यक्त करना	कविता का पाठ	<p>सकारात्मक सोच</p> <p>प्राकृतिक प्रेम</p>
July	26	<p>पाठ-11 अर्पिता की बस यात्रा</p> <p>पाठ-5 जंक फूड से परहेज व्याकरण-</p> <ul style="list-style-type: none"> • संयुक्त व्यंजन व्याकरण- • शब्द और वाक्य 	<ul style="list-style-type: none"> • प्रभाव'गाली ढंग से वाचन करें श्रुतलेख • प्र'नों के उत्तर दें • पर्यायवाची 'ाब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना 	यात्रा करने में रोमांच के अनुभव को अपने शब्दों में लिखें।	पर्यटन से प्राप्त आनंद पर समूह चर्चा	नए-नए स्थानों तथा नई-नई जानकारियों के बारे में लिखना।	समूह चर्चा	<p>पर्यटन का महत्व, आनंद एवं रोमांच का अनुभव</p> <p>सकारात्मक सोच</p>
Aug	24	<p>पाठ-7 शेखचिल्ली बना व्यापारी व्याकरण-</p> <ul style="list-style-type: none"> • नाम वाले शब्द : संज्ञा <p>पाठ-16 हाथी की सवारी व्याकरण-</p>	<ul style="list-style-type: none"> • प्रभाव'गाली ढंग से वाचन करें श्रुतलेख • प्र'नों के उत्तर दें • पर्यायवाची 'ाब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना 	हाथी का मुखौटा तैयार करें	समझदारी तथा जिम्मेदारी का ज्ञान	<ul style="list-style-type: none"> • किन्हीं 5-7 संज्ञा 'ाब्दों को चित्रित करें। 	<ul style="list-style-type: none"> • वीडियो प्रदर्शन तथा मौखिक प्र'न समूह चर्चा 	सफलता के लिए परिश्रम करना चाहिए

		<ul style="list-style-type: none"> • पुरुष या स्त्री : लिंग • अनेक शब्दों के लिए एक शब्द 	चुनना						
Sep	23	अर्द्ध वार्षिक परीक्षा (द्वितीय सत्र)							
Oct	22	पाठ-9 मतवाली कोयल पाठ-10 बंदर को मिला शीशा व्याकरण- <ul style="list-style-type: none"> • एक या अनेक : वचन • कैसा या कितना : विषेषण 	<ul style="list-style-type: none"> • प्रभावशाली ढंग से वाचन करें श्रुतलेख • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना 	कोयल का चित्र बनाए	<ul style="list-style-type: none"> • समझदारी तथा जिम्मेदारी का ज्ञान 	समूह चर्चा	<ul style="list-style-type: none"> • वीडियो प्रदर्शन तथा मौखिक प्रश्न 	समूह चर्चा	<ul style="list-style-type: none"> • परस्पर प्रेम की भावना का विकास
Nov	16	व्याकरण- <ul style="list-style-type: none"> • नाम की जगह : सर्वनाम पाठ-8 विक्रमादित्य का न्याय पाठ-12 यादगार दीपावली	<ul style="list-style-type: none"> • प्रभावशाली ढंग से वाचन करें श्रुतलेख • प्रश्नों के उत्तर दें • पर्यायवाची शब्द • वाक्य बनाना • खाली जगह भरें • सही उत्तर को चुनना 		<ul style="list-style-type: none"> • समझदारी तथा जिम्मेदारी का ज्ञान 	समूह चर्चा	<ul style="list-style-type: none"> • वीडियो प्रदर्शन तथा मौखिक प्रश्न 	समूह चर्चा	<ul style="list-style-type: none"> • परमात्मा के प्रति भक्ति का भाव • प्रकृति के मानवीकरण से संबंधित समझ

Dec	24	<p>पाठ-13 समीर का बागवानी प्रम</p> <p>पाठ-14 रबड़ की कहानी , उसकी जुबानी</p> <p>व्याकरण-</p> <ul style="list-style-type: none"> करना या होना : क्रिया <p>व्याकरण-</p> <ul style="list-style-type: none"> उल्टे अर्थ वाले शब्द : विलोम शब्द समान अर्थ वाले शब्द : पर्यायवाची शब्द 	<ul style="list-style-type: none"> प्रभाव'गाली ढंग से वाचन करें श्रुतलेख प्र'नों के उत्तर दें पर्यायवाची 'ब्द वाक्य बनाना खाली जगह भरें सही उत्तर को चुनना 	कुछ फूलों के चित्र चिपकाएँ।			<ul style="list-style-type: none"> वीडियो प्रदर्शन तथा मौखिक प्र'न समूह चर्चा 	<ul style="list-style-type: none"> प्रकृति के मानवीयकरण से संबंधित समझ प'नु-पक्षियों के प्रति प्रेम व दया की भावना रखनी चाहिए। पेड़-पौधों से लाभ
Jan	14	<p>पाठ-15 लोहड़ी का त्योहार</p> <p>व्याकरण-</p> <p>दिन और महीने चित्र वर्णन</p>	<ul style="list-style-type: none"> प्रभाव'गाली ढंग से वाचन करें श्रुतलेख प्र'नों के उत्तर दें पर्यायवाची 'ब्द वाक्य बनाना खाली जगह भरें सही उत्तर को चुनना 	दिन और महीने की कार्ड तैयार करना		पतंगे बनाना	<ul style="list-style-type: none"> वीडियो प्रदर्शन तथा मौखिक प्र'न समूह चर्चा 	<ul style="list-style-type: none"> प्रकृति के मानवीयकरण से संबंधित कविता की समझ सकारात्मक सोच
Feb	22	वार्षिक परीक्षा पुनरावृत्ति (द्वितीय सत्र)						

SUBJECT: Environmental Studies

Textbook: 1. Our Green World A Book Of Environmental Studies

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>1. My body</p> <ul style="list-style-type: none"> • External Organs • Internal Organs <p>2. My School</p> <ul style="list-style-type: none"> • My Classroom • My School Laboratory • My School Playground • My School library 	<p>Understand the structure and function of external and internal organs. • Identify and describe the five sense organs and their roles</p> <ul style="list-style-type: none"> • Identify and describe important places in their school (classroom, library, playground, office, etc.). • Use simple sentences to talk about their school. • Recognize the roles of teachers, principal, and other school staff. • Develop appreciation for their school environment. • Practice good behavior and understand basic school rules. • Improve vocabulary related to school and education. • Express feelings about their school confidently. 	<p>Students will create a simple diagram of the human body, labeling external organs and internal organs.</p> <p>Craft Activity Make a 3D model of your school using cardboard or clay. Create a school bus using waste materials.</p>	<p>Subject integration with science about different body parts and their functions.</p> <p>Visual learners: Use pictures, charts, flashcards of school areas.</p> <p>Auditory learners: Storytelling about “My School.”</p> <p>Kinaesthetic learners: School tour or role-play activity.</p>	<p>Demonstration how different body parts move.</p> <p>Draw 5 things that you should always carry in your school bag.</p>	<p>Recognize and name the external and internal organs and their functions.</p> <p>a) Group Projects Teachers divide us into groups to work on projects. This improves teamwork, cooperation, and leadership skills.</p> <p>b) Practical Experiments In science classes, we perform experiments. This develops observation and analytical skills.</p> <p>c) Role Plays and Presentations In language and social studies classes, we take part in role plays and presentations. This builds confidence and communication skills.</p> <p>d) Problem-</p>	<p>Students will be able to identify and name external and internal organs of the human body. Students will understand the functions of the five sense organs. Students will recognize how the body grows and changes as we age.</p>

							<p>Solving Activities In mathematics, we solve real-life problems. This enhances logical thinking and decision-making ability.</p> <p>e) Co-Curricular Activities Sports, art, music, and cultural programs help us discover our talents and improve physical and creative skills.</p>	
May	07	<p>3. Food We Eat</p> <ul style="list-style-type: none"> •Energy giving food, Body building food and Protective food •Balance diet • Raw and cooked food • Do's and don'ts of eating habits 	<p>Students will be able to -</p> <ul style="list-style-type: none"> • Understand the three main food groups (carbohydrates, proteins, fats). <p>Recognize the importance of food for life and how food helps us stay healthy. • Appreciate the significance of good eating habits and maintaining a balanced diet.</p>	<p>Students will draw a plate divided into sections for each food group and fill them with examples.</p>	<p>Subject integration with value education. Teach the importance of eating healthy foods and avoiding junk food</p>	<p>Have students keep a simple food diary for a week, recording what they eat and identifying which food group each item belongs to.</p>	<p>Identify different food items and know from where they come plants, animals, or processed sources</p>	<p>Students will be able to –</p> <ul style="list-style-type: none"> • identify and classify different food groups. • Students will understand the importance of food for life and the benefits of maintaining a balanced diet. Students will appreciate the role of good eating habits in promoting health and well-being
June	16	4. We Need Shelter	Students will be able to –	create a 3D	Subject	Have students		• Students will

		<ul style="list-style-type: none"> Types of houses Parts of a house People who build our house . Other types of houses Tents, igloo, stilts 	<ul style="list-style-type: none"> Identify different types of houses and their features. • Learn about the parts of a house and their functions. • Understand the roles of people who build houses. 	model of a house.	integration with mathematics about basic shapes in houses	create small models of different types of houses using craft materials (e.g., cardboards for pukka houses, sticks for kutcha houses).	Label the parts of a house and understand their functions	be able to identify and describe different types of houses • Students will understand the parts of a house and their functions.
July	26	<p>5. Clothes We Wear</p> <p>Clothes in the winter season (woollen clothes)</p> <ul style="list-style-type: none"> Clothes in summer season (cotton clothes) Clothes in rainy season Materials for making clothes • Special clothes Silk clothes Nylon clothes <p>6. Our Festivals</p> <ul style="list-style-type: none"> Deepawali Dussehra Eid Christmas Gurupurab 	<p>Students will be able to -</p> <ul style="list-style-type: none"> Understand the types of clothes we wear based on weather and occasions. • Identify the materials used to make clothes and other textile products. <p>Learn about types of fibers and how they are used to make fabrics .</p> <ul style="list-style-type: none"> Understand the importance of festivals. Identify different festivals Learn the values of Unity,love,and Happiness Develop a sense of sharing and cooperation with family and community. 	<p>.Know the importance of clothes</p> <p>2.Differentiate between different kinds of fabrics and clothes</p> <p>3. Develop understanding how clothes are worn according to the seasons.</p> <p>Drawing and colouring: students can draw pictures of different festivals. Music and Dance: children can sing festival songs and Dances related to celebrations like Christmas.</p>	<p>Subject integration with social science about traditional clothes worn by people from different cultures.</p> <p>Respect all cultures and religions: Equal participation Use different teaching methods</p>	<p>Let students touch and feel different fabrics.</p> <p>Festival Chart Project: Festival Scrapboo: Festival greeting Card Poster on “Unity in Diversity”</p> <p>Practical: Rangoli Making Role Play Decoration Activity.</p>	<p>Identify different clothes based on weather, occasion, and cultural preferences.</p> <ul style="list-style-type: none"> Festival Identification Activity Match the Festival Activity Group Discussion Festival calendar Activity. Role Play Activity 	<p>Students will be able to- •</p> <ul style="list-style-type: none"> Identify and classify different types of clothes based on occasion and weather. Students will learn about materials used to make clothes and their different properties. • Students will understand the process of turning fibers into clothes. <p>Children will be able to understand the importance of festivals. Children will be able to identify different festivals. Children will be</p>

								able to learn the values of Unity,love,and Happiness Children will be able to develop a sense of sharing and cooperation with family and community.
Aug	24	<p>7. Having Fun</p> <ul style="list-style-type: none"> • Recreation • Hobby • Playing Games • Indoor/outdoor games • Other games that children are playing <p>8. Be Safe</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Enjoyment and Happiness • Social Interaction • Creativity and imagination • Physical Development • Emotional Well-being • Teamwork and Sharing <p>Are important for a healthy and happy life.</p>	<p>When students are happy ,energetic, and actively involved in activities with a positive attitude, it indicates that they are having fun.</p>	<p>Equal Participation Different Types of Activities Support For All Learners Group Work Positive Environment Use of Simple And Clear Instructions.</p>	<p>Fun Day Chart Project My Favourite Game Activity Fun collage Project Role Play Activity Classroom Fun Survey Creative Drawing Activity Group Game Activity.</p>	<ul style="list-style-type: none"> • Group Game Activity. • My Favorite Fun Activity- Show And Tell • Fun Role Play • Fun Time Planner • Drawing and sharing • Team Puzzle or building Activity. 	<p>Students will be able to develop social skills, creativity and a positive attitude towards recreation and play.</p>
Sep	23	<p>9. Our Neighborhood</p> <ul style="list-style-type: none"> • Places in our Neighborhood: • Post Office • Hospital • Bank • Market • Police Station • Fire Station <p>10.Plants Our Friends</p> <ul style="list-style-type: none"> • Shoot • Stem • Leaves 	<p>Students are able to -</p> <ul style="list-style-type: none"> • Understand the meaning of neighborhood and its importance. • Identify and describe the different places found in a neighborhood. •Recognize the services provided within a neighborhood. <p>Students will be able to -</p> <ul style="list-style-type: none"> • Recognize that plants are of different shapes and sizes. • Classify 	<p>Students draw a simple map of their own neighborhood</p> <p>Students create a poster showing the different types of plants.</p>	<p>Subject integration with value education. Teach the value of respecting neighbors.</p> <p>Subject integration with science explaining photosynthesis s.</p>	<p>Make Thank you card for your neighbors Students can plant seeds in small pots and observe their growth.</p> <p>Students can plant seeds in small pots and observe their growth</p>	<p>Drawing or interpreting a simple map of the neighborhood</p> <p>Understand how to care for plants</p>	<ul style="list-style-type: none"> • Students will be able to define- •Neighborhood and describe its importance. • Students will identify different places in a neighborhood • Students will understand the services provided in a neighborhood.

		<ul style="list-style-type: none"> • Root 	<p>plants based on their features, such as type and structure.</p>					<p>Students will be able to</p> <ul style="list-style-type: none"> • Recognize the different shapes and sizes of plants and classify them based on their features. • Students will understand the parts of plant and the role of each part.
Oct	22	<p>11. Animals Our Friends</p> <ul style="list-style-type: none"> • Milk giving Animals • Egg Giving Animals • Meal giving Animals • Honey and Wax giving Animals • Clothes giving Animals • Manure and Fuel giving Animals <p>12.Places Of Worship</p> <ul style="list-style-type: none"> • Temple • Church • Mosque • Synagogue 	<p>Students will be able to –</p> <ul style="list-style-type: none"> • Recognize land animals, water animals, amphibians, birds, and insects • Understand herbivores, carnivores, and omnivores • Understand the importance of habitats for animals. • Identify different places of worship such as **Temple, Mosque, Church, Gurdwara, and Buddhist Temple. • Recognize which religions use these places for prayer and religious activities. • Describe the purpose of places of worship in different communities. 	<p>Create a 3D diorama of the habitat using cardboard, colored paper, clay, and other craft supplies</p> <p>Drawing and Colouring Activity Craft Work Collage Making Clay Modelling Poster Making</p>	<p>Subject integration with English describing their favorite animal and where it lives.</p> <p>Equal Participation Respect for all Religions Use of Simple and clear Language Use of Visual Aids Group Activities Encourage cultural Sharing Value Education</p>	<p>Students use clay or playdough to sculpt their favorite animals.</p> <p>Picture collection Project 3D Model Project Chart Making Visit and Report Unity and Diversity Poster</p>	<p>Create cards with pictures of various animals.</p> <ul style="list-style-type: none"> • Picture Identification Activity • Matching Activity • Group Discussion • Sorting Activity • Role Play Activity • Observation and Description 	<ul style="list-style-type: none"> • Students will be able to identify and categorize animals as land animals, water animals, amphibians, birds, or insects • Students will describe the different homes that animals live in. <p>Children will be able to :</p> <p>Identification Understanding Knowledge of Features Value Department</p>

								Observation and Expression Participation.
Nov	16	<p>13.How we Travel:</p> <ul style="list-style-type: none"> • Different types of Transport: • Land Transport • Air Transport <p>14.Seasons <u>Types of Season</u></p> <ul style="list-style-type: none"> • Spring • Summer • Rainy • Autumn • Winter 	<p>1.The importance of following safety rules in preventing accidents or injuries.</p> <p>Students will be able to -</p> <ul style="list-style-type: none"> • Define the characteristics of the seasons. • Understand how seasons affect our lives, including our clothes, food, activities, and the life of plants and animals 	<p>Art integration makes the lesson fun, creative, and easy to remember, while helping students understand different modes of transport and their uses.</p> <p>Students will understand seasons and express their ideas through art, drawing, and craft.</p>	<p>Inclusive teaching ensures equal participation, better understanding, and respect for every learner’s needs.</p>	<p>Transport Chart</p> <ul style="list-style-type: none"> • Vehicle Model Project • Transport Collage • My Travel Experience <p>Seasonal Tree Project Season Collage Project Season Wheel Dress for the Season</p>	<ul style="list-style-type: none"> • Sorting Activity – Land, Water, Air • Match the vehicle with its Place • Role Play – “My Journey” • Draw and Tell • Think and Answer <ul style="list-style-type: none"> • Sort the Season Activity • Match the Clothing to the Season • Draw and Tell • Seasonal Role Play 	<p>Students will understand different means of transport and their uses in daily life.</p> <p>Students will identify, describe, and relate to the four seasons, understand their characteristics, and express their knowledge through observation, discussion, and creative activities.</p>
Dec	24	<p>15.Pollutions <u>Different types of pollution</u></p> <ul style="list-style-type: none"> • Air – Sources of air pollution • Water_— Sources of water • Soil- – Sources of soil • Ways to reduce pollution <p>16.Our Earth</p> <ul style="list-style-type: none"> • Land Forms:- plain , 	<ul style="list-style-type: none"> • Define pollution and identify its various types (air, water, soil, noise, and light pollution). • Understand sources and causes of pollution, including industrial, domestic, agricultural, and natural sources. • Analyse the effects of pollution on human 	<p>Art integration of pollution involves using creative arts to teach or raise awareness about pollution while connecting it to other subjects like science, social studies, or language. It helps learners visualize, feel,</p>	<p>Inclusive teaching of pollution means designing lessons so that all learners, regardless of ability, background, language, or learning style, can access, engage with, and understand the</p>	<p>Design a poster to showing causes, effects,and solutions of pollution or build a 3D model of a polluted ecosystem.</p> <p>Making a Globe Model Day and Night Demonstration</p>	<p>Students will analyze environmental pollution, identify its sources, and propose actionable solutions using critical thinking, observation, and communication skills.</p>	<p>Student will be able to understand pollution, recognize its effects, and actively contribute to solutions, demonstrating knowledge, practical skills, and</p>

		<p>hill, mountain, valley, plateau, desert, island</p> <ul style="list-style-type: none"> • Water Bodies:- River, Lake, Sea, Ocean 	<p>health, ecosystems, and the climate.</p> <ul style="list-style-type: none"> • Explore preventive measures and solutions, such as sustainable practices, government regulations, and personal responsibility. • Develop environmental awareness and responsible behaviour to reduce pollution in daily life <p>Students are able to understand Earth as a unique planet, its structure, movements, natural features, and the importance of protecting it.</p>	<p>and communicate environmental issues in a more impactful way.</p> <p>Students learn about The Earth while expressing ideas through drawing, craft, and creative activities.</p>	<p>topic. It ensures environmental education is equitable and meaningful for everyone.</p> <p>Use Visual and Physical Materials Activity-Based Learning Multi-Sensory Teaching Support for Different Learner Use Simple Language Cooperative Learning</p>		<ul style="list-style-type: none"> • Map Identification Activity • Model Making Activity • Earth Rotation Demonstration 	<p>environmental responsibility.</p> <ul style="list-style-type: none"> • Students will be able to describe the Earth as a planet. • They will understand that Earth is the only known planet that supports life Students will be able to locate places using maps or globes.
Jan	14	REVISION						
Feb	22	REVISION						

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	Revision (Numbers 1-100); Ordinal Numbers; Three Digit Numbers	Understand number names, comparison, ascending/descending order, place value	Number chart making	Use abacus and number cards	Create place value chart	<ul style="list-style-type: none"> ▪ Arrange number cards in ascending and descending order. ▪ Play a number ladder game to identify greater and smaller numbers. ▪ Use an abacus or place value chart to understand hundreds, tens and ones. ▪ Identify ordinal numbers through classroom line-up activity (1st, 2nd, 3rd etc.). 	<ul style="list-style-type: none"> ▪ Students read and write numbers up to three digits correctly. ▪ Students compare numbers using greater than, less than and equal to. ▪ Students understand place value of digits in hundreds, tens and ones. ▪ Students identify and use ordinal numbers in daily situations.
May	07	Even and Odd Numbers	Identify even and odd numbers	Colour coding numbers	Use objects for grouping	Odd-Even sorting activity	<ul style="list-style-type: none"> ▪ Sort number cards into even and odd groups. ▪ Pair objects like pencils or erasers to identify even and odd numbers. ▪ Play Odd–Even hop game using floor number grid. 	<ul style="list-style-type: none"> ▪ Students identify even and odd numbers correctly. ▪ Students classify numbers based on pairing concept. ▪ Students apply the concept of even and odd numbers in simple activities.
June	16	Addition (1-digit, 2-digit, 3-digit numbers; with and without carrying)	Perform addition and solve word problems	Colourful addition worksheets	Guided practice with blocks	Addition puzzle activity	<ul style="list-style-type: none"> ▪ Solve addition problems using number blocks or counters. ▪ Participate in addition relay game in groups. 	<ul style="list-style-type: none"> ▪ Students perform addition of 1, 2 and 3 digit numbers correctly. ▪ Students understand the concept of carrying

							<ul style="list-style-type: none"> ▪ Solve word problems based on daily life situations. ▪ Use place value chart for addition with carrying. 	<p>in addition.</p> <ul style="list-style-type: none"> ▪ Students solve simple addition word problems.
July	26	Subtraction (2-digit and 3-digit numbers with borrowing)	Understand subtraction with regrouping	Subtraction strip models	Use number blocks	Shopping subtraction activity	<ul style="list-style-type: none"> ▪ Use objects or counters to understand subtraction. ▪ Solve subtraction problems through shopping role-play activity. ▪ Practice borrowing method using place value blocks. 	<ul style="list-style-type: none"> ▪ Students subtract 2 and 3 digit numbers with borrowing. ▪ Students understand subtraction as taking away or finding difference. ▪ Students solve simple subtraction problems from real life situations.
July	26	Multiplication (Repeated addition, tables, word problems)	Understand multiplication as repeated addition	Multiplication array drawing	Use table charts	Multiplication table booklet	<ul style="list-style-type: none"> ▪ Practice multiplication through skip counting activities. ▪ Use array models with dots or objects. ▪ Recite multiplication tables through rhythmic learning or games. 	<ul style="list-style-type: none"> ▪ Students understand multiplication as repeated addition. ▪ Students learn and apply basic multiplication tables. ▪ Students solve simple multiplication word problems.
Aug	24	Division (Inverse of multiplication; division using tables)	Understand division as equal sharing	Sharing objects activity	Concrete examples	Group sharing activity	<ul style="list-style-type: none"> ▪ Divide objects like candies or pencils equally among groups. ▪ Use multiplication tables to solve division problems. ▪ Practice division puzzles and sharing 	<ul style="list-style-type: none"> ▪ Students understand division as equal sharing and grouping. ▪ Students solve basic division problems. ▪ Students relate division with multiplication facts.

							games.	
		Data Handling	Interpret simple data	Draw pictographs	Visual charts	Class survey project	<ul style="list-style-type: none"> ▪ Conduct a class survey (favourite fruit, colour etc.). ▪ Represent collected data using pictographs or tally marks. ▪ Interpret simple charts and graphs. 	<ul style="list-style-type: none"> ▪ Students collect and organize simple data. ▪ Students represent data using pictographs. ▪ Students interpret information from charts and graphs.
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Sep	23	Patterns in Shapes and Numbers; Skip Counting	Recognize patterns and sequences	Pattern drawing	Visual examples	Pattern chart creation	<ul style="list-style-type: none"> ▪ Complete missing numbers in pattern sequences. ▪ Create patterns using shapes, colours or numbers. ▪ Practice skip counting activities. 	<ul style="list-style-type: none"> ▪ Students recognize number patterns and sequences. ▪ Students extend and create simple patterns. ▪ Students apply skip counting in problem solving.
		Fractions – Introduction	Understand simple fractions	Fraction pizza activity	Use paper folding	Fraction craft	<ul style="list-style-type: none"> ▪ Use paper folding activity to show half and quarter. ▪ Divide objects like fruits or chapatis into equal parts. ▪ Create fraction charts or fraction pizzas. 	<ul style="list-style-type: none"> ▪ Students understand fractions as equal parts of a whole. ▪ Students identify simple fractions like $\frac{1}{2}$ and $\frac{1}{4}$. ▪ Students represent fractions using visual models.
Oct	22	Lines and 2D Shapes (Point, Line, Plane Figures)	Identify basic shapes and lines	Shape collage	Tactile shapes	Shape hunt activity	<ul style="list-style-type: none"> ▪ Identify shapes during classroom shape hunt activity. ▪ Draw shapes using ruler and pencil. 	<ul style="list-style-type: none"> ▪ Students identify points, lines and plane figures. ▪ Students recognize common 2D shapes.

							<ul style="list-style-type: none"> ▪ Sort objects based on shape properties. 	<ul style="list-style-type: none"> ▪ Students relate shapes to objects in daily life.
		Solid Shapes (3D Shapes)	Identify 3D shapes and movements (rolling/sliding)	3D shape model making	Real life examples	Make cube/cylinder model	<ul style="list-style-type: none"> ▪ Observe real-life objects representing 3D shapes. ▪ Create models of cube, cylinder and sphere using paper. ▪ Identify shapes through touch and observation activities. 	<ul style="list-style-type: none"> ▪ Students recognize basic 3D shapes. ▪ Students understand rolling and sliding movements of solids. ▪ Students relate shapes with objects around them.
Nov	16	Measurement of Length	Measure objects and convert units	Ruler drawing activity	Demonstration using scale	Measure classroom objects	<ul style="list-style-type: none"> ▪ Measure classroom objects using ruler or scale. ▪ Compare lengths using non-standard units (handspan, footsteps). ▪ Play estimation and measurement games. 	<ul style="list-style-type: none"> ▪ Students measure objects using standard units of length. ▪ Students compare and estimate lengths of objects. ▪ Students apply measurement skills in daily activities.
		Measurement of Weight	Understand units of weight and compare weights	Draw weighing balance	Use real objects	Weigh classroom items	<ul style="list-style-type: none"> ▪ Use a balance scale to compare weights of objects. ▪ Weigh classroom items using simple weighing tools. ▪ Practice unit comparison activities. 	<ul style="list-style-type: none"> ▪ Students understand units of weight. ▪ Students compare heavier and lighter objects. ▪ Students apply weight measurement in real-life situations.
Dec	24	Measurement of Capacity	Understand litres and millilitres	Draw measuring containers	Use water bottles for demo	Capacity experiment	<ul style="list-style-type: none"> ▪ Use water bottles and containers to measure capacity. 	<ul style="list-style-type: none"> ▪ Students understand litres and millilitres. ▪ Students compare

							<ul style="list-style-type: none"> ▪ Perform pouring activities to compare quantities. ▪ Identify containers with greater or lesser capacity. 	<p>capacity of containers.</p> <ul style="list-style-type: none"> ▪ Students apply measurement of capacity in daily life situations.
		Money (Indian Currency; Addition & Subtraction of Money)	Perform money calculations	Design play currency	Real-life examples	Classroom shop activity	<ul style="list-style-type: none"> ▪ Conduct classroom shop activity using play currency. ▪ Solve money addition and subtraction problems. ▪ Prepare simple budget worksheets. 	<ul style="list-style-type: none"> ▪ Students recognize Indian currency notes and coins. ▪ Students perform addition and subtraction of money. ▪ Students apply money concepts in practical situations
Jan	14	Time (Clock reading, daily routine, days & months) Calendar Seasons Direction	Read time and understand calendar concepts	Clock craft activity	Visual clock models	Weekly routine chart	<ul style="list-style-type: none"> ▪ Read time using clock models. ▪ Prepare a daily routine chart. ▪ Practice time reading exercises 	<ul style="list-style-type: none"> ▪ Students read time on a clock (hours and minutes). ▪ Students understand days, weeks and months. ▪ Students relate time concepts to daily routine activities.
Feb	22	Revision						

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	Chapter -1, Computer – An Electronic Device <ul style="list-style-type: none"> • Introduction to Machines • IPO Cycle • Functions of a computer • Computers versus Human beings • Advantages and disadvantages of a Computer 	1. Acquisition of Knowledge: To enable the students to know about computer. 2. Development of Understanding: To enable students to understand about advantages and disadvantages of computer.	Draw and colour a computer and other machines.	Use charts, pictures and real-life examples for better understanding.	Identify machines used at home and school.	Discussion on how computers help people in daily life.	Students will be able to understand about computers and their basic functions.
May	07	Chapter – 2, Role of Computers <ul style="list-style-type: none"> • Recap of various purposes of computers • Uses of computers at various places 	1. Acquisition of Knowledge: To introduce different uses of computers. 2. Development of Understanding: To help students understand the role of computers in daily life.	Make a collage showing places where computers are used.	Use flashcards and storytelling for different learners.	Show pictures of computers used in banks, hospitals and schools.	Match the place with the use of computer activity.	Students will be able to identify places where computers are used.
June	16	Chapter – 2, Role of Computers <ul style="list-style-type: none"> • Components of smart class • Online teaching • Advantages and limitations of Online teaching • Role of computers in teaching – learning process in various subjects 	1. Acquisition of Knowledge: To introduce smart classroom and online learning. 2. Development of Understanding: To make students understand how computers help in education.	Poster making on “My Smart Classroom”.	Use videos and demonstrations for easy understanding.	Demonstration of smart class tools.	Group discussion about online classes.	Students will understand the importance of computers in education.
July	26	Chapter – 3, Input and Output Devices <ul style="list-style-type: none"> • Recap of IPO Cycle • Input Devices 	1. Acquisition of Knowledge: To introduce input and output devices. 2. Development of Understanding: To help	Drawing and colouring different computer devices.	Use real devices or models for demonstration.	Identify devices in the computer lab.	Sorting activity of input and output devices.	Students will be able to identify basic computer devices.

		<ul style="list-style-type: none"> • Output Devices • Storage Devices 	students identify functions of different computer devices.					
Aug	24	Chapter – 4, Keyboard – Special Keys <ul style="list-style-type: none"> • Recap of some basic keys of a keyboard • Caps Lock key • Combination keys • Backspace keys • Delete key • Tab key • Punctuation keys 	1. Acquisition of Knowledge: To introduce special keys of the keyboard. 2. Development of Understanding: To help students understand their functions.	Keyboard colouring worksheet.	Demonstration using large keyboard chart.	Practice typing simple words using special keys.	Keyboard typing exercises.	Students will be able to use special keys correctly.
Sep	23	Revision for Term I	Revision of concepts taught during Term I.	Creative worksheet activities.	Provide additional practice for slow learners.	Quiz and worksheet practice.	Group revision games.	Students will recall and reinforce learned concepts.
Oct	22	Chapter – 5, Mouse – an Input device <ul style="list-style-type: none"> • Introduction • Types of computer mouse • Holding a computer mouse • Flipping mouse buttons • Mouse pointer • Mouse button actions • Uses of mouse 	1. Acquisition of Knowledge: To introduce the mouse as an input device. 2. Development of Understanding: To help students learn mouse handling and actions.	Drawing activity of different types of mouse.	Hands-on practice for each learner.	Practice mouse actions in Paint.	Drag and drop activity.	Students will be able to perform mouse operations correctly.
Nov	16	Chapter – 6, File Management – An introduction <ul style="list-style-type: none"> • Introduction • File • Need of saving a file • Concept of path in a real world and computer system • Saving and 	1. Acquisition of Knowledge: To introduce the concept of files. 2. Development of Understanding: To help students understand saving and opening files.	Chart showing files and folders.	Step-by-step demonstration in computer lab.	Save a drawing file in a specified folder.	Activity identifying correct file path.	Students will be able to save and open files.

		<p>viewing a file in a computer</p> <ul style="list-style-type: none"> • Saving a file in the specified path 						
Dec	24	<p>Chapter – 7, Uses of Artificial Intelligence in Daily Lives</p> <ul style="list-style-type: none"> • Introduction • Human intelligence and artificial intelligence • Voice assistants • Biometric • Facial recognition • Smart cars • Smart highways • Automatic sliding doors • Google maps 	<p>1. Acquisition of Knowledge: To introduce AI and its uses.</p> <p>2. Development of Understanding: To help students recognize AI in daily life.</p>	Draw smart devices used at home.	Use videos and pictures to explain concepts.	Demonstration of voice assistant or map application.	Discussion on smart machines around us.	Students will be able to identify examples of AI in daily life.
Jan	14	<p>Chapter – 8, A step ahead to ScratchJr (Block – Based Programming)</p> <ul style="list-style-type: none"> • Introduction • Components of ScratchJr window • Block Categories • Coding Blocks 	<p>1. Acquisition of Knowledge: To introduce basic coding concepts.</p> <p>2. Development of Understanding: To help students understand block-based programming.</p>	Design characters and backgrounds for ScratchJr projects.	Guided coding practice for all learners.	Create a simple animation in ScratchJr.	Arrange blocks to move a character.	Students will be able to create simple animations.
Feb	22	Revision for Term II	Revision of full syllabus.	Computer themed worksheets.	Additional support through revision practice.	Practical revision in computer lab.	Quiz and group activities.	Students will demonstrate understanding of all topics learned.

SUBJECT: GERMAN

Textbook: 1. So geht das 0

Month	WD	Chapter/ Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<p>Lektion 1: Herzlich Willkommen in Deutschland</p> <p>Sub-Topics:</p> <p>Introduction to Germany and its culture</p> <p>Key landmarks and famous places</p> <p>Common German words and phrases</p> <p>German cuisine and traditions</p> <p>Geographical highlights of Germany</p> <p>German language and its reach</p>	<p>By the end of this lesson, students will:</p> <p>Recognize major cities and landmarks in Germany</p> <p>Identify common German words and their meanings</p> <p>Understand basic German culture and traditions</p> <p>Learn about Germany's neighboring countries</p> <p>Develop curiosity about the German language and lifestyle</p>	<p>Drawing or coloring the German map with major landmarks</p> <p>Creating posters of German festivals and traditions</p> <p>Making a collage of German food items</p>	<p>Using visuals and pictograms to help students with different learning abilities</p> <p>Encouraging group discussions to ensure participation from all students</p> <p>Providing bilingual support (English & German) to accommodate diverse learners</p>	<p>Project: "My Travel Guide to Germany" – Students create a travel brochure including famous places, foods, and facts</p> <p>Practical: Learn and practice simple German greetings and phrases in pairs</p>	<p>Matching Activity: Pair German words with their English meanings</p> <p>Guessing Game: Identify objects based on descriptions (e.g., "I am the highest mountain in Germany")</p> <p>Role Play: Students act as tourists visiting Germany and asking for directions in German</p>	<p>By the end of this lesson, students will be able to:</p> <p>Identify major German cities and cultural aspects</p> <p>Recognize and use basic German vocabulary</p> <p>Appreciate the importance of learning a new language</p> <p>Develop an understanding of Germany's geography and lifestyle</p>
May	07	<p>Lektion 2: Lumpi lernt Deutsch</p> <p>Sub-Topics:</p> <p>Common German greetings</p> <p>Responding to greetings</p> <p>Saying goodbye in German</p> <p>Learning the German alphabet with</p>	<p>By the end of this lesson, students will:</p> <p>Use basic German greetings appropriately in different situations</p> <p>Respond to greetings politely</p> <p>Say goodbye using different expressions</p>	<p>Greeting Poster: Students create posters with different German greetings and their English meanings</p> <p>Alphabet Flashcards: Drawing pictures of words starting with each German alphabet letter</p> <p>Role Play: Acting</p>	<p>Greeting Poster: Students create posters with different German greetings and their English meanings</p> <p>Alphabet Flashcards: Drawing pictures of words starting with each German alphabet letter</p> <p>Role Play: Acting out different greeting</p>	<p>Using audio and visual aids to help different learning styles</p> <p>Encouraging pair activities for collaborative learning</p> <p>Using phonetic spellings to help students with pronunciation difficulties</p>	<p>Interactive drag-and-drop activity for matching greetings with responses</p> <p>Audio-based pronunciation practice for greetings and farewells</p> <p>Spelling correction exercises for common German</p>	<p>Matching Activity: Match greetings with appropriate situations</p> <p>Fill in the Blanks: Completing German words with correct letters</p> <p>Correcting Mistakes: Identifying and fixing spelling mistakes in</p>

		<p>examples</p> <p>Introduction to Umlaut and its pronunciation</p> <p>Recognizing borrowed English words in German</p>	<p>Recognize and pronounce the German alphabet correctly</p> <p>Identify the function of Umlaut in pronunciation</p> <p>Understand similarities between German and English words</p>	<p>out different greeting scenarios in German</p>	<p>scenarios in German</p>	<p>Providing simple dialogues for students to practice spoken German</p>	<p>words</p>	<p>German greetings</p> <p>Conversation Practice: Students role-play real-life scenarios using greetings and responses</p>
June	16	<p>Lektion 3: Lumpi kann zählen</p> <p>Sub-Topics:</p> <p>Learning numbers from 0 to 20 in German</p> <p>Writing and pronouncing numbers correctly</p> <p>Understanding number sequences</p> <p>Matching numbers with objects</p> <p>Asking and answering simple questions about quantity</p>	<p>By the end of this lesson, students will:</p> <p>Count from 0 to 20 in German</p> <p>Recognize and pronounce German numbers correctly</p> <p>Identify numbers in written and numerical form</p> <p>Use numbers in simple sentences and questions</p> <p>Understand the importance of discipline and punctuality in German culture</p>	<p>Number Flashcards: Students create flashcards with German numbers and corresponding objects</p> <p>Number Collage: Drawing or pasting images to represent numbers 1-20</p> <p>Dice Game: Rolling a dice and saying the number in German</p>	<p>Using visual aids like number charts and flashcards for easy recognition</p> <p>Encouraging hands-on activities for kinesthetic learners</p> <p>Providing phonetic spellings to support pronunciation</p> <p>Allowing students to practice speaking numbers in pairs or small groups</p>	<p>Project: "My Number Book" – Students create a book with numbers 1-20, their German names, and pictures</p> <p>Practical: Counting real-life objects (e.g., pencils, books) and saying the numbers in German</p>	<p>Matching Activity: Match numbers with correct spellings in German</p> <p>Fill in the Blanks: Completing number sequences (e.g., __, zwei, drei, __, fünf)</p> <p>Drawing Activity: Students draw objects to match given numbers</p> <p>Speaking Exercise: Asking and answering "Wie viele...?" questions with real objects</p>	<p>By the end of this lesson, students will be able to:</p> <p>Count and recognize numbers from 0-20 in German</p> <p>Use numbers in basic conversations</p> <p>Differentiate between numerical and written forms of numbers</p> <p>Apply their learning through interactive activities</p> <p>Gain an understanding of German discipline and punctuality</p>
July	26	<p>Lektion 4: Lumpi in der Schule</p> <p>Sub-Topics:</p>	<p>By the end of this lesson, students will:</p> <p>Introduce</p>	<p>Fairy Tale Illustration: Students draw scenes from Grimm Brothers' fairy tales</p>	<p>Using visual aids for self-introduction templates</p> <p>Pairing students for</p>	<p>Project: "My German Identity Card" – Students create an ID card with their name, age, nationality, and</p>	<p>Rearranging Words: Forming correct German sentences</p>	<p>By the end of this lesson, students will be able to:</p> <p>Introduce</p>

		<p>Introducing oneself in German</p> <p>Asking and answering personal information questions</p> <p>Using formal and informal ways of addressing people</p> <p>Learning about German school names and addresses</p> <p>Understanding basic sentence structures for self-introduction</p> <p>Famous German fairy tales by the Grimm Brothers</p>	<p>themselves in German using simple sentences</p> <p>Ask and answer personal questions (name, age, nationality, address)</p> <p>Differentiate between formal and informal ways of speaking</p> <p>Construct basic sentences in German correctly</p> <p>Learn about famous German fairy tales and their origins</p>	<p>Dialogue Role-Play: Enacting self-introduction dialogues in German</p> <p>School Map Activity: Drawing and labeling a German school (e.g., Goethe-Grundschule)</p>	<p>practice to build confidence</p> <p>Providing sentence frames for students who need extra support</p> <p>Encouraging storytelling to engage different learning styles</p>	<p>address in German</p> <p>Practical: Students introduce themselves in German in front of the class</p>	<p>Dialogue Completion: Filling in missing words in a conversation</p> <p>Matching Exercise: Pairing German questions with correct responses</p> <p>Candle Counting Game: Counting candles to guess ages in German</p>	<p>themselves confidently in German</p> <p>Ask and respond to basic personal questions</p> <p>Differentiate between formal and informal greetings</p> <p>Form simple sentences in German correctly</p> <p>Appreciate German fairy tales and their cultural significance</p>
Aug	24	<p>Lektion 5: Seid ihr Deutsche?</p> <p>Sub-Topics:</p> <p>Asking and answering about nationality</p> <p>Using adjectives to describe people</p> <p>Learning opposites in German</p> <p>Understanding and using the verb "sein" (to be) correctly</p> <p>Practicing sentence formation with adjectives</p>	<p>By the end of this lesson, students will:</p> <p>Identify and use German adjectives to describe people</p> <p>Ask and answer questions about nationality</p> <p>Correctly conjugate and use the verb "sein"</p> <p>Form sentences using adjectives and opposites</p> <p>Learn about well-known German car brands</p>	<p>Adjective Flashcards: Students create flashcards with adjectives and illustrations</p> <p>Car Logo Matching: Drawing or pasting images of famous German car brands and matching them with names</p> <p>Role-Play: Students introduce themselves and describe each other using adjectives</p>	<p>Using pictures and visuals to teach adjectives</p> <p>Encouraging peer collaboration in sentence formation activities</p> <p>Providing sentence-building frameworks for students who need extra support</p> <p>Using a mix of speaking, writing, and interactive exercises to engage different learning styles</p>	<p>Project: "My Adjective Book" – Students create a small booklet with adjectives and their opposites in German with pictures</p> <p>Practical: Conducting a classroom survey where students ask and answer questions about nationality and personal descriptions</p>	<p>Sentence Correction: Identifying and correcting grammatical mistakes in sentences</p> <p>Fill in the Blanks: Completing sentences with the correct form of "sein"</p> <p>Adjective Opposites Matching: Finding and pairing opposite adjectives</p> <p>Descriptive Writing: Writing</p>	<p>By the end of this lesson, students will be able to:</p> <p>Ask and answer questions about nationality in German</p> <p>Use a variety of adjectives to describe people</p> <p>Differentiate between adjective opposites</p> <p>Correctly conjugate and use the verb "sein" in</p>

		Recognizing famous German automobile brands					short descriptions about classmates using German adjectives	sentences Identify famous German car brands and their significance
Sep	23	<p>Lektion 6: Was ist das?</p> <p>Sub-Topics:</p> <p>Asking and answering about objects</p> <p>Understanding noun genders in German (masculine, feminine, neutral)</p> <p>Learning the articles "ein" and "eine"</p> <p>Identifying common classroom objects</p>	<p>By the end of this lesson, students will:</p> <p>Identify and name classroom objects in German</p> <p>Use the correct gender articles (ein/eine) for nouns</p> <p>Form simple sentences using "Was ist das?" and "Das ist..."</p>	<p>Flashcards: Students create flashcards with images of classroom objects and their German names</p> <p>Role-Play: Practicing dialogues using "Was ist das?" and "Das ist..."</p> <p>Interactive Poster: Drawing and labeling a German school bag with various items</p>	<p>Using visual aids (pictures, flashcards, and real objects)</p> <p>Encouraging peer learning by practicing dialogues in pairs</p> <p>Providing sentence-building templates for students needing extra support</p> <p>Ensuring participation through group activities and interactive games</p>	<p>Project: "My German School Bag" – Students create a mini book with pictures and German labels for school items</p> <p>Practical: Conducting a classroom scavenger hunt where students find objects and name them in German</p>	<p>Fill in the Blanks: Completing sentences with "ein" or "eine"</p> <p>Sentence Scramble: Arranging jumbled words into correct German sentences</p> <p>Matching Activity: Connecting German nouns with their correct articles and meanings</p>	<p>By the end of this lesson, students will be able to:</p> <p>Recognize and name classroom objects in German</p> <p>Correctly use "ein" and "eine" based on noun gender</p> <p>Form simple descriptive sentences using "Das ist..."</p>
Oct	22	<p>Lektion 6: Was ist das?</p> <p>Sub-Topics:</p> <p>Conjugation and usage of the verb "haben" (to have)</p> <p>Practicing sentence formation with "ein/eine"</p>	<p>Conjugate and use the verb "haben" correctly</p> <p>Develop confidence in structuring German sentences</p>	<p>Flashcards: Students create flashcards with images of classroom objects and their German names</p> <p>Role-Play: Practicing dialogues using "Was ist das?" and "Das ist..."</p> <p>Interactive Poster: Drawing and labeling a German school bag with</p>	<p>Using visual aids (pictures, flashcards, and real objects)</p> <p>Encouraging peer learning by practicing dialogues in pairs</p> <p>Providing sentence-building templates for students needing extra support</p> <p>Ensuring participation through group activities and interactive games</p>	<p>Project: "My German School Bag" – Students create a mini book with pictures and German labels for school items</p> <p>Practical: Conducting a classroom scavenger hunt where students find objects and name them in German</p>	<p>Question-Answer Practice: Responding to "Was ist das?" with correct nouns and articles</p>	<p>Conjugate and use the verb "haben" accurately in sentences</p> <p>Develop a basic understanding of German food culture</p>

				various items				
Nov	16	<p>Lektion 7: Die Familie von Erich</p> <p>Sub-Topics:</p> <p>Family members and their German names</p> <p>Definite articles (der, die, das) for singular and plural nouns</p> <p>Describing family members (name, age, characteristics)</p>	<p>By the end of this lesson, students will:</p> <p>Identify and name family members in German</p> <p>Use the correct definite articles (der, die, das, die - plural)</p> <p>Understand the difference between singular and plural nouns</p> <p>Describe their own family members in simple sentences</p>	<p>Family Tree Activity: Students draw and label their own family tree in German</p> <p>Flashcards: Matching pictures of family members with their German names</p>	<p>Using visual aids like charts, images, and real-life examples</p> <p>Encouraging peer discussions on family structures across different cultures</p> <p>Providing sentence-building templates for students needing extra support</p> <p>Incorporating group activities for collaborative learning</p>	<p>Project: "Meine Familie" – Students create a poster with pictures and German labels for their family members</p> <p>Practical: Conducting role-plays where students introduce family members in German</p>	<p>Fill in the Blanks: Completing sentences with family member names</p> <p>Sentence Scramble: Arranging jumbled words into correct German sentences</p> <p>Matching Activity: Connecting German family terms with their English meanings</p> <p>Descriptive Writing: Writing a few sentences about one family member</p>	<p>By the end of this lesson, students will be able to:</p> <p>Name family members in German correctly</p> <p>Use definite articles (der, die, das, die - plural) appropriately</p> <p>Describe their own family members in simple German sentences</p> <p>Develop a basic understanding of German sports culture</p>
Dec	24	<p>Lektion 8: Obst und Gemüse (Fruits and Vegetables)</p> <p>Sub-Topics:</p> <p>Vocabulary: Fruits (das Obst) and Vegetables (das Gemüse)</p> <p>Identifying and describing fruits and vegetables in German</p> <p>Colors in German</p> <p>Sentence formation</p>	<p>By the end of this lesson, students will be able to:</p> <p>Name common fruits and vegetables in German</p> <p>Recognize grammatical gender (der, die, das) of nouns</p> <p>Use colors to describe objects</p> <p>Form simple sentences using</p>	<p>Coloring Activity: Students color fruits and vegetables and label them in German</p> <p>Collage Work: Creating a collage of German fruits and vegetables</p> <p>Flashcards: Matching German words with pictures of fruits/vegetables</p>	<p>Multisensory Approach: Using visual aids, flashcards, and hands-on activities</p> <p>Pair Work: Students discuss their favorite fruits and vegetables</p> <p>Bilingual Support: Providing translations in English for better understanding</p>	<p>Project: "Mein Obst- und-Gemüse-Korb" – Students create a fruit & vegetable basket with labels in German</p> <p>Practical Activity: Conducting a mock fruit and vegetable market in German</p>	<p>Fill in the Blanks: Completing sentences with German words for colors and objects</p> <p>Matching Activity: Pairing fruits/vegetables with correct articles (der, die, das)</p> <p>Sentence Formation: Creating simple descriptive sentences in</p>	<p>By the end of this lesson, students will be able to:</p> <p>Identify and pronounce fruits and vegetables in German</p> <p>Use colors to describe objects correctly</p> <p>Apply articles (der, die, das) to different words</p>

		using fruits, vegetables, and colors	fruits, vegetables, and colors Improve listening and speaking skills through interactive activities				German Puzzle Activity: Rearranging letters to form fruit/vegetable names	Engage in basic conversations about food preferences Learn about German culture and dining etiquette
Jan	14	<p>Lektion 9 und 10: Heute ist Sonntag! (Today is Sunday!)</p> <p>Sub-Topics:</p> <p>Days of the week in German (die Wochentage)</p> <p>Sentence formation using days of the week</p> <p>Talking about yesterday, today, and tomorrow (Gestern, Heute, Morgen)</p> <p>Months of the Year (Die Monate)</p> <p>Seasons of the Year (Die Jahreszeiten)</p> <p>Describing the Seasons in German</p>	<p>By the end of this lesson, students will be able to:</p> <p>Recognize and pronounce days of the week in German</p> <p>Use yesterday, today, and tomorrow in sentences</p> <p>Form basic sentences about weekly routines and schedules</p> <p>Recognize and pronounce months of the year in German</p> <p>Identify and describe the four seasons</p>	<p>Calendar Activity: Creating a weekly planner with days written in German</p> <p>Days of the Week Song: Learning through rhymes and actions</p> <p>Flashcards: Matching days of the week with pictures of activities</p> <p>Seasonal Drawing: Students illustrate seasonal changes</p> <p>Poetry Recital: Reciting German seasonal poems with actions</p>	<p>Multisensory Approach: Using songs, visual aids, and hands-on activities</p> <p>Group Discussion: Talking about daily routines in German</p> <p>Bilingual Support: Providing English translations for better understanding</p> <p>Visual and Auditory Learning: Using pictures, rhymes, and music</p> <p>Interactive Calendar: Encouraging students to mark birthdays and seasons</p>	<p>Project: "Mein Wochenplan" – Students create a weekly schedule in German</p> <p>Practical Activity: Role-playing a conversation about weekly activities</p>	<p>Fill in the Blanks: Completing sentences with days of the week</p> <p>Matching Exercise: Pairing German days with their English meanings</p> <p>Sentence Formation: Creating sentences using Gestern, Heute, Morgen</p>	<p>By the end of this lesson, students will be able to:</p> <p>Identify and pronounce days of the week correctly</p> <p>Use Gestern, Heute, Morgen in basic conversations</p> <p>Apply days of the week to discuss personal schedules</p> <p>Identify and pronounce months and seasons correctly</p> <p>Apply months and seasons vocabulary in real-life conversations</p>
Feb	22	Revision	Revision	Revision	Revision	Revision		

SUBJECT: PHYSICAL EDUCATION

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
April	23	<ol style="list-style-type: none"> 1. Definition of Health & Physical Education and practice of general fitness exercises. 2. Basic skill learning & practice of Football game 3. Basic movements of Jumping events 4. Basic knowledge and basic skill practice of Cricket game. 5. Free hand & Stretching exercises.. 	<ul style="list-style-type: none"> # Improve leg strength. # Learn the game. # To improve fitness level. # To improve Flexibility. # To improve coordination 	<ul style="list-style-type: none"> * Evaluating shape & size. * Team Leading 	<ul style="list-style-type: none"> *Football to be integrated with Physics. * Cricket game to be integrated with Physics 	Art integrated project * Identify sports equipment.	<ul style="list-style-type: none"> *Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping 	<ul style="list-style-type: none"> # Improve leg strength. # Learn the game. # To improve fitness level # To improve Flexibility. # To improve coordination
May	07	<ol style="list-style-type: none"> 1. Introduction & practice of Yogic Exercises 2. Mass P.T. practice 	<ul style="list-style-type: none"> # To improve Flexibility # To improve fitness level and coordination 	<ul style="list-style-type: none"> <u>*Role Play</u> <u>*Music</u> 	<ul style="list-style-type: none"> <u>* Mass PT to be integrated with Mathematics.</u> 	Art integrated project * Name any five free hand exercises.	<ul style="list-style-type: none"> *Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling 	<ul style="list-style-type: none"> # Improve leg strength. # Learn the game. # To improve fitness level # To improve Flexibility. # To improve coordination
June	16	<ol style="list-style-type: none"> 1. Celebration & practice of Yoga Day. 2. Introduction & basic skill practice of Rope Skipping game. 3. Introduction & basic skill practice of Carrom game. 	<ul style="list-style-type: none"> # To improve fitness level and coordination # Improve leg strength. # Learn the game. 	<ul style="list-style-type: none"> *Role Play *Music 	<ul style="list-style-type: none"> * Yoga to be integrated with respiration system. *Rope Skipping to be integrated with physics. 	Art integrated project * Identify any two yoga pose.	<ul style="list-style-type: none"> *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping 	<ul style="list-style-type: none"> # Improve leg strength. # Learn the game. # To improve fitness level # To improve Flexibility. # To improve coordination
July	26	<ol style="list-style-type: none"> 1. Inter House Rope Skipping tournament. 2. Basic movements of Running events. 3. Introduction of games & sports equipment 4. Basic movements of March Past. 	<ul style="list-style-type: none"> <u># To improve confidence level.</u> <u># To improve speed ability.</u> <u># To inculcate knowledge about subject.</u> <u># To develop coordination ability.</u> <u># To develop body posture.</u> 	<ul style="list-style-type: none"> <u>*Role Play</u> <u>*Music</u> 	<ul style="list-style-type: none"> <u>* rope skipping events to be integrated with physics.</u> 	Art integrated project * Identify sports equipment.	<ul style="list-style-type: none"> *Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling 	<ul style="list-style-type: none"> # To improve confidence level. # To improve speed ability. # To inculcate knowledge about subject. # To develop coordination ability.

							*Quizzing *Creating and engaging *Mind mapping	# To develop body posture.
Aug	24	1. Zig Zag Run for Fun 2. Hopscotch Fun game 3. Basic movements of Throwing events.	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.	*Role Play *Music	* Zig Zag Run for Fun to be integrated with physics.	Art integrated project * Name any five free hand exercises.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	# To improve speed ability. # To develop endurance power. # Improve hand strength. # To improve body balance ability.
Sep	23	Assessment of Term - I Examination						
Oct	22	1. Basic knowledge of Track & lane and race practice. 2. Warming -up exercises. 3. Cooling down exercises.	# To understand Games & Sports. # To improve Flexibility	*Role Play *Music	* Annual sports meet to be integrated with physics. * Warming up and cooling down to be integrated with respiration system	Art integrated project * Make a chart of games name.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping	#Student s will be able to know how to give best performance in annual sports day.
Nov	16	1. Basic step practice of Aerobic exercises. 2. Learning & practice of Recreational Game. 3. Events practice of Annual Sports Day. 4. Hola hoops Fun games	# To improve energy level. # To learn & practice of Sports events. # To improve the mental fitness level.	*Role Play *Music	*Aerobic exercises to be integrated with respiration system.	Art integrated project * Name any five running events.	*Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking.	# they improve energy level. # They will play fun games easily # Students will be able to their energy level.

							<ul style="list-style-type: none"> *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping 	
Dec	24	<ol style="list-style-type: none"> 1. Basic knowledge and basic skill practice of chess game. 2. Basic knowledge and basic skill practice of Kho - Kho game 3. Practice of General Fitness exercises. 4. Basic knowledge and basic skill practice of Kabaddi game. 	<ul style="list-style-type: none"> # To improve physical fitness. # To develop coordination ability. # To develop concentration ability. 	<ul style="list-style-type: none"> *Role Play *Music 	* Mass Exercises to be integrated with respiration system.	<ul style="list-style-type: none"> Art integrated project *Name any five skills. 	<ul style="list-style-type: none"> *Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Source based learning *Oral drilling *Quizzing *Creating and engaging *Mind mapping 	# Students will be able to know about the rules of Kho - Kho, chess, and Kabaddi
Jan	14	<ol style="list-style-type: none"> 1. Game Zone. 2. Duck, Duck Goose 3. Shuttle Run 	<ul style="list-style-type: none"> # To improve speed ability. # To develop endurance power. # Improve Leg strength # To improve body balance ability. 	<ul style="list-style-type: none"> *Role Play *Music 	* Shuttle Run to be integrated with physics	<ul style="list-style-type: none"> Art integrated project * Make a chart of games name. 	<ul style="list-style-type: none"> *Conceptual learning *Thought provoking *Critical thinking *Logical reasoning *Analyzing, *High order thinking. *Picture based *Oral drilling *Quizzing *Creating and engaging 	# Students will be able to know about the Fun games.
Feb	22	Assessment of Term – II Examination						

SUBJECT : ART & CRAFT

Text Book : ART AND ME

Month	WD	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	From book page number 5 and 10 Composition drawing	To inculcate knowledge about composition drawing.	Learning social life of village	Life of different state villages	Ice cream sticks craft.	Q & A LOA	<ul style="list-style-type: none"> •Students will be able to understand various aspects of development. •Students will be able to identify various indicators of development •Student will be able to differentiate quantitative & qualitative measures of comparison
MAY	07	From book page number 11 to 12 Composition drawing	To inculcate knowledge about composition drawing.	Learning social life of village	Life of different state villages	Poster making	MCQ on Elements of Art	
JUNE	16	From book page number 13 and 15 Pencil shading	To inculcate knowledge of using various shading pencils	Forms and shapes	Types to texture	Still life in pencil shading	MCQ on Elements of Art	Students came to know tone , texture shade etc.
JULY	26	From book page number 16 to 20 Socks puppet craft Landscape painting	Best of waste	Perceptive	Life of different state villages	Socks Puppet	MCQ on Elements of Art	Sock puppet will be made
AUG	24	From book page number 21 to 27 Composition from own Blow painting	To enhance the observation skills and creativity of students To teach students an alternative way to paint and show their skill	Learning social life of village	<u>Life of different state villages</u>	Use of alternative art tools	MCQ on Elements of Art	Students will do blow painting using straw

SEPT	23	From book page number 28 to 29 Painting with spread technique	An alternative way of water color painting	<u>Density of water and color mixture</u>	<u>Density</u>	spread technique	MCQ on Elements of Art	Will learn spread technique
OCT	22	From book page number 30 to 32 composition with texture Watercolor painting	To use different texture to create picture by pencil To be acquainted with different types of shading pencil and use it	Different forms and trees	<u>Different types of pencil</u>	Landscape drawing	MCQ on Elements of Art	Students will be trying water color
NOV	16	From book page number 33 and 35 Composition on birds Mask making	Love for Bird and nature will increase Students will make mask of any animal or bird, to know about their Fauna	Types of bird	<u>Flora and fauna</u>	Mask making	MCQ on Elements of Art	Students will make Animal Mask with paper and cardboard
DEC	24	From book page number 36 and 37 Greeting card making	<u>To make student able to create their own card</u> <u>To show creativity without color & brush.</u>	Types of festivals	<u>Knowledge of our festivals</u>	Making Greeting Card	MCQ on Elements of Art	Students will make greeting cards
JAN	14	From book page number 38 to 39 Animals drawing	To develop love for animals	animal of world	<u>Flora and fauna</u>	Animal drawing	MCQ on Elements of Art	Students will be making easy animal drawing and coloring it.
FEB		TERM- 2 EXAM						

SUBJECT: INSTRUMENT (MUSIC)

Month	W. D.	Chapter/Sub-Topics	Learning Objectives	Art Integration Topics	Inclusive Teaching	Project / Practical Work	Competency Based Activity/ Learning Outcomes	Learning Outcomes
April	23	Introduction of Tabla. Ten Verna of Tabla, Definition.	To inculcate knowledge about different Verna.	Number Counting.	Number Counting.	Verna Practice.	Students will come to know about Verna Parichay.	Students will come to know about Verna Parichay.
May	07	Verna, Bole, Theka, Practice.	To inculcate knowledge about different Verna & Theka.	Number Counting.	Number Counting.	Theka Practice.	Students will come to know about Verna Parichay & Theka Bole.	Students will come to know about Verna Parichay & Theka Bole.
June	16	Hastya Sadhan Bole, Teen taal Theka.	To improve hand practice.	Taal Counting.	Taal Counting.	Teen Taal & Theka Practice.	Students will learn about Hastya Sadhan Bole & Teen Taal.	Students will learn about Hastya Sadhan Bole & Teen Taal.
July	26	Teen taal kaida, Palta and Tihai	To inculcate knowledge about Kaida, Palta, & Tehai.	Forward & Back-word counting.	Forward & Back-word counting.	Skill Practice.	They will learn about Kaida, Palta & Tihai.	They will learn about Kaida, Palta & Tihai.
Aug	24	Theka of Kaharwa taal , Dadra Taal.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Sept	23							
Oct	22	Teen Taal, Tukra . Introduction Of Naal , Cango.	Practice of Teen Taal, Tukra & Cango Beats.	Dance & Vocal music.	Dance & Vocal music.	Students will Prepare a Chart of Different instrument.	They will learn Teen Taal, Tukra & Cango Beats.	They will learn Teen Taal, Tukra & Cango Beats.
Nov	16	Teen Taal Rela, Dadra and akaharwa taipas of Theka.	To improve knowledge about different Taal.	Dance & Vocal music.	Dance & Vocal music.	Practice of Kaharwa taal and Dadra taal	They will come to know about Theka of Kaharwa taal & Dadra Taal.	They will come to know about Theka of Kaharwa taal & Dadra Taal.
Dec	24	Teen Taal Chakradhar and Bole Padhant.	To inculcate knowledge about Chakradhar.	Dance & Vocal music.	Dance & Vocal music.	Practice of Chakradhar and Bole Padhant.	Students will learn Teen Taal Chakradhar and Bole Padhant.	Students will learn Teen Taal Chakradhar and Bole Padhant.
Jan	14	Revision practice of previous lessons.	To improve perfection	Dance & Vocal music.	Dance & Vocal music.	Draw Tabla on half size chart paper and leveling the different parts.	They will improve their performance.	They will improve their performance.
Feb								
March								

SUBJECT : DANCE

Month	WD/ NOP	Chapter/Sub-Topics	Learning Objectives	Art Integration	Inclusive Teaching	Project / Practical	Competency Based Activity Learning	Learning Outcomes
APRIL	23	Introduction of Bharatnatyam & its famous dancers. Classical pranam.	<u>To know the basic starting of Bharatnatyam</u>	With SST(history)	With SST(history)	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	<u>Draw the picture of RUKMANI DEVI ARUNDEL.</u>	<u>To know the basic starting of Bharatnatyam</u>
MAY	07	Gurus of Bharatnatyam	<u>To know about the roots of this cultural artform.</u>	Write about these dancer's contribution.	Write about these dancer's contribution.	<u>Write (with diagram)about these classical dancers.</u>	<u>Write (with diagram)about these classical dancers.</u>	<u>To know about the roots of this cultural artform.</u>
JUNE	16	Commandments to be a successful Bharatnatyam Dancer.	<u>To know about the application of this artform.</u>	Integrate with physiology.	Integrate with physiology.	<u>Practising postures of this artform</u>	<u>Practising postures of this artform</u>	<u>To know about the application of this artform.</u>
JULY	26	(Ganesh VanCreative Dance dana)	<u>Lord Ganesha's narration is cleared to the students.</u>	Integrate with mythology and Art.	Integrate with mythology and Art.	<u>Making of Lord Ganesha's mask.</u>	<u>Making of Lord Ganesha's mask.</u>	<u>Lord Ganesha's narration is cleared to the students.</u>
AUG	24	"Ganesh Vandana"continued With counts	<u>Counts are the rhythmic arrangements of beats in a song.</u>	Integrate with Mathematics.	Integrate with Mathematics.	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Write the counts with bass beats , & counts and empty beats.</u>	<u>Counts are the rhythmic arrangements of beats in a song.</u>
SEPT	23							
OCT	22	Durga Stotram.	<u>In Dusshera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>	Integrate with Sanskrit.	Integrate with Sanskrit.	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>In Dusshera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>

NOV	16	Festival Dance	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>	Integrate with SST	Integrate with SST	<u>Dancing with Diya.</u>	<u>Dancing with Diya.</u>	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>
DEC	24	Hastamudra	<u>To know about different Mudras and their implementation</u>	Integrate with Yogasana.	Integrate with Yogasana.	<u>Draw and describe the mudras with their usage.</u>	<u>Draw and describe the mudras with their usage.</u>	<u>To know about different Mudras and their implementation.</u>
JAN	14	New Year Dance	<u>Write down the lyrics along with its meaning in the copy.</u>	Integrate with Instrument.	Integrate with Instrument.	<u>Drill cum dance with colourful ribbon.</u>	<u>Drill cum dance with colourful ribbon.</u>	<u>New Year is a joyous celebration .One should know how to celebrate New Year.</u>
FEB	22	Revision and Project Work Verification	<u>Dancing with Diya.</u>		Integrate with Sanskrit.	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>Write down the lyrics along with its meaning in the copy.</u>	<u>In Dussheera,we all should be aware of the mythological story of Durga where she killed Mahishashura.</u>
			<u>Draw and describe the mudras with their usage.</u>				<u>Dancing with Diya.</u>	<u>Deewali is celebrated all over the world. To smell the flavour,one should get to know about Festivals.</u>
			<u>Drill cum dance with colourful ribbon.</u>				<u>Draw and describe the mudras with their usage.</u>	<u>To know about different Mudras and their implementation.</u>

SUBJECT: ART EDUCATION (VOCAL MUSIC)

Month	WD	Chapter/Sub-Topics	Learning Objectives	Key Terms and Concept	Art Integration	Inclusive Teaching	Project / Practical	Research Work Blended Learning	Smart Board Activity	Competency Based Activity Learning	Learning Outcomes
	NOP										
April	24	Song from Almanac “ Sarv Dharm Prarthna ”	Children will learn the prayer song and will get to know about the Swar used in this prayer.	Knowing about Kaharwa taal. Children will learn to sing Suddh Swar.	Children will get to know about the all-in-one god	Teaching Suddh Notes through this prayer	Singing swaras in jumbled form	NO	NO	Guess the Song Activity	Children will learn the prayer song and will sing the suddh swars.
May	08										
June	14	Raag “ Bilawal ” Discription, Aaroh, Avroh & Bandish	Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and useage as sargams	Nature of the the Raag along with Teentaal describing taali and khali	Identificati on of other songs related to this raga's interpretati on	Usage of Swar Dha and Ga sangati Properly	Creating Taan with Jumble Funny Activity	NO	NO	Playing notes in Haronium and understandi ng the Tune	Children will know the Importance of Practice of small alnkars in Suddh Swar Effortlessly singing suddh swars and useage as sargams
July	26										
Aug	22	Song from almanac “ Sare Jahan Se Accha ”	Knowing to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning Knowing about the meaning of the song	Patriotism Importance of Independence	Use of Musical notes which changes the mood of the song	Teaching prayog of Komal Gandhar to Set the tone of the song	Singing and counting in Hand beats	Name those persons who have	NO	NO	Children will Know to sing in Different Patterns of Same taal. Knowing About veer Ras in Sinning
Sept		Term I EXAMINATION	Revision								

SUBJECT: General Knowledge**Textbook: 1. Brain Bytes**

Month	Week	Chapter/Sub-Topics
April	23	1. Continents and Oceans 2. Sense Organs 3. Telling Time 4. Nests 5. Landforms Around Us ▪ Current Affairs
May	07	6. First-aid ▪ Current Affairs
June	16	7. Flowering Trees 8. Flightless Birds 9. Aesop's Fables 10. Children's Library ▪ Current Affairs
July	26	11. Popular Dishes of India 12. Toys of India 13. Some State Animals ▪ Current Affairs
Aug	24	14. Stories from Indian Epics ▪ Current Affairs ▪ Almanac ▪ Sports ▪ Mental Ability
Sep	23	REVISION
Oct	22	15. Then and Now 16. Indoor Games 17. Water Sports

		18. Houses Around the World 19. Big Cats ▪ Current Affairs
Nov	16	20. Sounds of Animals 21. Public Places 22. At the Table ▪ Current Affairs
Dec	24	23. Being Respectful 24. Protect the Environment ▪ Current Affairs ▪ Almanac ▪ Sports ▪ Mental Ability Let's Check 1 Let's Check 2
Jan	14	REVISION
Feb	22	