

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

### SUBJECT: ENGLISH

**Textbook:** 1.ZEN We Can Learn English UKG Coursebook

2. ZEN We Can Learn English UKG Skill Enhancement Book

3. ZEN We Can Learn General Awareness UKG Coursebook (EVS)

| Month | WD | Chapter/<br>Sub-Topics                            | Learning Objectives   | Key Terms and<br>Concept   | Art<br>Integratio<br>n | Inclusive<br>Teaching   | Project /<br>Practical              | Research<br>Work<br>Blended<br>Learning | Smart<br>Board<br>Activity     | Competency<br>Based<br>Activity<br>Learning | Learning Outcomes   |
|-------|----|---|---|--|------------------------|---|-------------------------------------|---|--------------------------------|---|---|
| April | 24 | <b>ENGLISH</b><br>Chapter 1<br>Letter<br>Revision | <b>ENGLISH</b><br>•They recognize printed letters of the alphabet with 100% accuracy.<br>• The student will write the letters of the alphabet, upper and lower case, with 100% accuracy.  | Concepts:<br>•Upper case A-Z<br>•Lower Case a-z<br>•Picturing writing  | Me and my family Tree  | Alphabets Song  | Alphabets Song                      | •PPT<br>•Animation Videos               | Alphabets                      | •Quizzes<br>•Story telling                  | <b>ENGLISH</b><br>•They recognize printed letters of the alphabet with 100% accuracy.<br>• The student will write the letters of the alphabet, upper and lower case, with 100% accuracy   |
|       |    | Chapter - 2<br>Letter<br>Recognition and writing  | • The student will write the letters of the alphabet, upper and lower case, with 100% accuracy.   | Concepts:<br>•Upper case A-Z<br>•Lower Case a-z<br>•Picturing writing  | Me and my family Tree  | Alphabets Song  | Alphabets Song                      | •PPT<br>•Animation Videos               | Alphabets                      | •Quizzes<br>•Story telling                  | • The student will write the letters of the alphabet, upper and lower case, with 100% accuracy  |
|       |    | <b>EVS</b><br>Chapter- 1<br>All About Me          | <b>EVS</b><br>Shares personal identifying information. Understanding the difference between safe and unsafe touch and communicating discomfort with trust adults also identifies self as a member of a family and shares identifying information. | <b>EVS</b><br>Concept:<br>•My favorite<br>•My Feelings<br>•I Know my feelings<br>•I Know my body parts<br>•Sense organs<br><br>Members of a family | Palm Printing          | <b>EVS</b><br>Provide students with a sense of belonging. Encourage Participatin g with music | <b>EVS</b><br>Me and my family Tree | •PPT<br>•Animation Videos               | <b>EVS</b><br>Me and My Family | •Quizzes<br>•Story telling                  | <b>EVS</b><br>Shares personal identifying information. Understanding the difference between safe and unsafe touch and communicating discomfort with trust adults also identifies self as a member of a family and shares identifying information. |

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|      |    | Chapter- 2<br>My Family                               | <b>EVS</b><br>Shares personal identifying information. Understanding the difference between safe and unsafe touch and communicating discomfort with trust adults also identifies self as a member of a family and shares identifying information. | Members of a family   | Palm Printing                     | Encourage Participating with music                                    | Palm Printing                     | •PPT<br>•Animation Videos                  | Me and My Family                           | •Quizzes<br>•Story telling                                       | Understanding the difference between safe and unsafe touch and communicating discomfort with trust adults also identifies self as a member of a family and shares identifying information.   |
| May  | 08 | <b>ENGLISH</b><br>Chapter- 3<br>Vowels and Consonants | <b>ENGLISH</b><br>They understand what makes AEIO and U so special with this lesson that helps them differentiate between vowels and consonants   | <b>ENGLISH</b><br>Concepts:<br>•Matching<br>•Fill in the blanks<br>•Picture writing   |                                   | Providing teaching material in advance and in an accessible with song | Vowel Song                        | •PPT<br>•Animation Videos<br>•Gamification | <b>ENGLISH</b><br>Vowels and Consonant     | •Show and tell<br>•Word walls                                    | <b>ENGLISH</b><br>They understand what makes AEIO and U so special with this lesson that helps them differentiate between vowels and consonants.   |
|      |    | <b>EVS</b><br>Chapter- 3<br>All Around Me             | <b>EVS</b><br>Identifies self as a member of a family and neighborhood, and shares identifying information.   | <b>EVS</b><br>Concept:<br>•Houses<br>•Parts of a room<br>•My school<br>•At school<br>•Places around us<br>•People who help us | <b>EVS</b><br>Visit to the school | Encourage Participating with music                                    | <b>EVS</b><br>Visit to the school | PPT<br>•Animation Videos<br>•Gamification  | <b>EVS</b><br>All around me                |  | <b>EVS</b><br>Identifies self as a member of a family and neighborhood, and shares identifying information.  |
| June | 14 | <b>ENGLISH</b><br>Chapter- 4<br>Rhyming Words         | <b>ENGLISH</b><br>Recognizing and creating rhyming words is a valuable skill for emergent readers. This lesson plan explains rhyming in a fun way, then allows you to practice with students  | <b>ENGLISH</b><br>•Rhyming words<br>•Sound words<br>•Rhyme  | Rhyme competition                 | Rhyming words with song   | Rhyme competition                 | •PPT<br>•Animation Videos                  | <b>ENGLISH</b><br>Rhyming words with rhyme | •Visual communication<br>•Word walls<br>•Activity based Learning | <b>ENGLISH</b><br>Recognizing and creating rhyming words is a valuable skill for emergent readers. This lesson plan explains rhyming in a fun way, then allows you to practice with students |
|      |    | Chapter – 5<br>Phonics                                | To help children learn the alphabetic principle. The idea that letters represent the sound of spoken language.  | <b>ENGLISH</b><br>•Rhyming words<br>•Sound words<br>•Rhyme  | Rhyme competition                 | Rhyming words with song   | Rhyme competition                 | •PPT<br>•Animation Videos                  | Rhyming words with rhyme                   | •Visual communication<br>•Word walls<br>•Activity based          | To help children learn the alphabetic principle. The idea that letters represent the sound of spoken language.   |

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|      |    |   |   |  |                          |                           |                          |                           |                                       | Learning                             |  |
|      |    | <b>EVS</b><br>Chapter- 4<br>Magic Words       | <b>EVS</b><br>Expresses kindness, gratitude and apologies verbally.   | <b>EVS</b><br>Concepts:<br>•Magic words  | Craft with magical words | Rhyming words with song   | Craft with magical words | •PPT<br>•Animation Videos | <b>EVS</b><br>Magical words           | •Visual communication<br>•Word walls | <b>EVS</b><br>Expresses kindness, gratitude and apologies verbally.  |
|      |    | Chapter – 5<br>Food We Eat                    | Recognizes and eats food from different food groups and avoids wastage  | Concepts:<br>•Eating Healthy<br>•Food helps us grow<br>•Fruits and vegetables  | Craft with magical words | Rhyming words with song   | Craft with magical words | •PPT<br>•Animation Videos | Food we eat                           | •Activity based Learning             | Recognizes and eats food from different food groups, and avoids wastage  |
| July | 26 | <b>ENGLISH</b><br>Chapter – 6<br>Naming Words | <b>ENGLISH</b><br>Help students identify and categorize them, understand their different types and use them correctly   | <b>ENGLISH</b><br>•Naming words  | Show and tell            | Accessible with song/ art | Show and tell            | •PPT<br>•Animation Videos | <b>ENGLISH</b><br>Naming words / Noun | •Quizzes<br>•Oral<br>•Written        | <b>ENGLISH</b><br>Help students identify and categorize them, understand their different types and use them correctly.   |
|      |    | Chapter – 7<br>Articles                       | Focus on understanding the concept of indefinite articles, recognizing their usages, and applying them correctly.   | •Use of a/an   | Show and tell            | Accessible with song/ art | Show and tell            | •PPT<br>•Animation Videos | •Use of a/an                          | •Quizzes<br>•Oral<br>•Written        | Focus on understanding the concept of indefinite articles, recognizing their usages, and applying them correctly.  |
|      |    | Chapter – 8<br>One and Many                   | Identifying and differentiating between one and more.   | •One/ many   | Show and tell            | Accessible with song/ art | Show and tell            | •PPT<br>•Animation Videos | •One/ many                            | •Quizzes<br>•Oral<br>•Written        | Identifying and differentiating between one and more.  |
|      |    | <b>EVS</b><br>Chapter- 6<br>Animals           | <b>EVS</b><br>It shows joy engaging with plants and animals in the local environment and observes and forms generalizations, identifies and describes finer details of an object, makes connections between objects and their uses. | <b>EVS</b><br>Concepts:<br>•Wild animals<br>•Domestic animals<br>•Birds<br>•Insects<br>•Water animals<br>•Animals and their homes and sounds, babies<br>•Things animals gives us | Okra Painting            | Accessible with song/ art | Okra Painting            | •PPT<br>•Animation Videos | <b>EVS</b><br>Animals                 | •Quizzes<br>•Oral<br>•Written        | <b>EVS</b><br>It shows joy engaging with plants and animals in the local environment and observes and forms generalizations, identifies and describes finer details of an object, makes connections between objects and their uses |
|      |    | Chapter 7 Life                                | Know about Life cycles  | Concept:   | Sapling                  | Accessible                | Sapling                  | •PPT                      | Life cycles of                        | •Quizzes                             | plants and animals in  |

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|     |    | Cycles  |   | <ul style="list-style-type: none"> <li>•Life cycle of butterflies</li> <li>•Life cycle of plants</li> <li>•Life cycle of human, hen</li> </ul>       | activity                   | with song/ art            | activity                   | •Animation Videos  | plants, butterflies, plants, human | <ul style="list-style-type: none"> <li>•Oral</li> <li>•Written</li> </ul>                   | the local environment and observes and forms generalizations, identifies and describes finer details of an object, makes connections between objects and their uses |
|     |    | Chapter- 8 Plants                                   | Knowing about plants and their parts  | Concepts: - <ul style="list-style-type: none"> <li>•Parts of the plants</li> <li>•Leaves</li> <li>•Things Plants give us</li> <li>•Flower</li> </ul> | Sapling activity           | Accessible with song/ art | Sapling activity           | <ul style="list-style-type: none"> <li>•PPT</li> <li>•Animation Videos</li> </ul>          | Plants                             | <ul style="list-style-type: none"> <li>•Quizzes</li> <li>•Oral</li> <li>•Written</li> </ul> | Knowing about plants and their parts  |
| Aug | 22 | <b>ENGLISH</b><br>Chapter – 9<br>Position Words     | <b>ENGLISH</b><br>Improve and use positional words to describe the location of objects.   | <b>ENGLISH</b><br>•Position identifies   | Story telling              | Accessible with song      | Best out of waste activity | <ul style="list-style-type: none"> <li>•Animation Videos</li> <li>•Gamification</li> </ul> | <b>ENGLISH</b><br>Position words   | <ul style="list-style-type: none"> <li>•Audio Visual</li> <li>•Quizzes</li> </ul>           | <b>ENGLISH</b><br>Improve and use positional words to describe the location of objects.   |
|     |    | Chapter – 10<br>This, That, These and Those         | Students recognize and able to do after reading or completing the chapter.  | •Use of This/That/These/ Those   | Story telling              | Accessible with song      | Best out of waste activity | <ul style="list-style-type: none"> <li>•Animation Videos</li> <li>•Gamification</li> </ul> | Use of This/ That / These/ Those   | <ul style="list-style-type: none"> <li>•Audio Visual</li> <li>•Quizzes</li> </ul>           | Students recognize and able to do after reading or completing the chapter   |
|     |    | <b>EVS</b><br>Chapter- 8<br>Living and Non – Living | <b>EVS</b><br>Forms generalizations, identifies and describes finer details of an object, make connections between objects and their uses | <b>EVS</b><br>Concepts: - <ul style="list-style-type: none"> <li>•Living</li> <li>•Non- living</li> </ul>  | Best out of waste activity | Accessible with song      | Best out of waste activity | <ul style="list-style-type: none"> <li>•Animation Videos</li> <li>•Gamification</li> </ul> | Living and Non-Living Things       | <ul style="list-style-type: none"> <li>•Audio Visual</li> <li>•Quizzes</li> </ul>           | Know about living and non-living  |
|     |    | Chapter- 9<br>Nature and Man-Made                   | <b>EVS</b><br>Forms generalizations, identifies and describes finer details of an object, make connections between objects and their uses | Concepts: <ul style="list-style-type: none"> <li>•Natural</li> <li>•Man – Made</li> </ul>  | Best out of waste activity | Accessible with song      | Best out of waste activity | <ul style="list-style-type: none"> <li>•Animation Videos</li> <li>•Gamification</li> </ul> | Natural and Man Made               | <ul style="list-style-type: none"> <li>•Audio Visual</li> <li>•Quizzes</li> </ul>           | Know about nature and man- made   |
|     |    | Chapter- 10<br>Colour                               | <b>EVS</b><br>Forms generalizations, identifies and describes finer details of an object, make connections between objects and their uses | Concepts: <ul style="list-style-type: none"> <li>•Fun with colours</li> </ul> What is my colour  | Best out of waste activity | Accessible with song      | Best out of waste activity | <ul style="list-style-type: none"> <li>•Animation Videos</li> <li>•Gamification</li> </ul> | Colours                            | <ul style="list-style-type: none"> <li>•Audio Visual</li> <li>•Quizzes</li> </ul>           | <b>EVS</b><br>Know about colours  |

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| Sep | 05 | <b>ENGLISH</b><br>Chapter- 11<br>Question and Answer | <b>ENGLISH</b><br>Focus on specific, measurable, achievable, relevant.   | <b>ENGLISH</b><br>•Question and answer                                    | Show and tell activity | Accessible with song | Show and tell activity | •PPT<br>•Animation Videos                  | <b>ENGLISH</b><br>Question and Answer  | •Questions and answer<br>•Story Telling | <b>ENGLISH</b><br>Focus on specific, measurable, achievable, relevant  |
|     |    | <b>EVS</b><br>Chapter- 11<br>Day and Night           | <b>EVS</b><br>Describes the details about the sky and uses of common objects, pictures, etc.                             | <b>EVS</b><br>Concepts:<br>•Day<br>•Night<br>•Stars, Moon, Sun            | Show and tell activity | Accessible with song | Show and tell activity | •PPT<br>•Animation Videos                  | <b>EVS</b><br>Day and Night            | •Questions and answer<br>•Story Telling | <b>EVS</b><br>Describes the details about the sky and uses of common objects, pictures, etc.                             |
| Oct | 13 | <b>ENGLISH</b><br>Chapter- 11<br>Describing Words    | <b>ENGLISH</b><br>To identify, understand the purpose of and use descriptive language effectively.                       | <b>ENGLISH</b><br>•Describing words                                       | Story telling          | Accessible with song | Word Wheel             | •PPT<br>•Animation Videos<br>•Gamification | <b>ENGLISH</b><br>Describing words     | Puppets show                            | <b>ENGLISH</b><br>To identify, understand the purpose of and use descriptive language effectively.                       |
|     |    | Chapter- 12<br>Pronoun                               | Develop effective communication and collaboration skills through group work and class presentation.                      | •Pronoun  | Story telling          | Accessible with song | Word Wheel             | •PPT<br>•Animation Videos<br>•Gamification | Pronoun                                | Puppets show                            | Develop effective communication and collaboration skills through group work and class presentation                       |
|     |    | <b>EVS</b><br>Chapter- 12<br>Season                  | <b>EVS</b><br>Identify the difference between seasons and recognize the food and clothes that correspond to each season. | Concepts:<br>•Winter, summer, rainy, spring<br>•Seasonal clothes and food | Season Wheel           | Accessible with song | Season Wheel           | •PPT<br>•Animation Videos<br>•Gamification | <b>EVS</b><br>Seasons, days and months | Puppets show                            | <b>EVS</b><br>Identify the difference between seasons and recognize the food and clothes that correspond to each season. |
|     |    | Chapter- 13<br>Days of the Week                      | As well as days of the week and months   | Days of the week  | Days of the week       | Accessible with song | Days of the week       | •PPT<br>•Animation Videos<br>•Gamification | Days of the week                       | Puppets show                            | <b>EVS</b><br>Identify days of the week and months   |
|     |    | Chapter- 14<br>Months of the Year                    | As well as days of the week and months   | Month of the year   | Month of the year      | Accessible with song | Days of the week       | •PPT<br>•Animation Videos<br>•Gamification | Month of the year                      | Puppets show                            | <b>EVS</b><br>Identify days of the week and months   |
| Nov | 22 | <b>ENGLISH</b><br>Chapter- 13<br>Am/ Is/ Are         | <b>ENGLISH</b><br>Focus on understanding the usage of these verbs in different contexts.                                 | <b>ENGLISH</b><br>•Use of is/ am/ are                                     | Story Telling          | Accessible with ART  | Story Telling          | •PPT<br>•Animation Videos                  | <b>ENGLISH</b><br>Use of AM/ IS/ ARE   | Audio and visual                        | <b>ENGLISH</b><br>Focus on understanding the usage of these verbs in different contexts.                                 |

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|  |  | Chapter- 14<br>Pairs                   | To understand and utilize pairs of words, often with similar spellings.   | •Pair words   | Story Telling                            | Accessible with ART | Story Telling | •PPT<br>•Animation Videos | Pair words  | Audio and visual | To understand and utilize pairs of words, often with similar spellings.  |
|  |  | Chapter – 15<br>Opposites              | To understand the concept of opposite meaning, expanding vocabulary and improving communication skills.   | •Opposite words   | Story Telling                            | Accessible with ART | Story Telling | •PPT<br>•Animation Videos | Opposite words  | Audio and visual | To understand the concept of opposite meaning, expanding vocabulary and improving communication skills.  |
|  |  | <b>EVS</b><br>Chapter- 15<br>Our Earth | <b>EVS</b><br>Describe how elemental abundances change throughout the Earth's layers.<br>Describe how the Earth's crust differs from the Earth's lithosphere.   | <b>EVS</b><br>Concepts:<br>•Forests<br>•Deserts<br>•Mountains<br>•Sea etc<br>•Air and water<br>•Keeping our world clean | Earth Making                             | Accessible with ART | Earth Making  | •PPT<br>•Animation Videos | Our Earth   | Audio and visual | Describe how elemental abundances change throughout the Earth's layers.<br>Describe how the Earth's crust differs from the Earth's lithosphere.  |
|  |  | Chapter- 16<br>Transportation          | It includes objectives like identifying various transports, asking questions about boarding them, and analyzing appropriate transport for different trips.  | Concepts:<br>•Land. Air, water<br>•Road signs<br>•Safety First  | Post box making/<br>traffic light making | Accessible with ART | Bus Making    | •PPT<br>•Animation Videos | Transportation  | Audio and visual | It includes objectives like identifying various transports, asking questions about boarding them, and analyzing appropriate transport for different trips.   |
|  |  | Chapter- 17<br>National Symbols        | Explain what the National symbols are.<br>Explain the role of National symbols in the life of the nation.<br>-use information from the text and video to participate in a small group and whole class discussion.<br>-present national symbols with their | Concept:<br>National Song<br>National Flower<br>National Bird<br>National Anthem  | Train Making                             | Accessible with ART | Train Making  | •PPT<br>•Animation Videos | <b>EVS</b><br>Our Earth<br>Transportation<br><br>National Symbols | Audio and visual | <b>EVS</b><br>Describe how elemental abundances change throughout the Earth's layers.<br>Describe how the Earth's crust differs from the Earth's lithosphere.<br><br>It includes objectives like identifying various transports, asking questions about boarding them, and analyzing appropriate |

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|     |    |   |   |   |   |                      |   |                           |  |                                      | <p>transport for different trips.</p> <p>Explain what the National symbols are. Explain the role of National symbols in the life of the nation.<br/>-use information from the text and video to participate in a small group and whole class discussion.<br/>-present national symbols with their teams.</p> |
| Dec | 23 | <b>ENGLISH</b><br>Chapter- 16<br>Action Words           | <b>ENGLISH</b><br>Demonstrate their learning  | <b>ENGLISH</b><br>•Action words<br>•Making sentences  | Santa Making  | Accessible with song | Santa Making<br><br>Searching 2 / 3 letters from News Paper | •PPT<br>•Animation Videos | <b>ENGLISH</b><br><br>Verb Sentence Making | •Story telling<br><br>•Show and tell | <b>ENGLISH</b><br>Demonstrate their learning<br><br>Identify sentence structure in example sentences.  |
|     |    | Chapter – 17<br>Sentence Making                         | Identify sentence structure in example sentences.   | Making Sentences  | Searching 2 / 3 letters from News Paper Story Telling | Accessible with song | Searching 2 / 3 letters from News Paper Story Telling       | PPT<br>•Animation Videos  | Sentence Making                            | •Picture Reading<br>•Ward walls      | Identify sentence structure in example sentences.  |
|     |    | <b>EVS</b><br>Chapter- 18<br>Festivals and Celebrations | <b>EVS</b><br>To encourage and educate children about new cultures and languages.<br>Every festival in India has a story behind why and how it is celebrated. | <b>EVS</b><br>Concepts:<br>•National festivals, festivals of India, festivals celebrating in school.<br>•Birthday | Santa Making  | Accessible with song | Santa Making  | PPT<br>•Animation Videos  | <b>EVS</b><br>Festivals and Celebrations   | •Picture Reading<br>•Ward walls      | <b>EVS</b><br>To encourage and educate children about new cultures and languages.<br>Every festival in India has a story behind why and how it is celebrated.  |
|     |    | Chapter- 19<br>Technology                               | Identify and the uses of new technology like newspaper, telephone, tablet, TV etc.  | Concepts:<br><br>•Uses of 7omputer<br>Knowing our world   |   | Accessible with song |   | PPT<br>•Animation Videos  | technology                                 | •Picture Reading<br>•Ward walls      | Identify and the uses of new technology like newspaper, telephone, tablet, TV etc.   |

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| Jan   | 16 | <b>ENGLISH</b><br>Chapter- 20<br>Picture Study | <b>ENGLISH</b><br>Identify sentence structure in example sentences.   | <b>ENGLISH</b><br>•Picture writing<br>•Word Walls                                 | Thumb Printing                 | Accessible with song | Thumb Printing                 | •PPT<br>•Animation Videos | <b>ENGLISH</b><br>Picture Reading | •Picture Reading<br>•Ward walls | <b>ENGLISH</b><br>Identify sentence structure in example sentences.   |
|       |    | Chapter – 21<br>Sight Words                    | To recognize and read sight words quickly and accurately, and use them correctly, both verbally and in writing. | <b>ENGLISH</b><br>•Picture writing<br>•Word Walls                                 | Thumb Printing                 | Accessible with song | Thumb Printing                 | •PPT<br>•Animation Videos | Sight Words                       | •Picture Reading<br>•Ward walls | To recognize and read sight words quickly and accurately, and use them correctly, both verbally and in writing. |
|       |    | <b>EVS</b><br>Chapter- 20<br>Fun Activity      | <b>EVS</b><br>Knowing about primary colour and secondary colour   | <b>EVS</b><br>Concepts:<br>•Colour mixing<br>•Primary colour<br>•Secondary Colour | Thumb Printing / Okra Painting | Accessible with song | Thumb Printing / Okra Painting | •PPT<br>•Animation Videos | <b>EVS</b><br>Okra Painting       | •Picture Reading<br>•Ward walls | <b>EVS</b><br>Knowing about primary colour and secondary colour   |
| Feb   |    |  | <b>Revision</b>   |   |                                |                      |                                |                           |                                   |                                 |   |
| March |    |  | <b>BRIDGE CLASSES</b>   |   |                                |                      |                                |                           |                                   |                                 |   |

## SUBJECT: MATHEMATICS

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

**2.ZEN- WE CAN LEARN MATHEMATICS SKILL ENHANCEMENT BOOK**

| Month | WD | Chapter/<br>Sub-Topics                                | Learning Objectives   | Key Terms and Concept  | Art Integration  | Inclusive Teaching       | Project / Practical | Research Work Blended Learning                         | Smart Board Activity            | Competency Based Activity Learning      | Learning Outcomes  |
|-------|----|---|---|--|--|--------------------------|---------------------|--|---------------------------------|---|--|
| April | 24 | <b>COURSEBOOK</b><br><b>CH-1 Pre- Number Concepts</b> | Sort objects based on shapes (range: circle, square, rectangle, triangle).<br>Sort objects based on texture (range: smooth, rough).<br><br>Compare objects as long/short based on length.<br><br>Identify thick/thin objects (comparison of like objects).<br><br>Understanding the position words. | <ul style="list-style-type: none"> <li>• <u>Odd one out</u></li> <li>• <u>Sorting</u></li> <li>• <u>Big, Bigger, Biggest</u></li> <li>• <u>Long, Longer, Longest</u></li> <li>• <u>Tall, Taller, Tallest</u></li> <li>• <u>Left and Right</u></li> <li>• <u>Positions</u></li> <li>• <u>Thick and Thin</u></li> <li>• <u>Many and Few</u></li> <li>• <u>More and Less</u></li> </ul> | G.K- Name the tallest building in the world .<br><br>Name the smallest creature in the world.<br><br>Draw the animal which has longest neck.<br><br>ENG- Sort the objects according to | Rhymes and Story telling | Nature walk         | Searching objects based on different shapes and sizes. | Concept through poems and songs | Identification and colour the objects . | Groups objects based on combinations of visual characteristics of colours, shapes, size, weight, quantity and positions. |



|     |    |                              |   |   |                        |                           |   |  |                           |                                  |   |
|-----|----|------------------------------|---|---|------------------------|---------------------------|---|--|---------------------------|----------------------------------|---|
|     |    |                              | Understanding the concept of many and few as well as more and less  |   | the starting alphabet. |                           |   |  |                           |                                  |   |
|     |    | <u>CH-2 Remember Zero</u>    | Recognizes the symbol zero to represent absence of object/thing   | <ul style="list-style-type: none"> <li><u>Uses of Zero</u></li> </ul>   |                        | Rhymes                    | Draw objects using zero                             | Find the places where represents nothing or absence of object. | <u>CH-2 Remember Zero</u> |                                  | Recognizes the symbol zero to represent absence of object/thing |
|     |    | <u>CH-3 Remember 1 to 10</u> | <p>Read aloud number names from one to Ten.</p> <p>Match number names from One to Ten with respective numerals.</p> <p>Match number names from one to ten with corresponding number of objects.</p> | <ul style="list-style-type: none"> <li><u>Pre- number concept 1-10</u></li> <li><u>Number Line</u></li> <li><u>Skip counting</u></li> </ul> | Learn Hindi counting.  | Rhymes                    | Count and paste the Objects based on given numbers. |  | Tata class edge           | Count and write the objects.     | Match numbers from 11-20 with respective numerals               |
| May | 08 | <u>Ch- 4 Tens and Ones</u>   | Understand the value of ones and tens. Understand how many ones make up a ten.  | <ul style="list-style-type: none"> <li><u>Place value of 2-digit numbers</u></li> </ul>   |                        | <u>Place value chart.</u> | Place value activity using beads on Abacus.         | Abacus making  | Tata class edge           | Pg.21&22(skill enhancement book) | Read and write numerals using place value.                      |

|      |    |   |   |   |                                 |                                 |  |                |                 |   |  |
|------|----|---|---|---|---------------------------------|---------------------------------|--|----------------|-----------------|---|--|
| June | 14 | <p><b>CH-5 Numerals- 11 to 50</b></p> <p>Topic – 11 to 20</p> | <p>Read aloud number names from 11 to 20.</p> <p>Match number names from 11 to 20 with respective numerals.</p> <p>Match number names from 11 to 20 with corresponding number of objects.</p> | <ul style="list-style-type: none"> <li>• <u>Pre- number concept 11- 20</u></li> <li>• <u>Number Line</u></li> <li>• <u>Skip counting</u></li> </ul> | Say aloud Hindi counting .      | Number poem .                   | Paste matchsticks according to the numerals given. | Object hunting | Tata class edge | Pg. 15 and 16 ( skill enhancement book) | <p>Read aloud number names from (11-20).</p> <p>Match numbers from 11-20 with respective numerals.</p> |
|      |    | <p><b>Ch-7 Counting Backwards</b></p> <p>Topic – 11 to 20</p> | <p>Number recognition and get proficient with mental math.</p>  | <ul style="list-style-type: none"> <li>• <u>Backward counting</u></li> </ul>  |                                 | Number poem.                    | Backward counting Caterpillar                      |                | Tata class edge | worksheet                               | Counts backwards and forwards from a specific number.  |
|      |    | <p><b>Ch-8 Number names</b></p> <p>Topic – 11 to 20</p>       | <p>Help Identify numbers easily. Learning how to pronounce numbers.</p>   | <ul style="list-style-type: none"> <li>• <u>Number names</u></li> </ul>   | Say the number names in Hindi . | Say and learn the number names. |  |                | Tata class edge | Quiz                                    | Read aloud number names from (11-20).  |
| July | 26 | <p><b>CH-5-Numerals 11- 50</b></p> <p>Topic- 21 to 40</p>     | <p>Read aloud number names from 21 to 40.</p> <p>Match number names from 21 to 40 with respective numerals.</p> <p>Match number names from 21 to 40 with corresponding number of objects.</p> | <p><u>Pre- number concept 1-10</u></p> <p><u>Number Line</u></p> <p><u>Skip counting</u></p>  |                                 | <u>Number song</u>              | Numeral parade                                     |                | Tata class edge | Pg. 17 and 18(skill enhancement book)   | <p>Read aloud number names from (21-40).</p> <p>Match numbers from 21-40 with respective numerals.</p> |
|      |    | <p><b>CH-6 Before, After, Between</b></p>                     | <p>Helps in understanding the order and sequence of numbers.</p>  | <ul style="list-style-type: none"> <li>• What comes after, before and between</li> </ul>  |                                 | <u>Hopscotch Game</u>           |  |                | Tata class edge | Pg.23,24& 25( skill enhancement book)   | Use number words and operations appropriately  |

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| Aug |    | <u>Ch-7 Counting Backwards</u><br>Topic – 21 to 40 | Number recognition and get proficient with mental maths.   | <ul style="list-style-type: none"> <li><u>Backward counting</u></li> </ul>  |  | Backward counting Caterpillar |  |   | Tata class edge | Pg.20( skill enhancement book)     | Counts backwards and forwards from a specific number .   |
|     |    | <u>Ch-8 Number names</u><br>Topic – 21 to 40       | Help Identify numbers easily. Learning how to pronounce numbers  | <ul style="list-style-type: none"> <li><u>Say and write the number names.</u></li> </ul>                          | <u>Eng- Learn and write spellings of numerals.</u>                               | <u>Number names song</u>      |  |   | Tata class edge | Pg 17&18 ( skill enhancement book) | Read aloud number names from (21-40).  |
|     | 22 | <u>CH-5 Numerals 11-50</u><br>Topic- 41 to 50      | <p>Match number names from 41 to 50 with respective numerals.</p> <p>Match number names from 41 to 50 with corresponding number of objects.</p> <p>Match number names from 41 to 50 with corresponding number of objects</p> | <u>Number Line</u><br><u>Skip counting</u><br><u>Backward counting</u><br><u>Number names</u>                     | <u>Eng- Pronunciation of number names.</u>                                       | <u>Number song</u>            | <u>Number Parade</u>                                 |   | Tata class edge | Pg.19 ( skill enhancement book)    | <p>Read aloud number names from (41-50).</p> <p>Match numbers from 41-50 with respective numerals.</p> |
|     |    | <u>Ch-9 Shapes</u>                                 | Identify the shapes triangle, rectangle, square, circle, oval and diamond.   | <ul style="list-style-type: none"> <li><u>Identify the objects and write the name of the shapes.</u></li> </ul>   | <u>EVS- Paste the objects which are similar to any monuments or any heavenly</u> | <u>Shapes song</u>            | <u>Paste the objects which are like the shapes .</u> | Finding objects similar to shapes .         | Tata class edge | quiz                               | Identifies and compare shapes and describes their features.  |
|     |    | <u>Ch-10 Ordinal Numbers</u>                       | Know about Ordinal Numbers.  | <ul style="list-style-type: none"> <li><u>Ordinal numbers and their names.</u></li> </ul>                         | <u>Hin- say the ordinal numbers in Hindi .</u>                                   | <u>Line Up</u>                |  | Story telling (The Rabbit and The Tortoise) | Tata class edge |                                    | Demonstrates understanding of a numeral as face value and positioning value.                           |
|     |    | <u>Ch-11 Patterns</u>                              | Extend and create a pattern (range: shapes, colours).  | <ul style="list-style-type: none"> <li><u>Extend and create a pattern based on shapes and colours.</u></li> </ul> |  | <u>Dance in a pattern.</u>    | <u>Pot painting using various patterns.</u>          | Pattern Hunt                                | Tata class edge | worksheet                          | Recognizes the unit of repeating pattern and creates new pattern based on their features.              |

| Sep | 05 | TERM- I REVISION                                       |  |  |                                      |   |  |  |                 |                                      |   |
|-----|----|--|--|--|--------------------------------------|---|--|--|-----------------|--------------------------------------|---|
| Oct | 13 | <u>CH-12 Bigger and Smaller Numbers</u>                | Comparison of two numbers .  | <ul style="list-style-type: none"> <li>Write the 1- and 2-digit bigger number and smaller number.</li> <li>Identify and circle bigger and smaller numbers.</li> <li>Identify and colour the bigger number blue and smaller number yellow.</li> </ul> |                                      | Number Rhyme                                    | Number parade                                      |  | Tata class edge |                                      | <p>Children can Compares two numbers.</p> <p>They can identify the bigger as well as the smaller numbers.</p> <p>Compares two numbers and uses vocabulary like bigger number and smaller numbers.</p> |
|     |    | <u>CH-14 Numbers 51-100</u><br><u>Topic – 51 to 60</u> | <p>Match number names from 51 to 60 with corresponding number of objects</p> <p>Match number names from 51 to 60 with respective numerals.</p> | <ul style="list-style-type: none"> <li><u>Number Line</u></li> <li><u>Skip counting</u></li> <li><u>Backward counting</u></li> <li><u>Number names</u></li> </ul>  | Say aloud the number names in Hindi. | Number Parade                                   | Make a number scale .                              |  | Tata class edge | Pg no. 6 ( skill enhance ment book ) | <p>Read aloud number names from (51-60).</p> <p>Match numbers from 51-60 with respective numerals</p>   |
|     |    | <u>CH- 19 Skip counting</u><br><u>Topic – 51 to 60</u> | Demonstrates skip counting in 2s and 5s on a number line.  | <ul style="list-style-type: none"> <li>Skip counting</li> </ul>  |                                      | Skip counting by Rope skipping .                |  |  | Tata class edge |                                      | Children can do skip counting on number line.   |
| Nov | 22 | <u>CH- 13 Ascending and Descending Order</u>           | demonstrate the ability to arrange numbers in both ascending (smallest to largest) and descending (largest to smallest) order.                 | <ul style="list-style-type: none"> <li>Write the numerals in ascending and descending order .</li> </ul>   |                                      | Ascending and descending order using staircase. | Make staircase with the help of ice-cream sticks . |  | Tata class edge | Pg.26&27( skill enhancement book)    | Children are able to arrange the numbers in ascending and descending order .  |
|     |    | <u>CH-14 Numbers 51-100</u><br><u>Topic- 61 to 80</u>  | Match number names from 51 to 60 with corresponding number of objects  | <u>Number Line</u><br><u>Skip counting</u>   | Hin- Say the number names in Hindi   | Number song                                     |  |  | Tata class edge | worksheets                           | Children can say and write the numbers.   |

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|-----|----|---|---|---|---|--|------------------------------|--|-----------------|-----------------------------------|---|
|     |    |   | Match number names from 51 to 60 with respective numerals.  | <u>Backward counting</u><br><u>Number names</u>   |   |  |                              |  |                 |                                   |   |
|     |    | CH-15 Equal To, Greater Than, Less Than         | Comparison between the numbers  | Put the >, < or = sign.   |   | Hungry crocodile story.                    |                              |  | Tata class edge | Pg.28&29( skill enhancement book) | Children are able to do comparison between two numbers .                                    |
|     |    | CH- 19 Skip counting<br><u>Topic – 61 to 80</u> | Demonstrates skip counting in 2s and 5s on a number line  | <ul style="list-style-type: none"> <li>Skip counting</li> </ul>   |   | Skip counting with rope skipping game.     | Model showing skip counting. |  | Tata class edge |                                   | Children can demonstrate skip counting.   |
| Dec | 23 | CH-14 Numbers 51-100<br><u>Topic- 81 to 100</u> | Match number names from 51 to 60 with corresponding number of objects<br><br>Match number names from 51 to 60 with respective numerals. | <u>Number Line</u><br><u>Skip counting</u><br><u>Backward counting</u><br><u>Number names</u>                                 | Hin- Say the number names in Hindi                        | Hopscotch game                             |                              |  | Tata class edge | Pg.9&10( skill enhancement book)  | Children can say a loud the numbers as well as able to write the numbers.                   |
|     |    | CH- 16 Addition                                 | Understanding the concept and problem solving using different strategies.   | <ul style="list-style-type: none"> <li>Do the sums .</li> <li>Addition on number line.</li> <li>Word problems</li> </ul>      | Collect and add the fruits/vegetables of same categories. |  | Addition on number scale.    |  | Tata class edge | Pg.30&31( skill enhancement book) | Children can add and count the objects.   |
|     |    | CH- 17 Subtraction                              | Students should be able to identify the minuend, subtrahend, and difference in a subtraction problem.                                   | <ul style="list-style-type: none"> <li>Do the subtraction</li> <li>Subtract on number line.</li> <li>Word problems</li> </ul> |   | Story telling ( The hunter and The birds ) | Subtraction using beads      |  | Tata class edge | Pg.32&33( skill enhancement book) | Children can subtract the numbers as well as the objects.                                   |
|     |    | CH- 18 Mixed Bag                                | Students will learn to add and subtract the numerals .  | <ul style="list-style-type: none"> <li>add and subtract the numerals .</li> </ul>   |   |  |                              |  | Tata class edge | Pg.34( skill enhancement book)    | Children can add and count the objects and can subtract the numbers as well as the objects. |

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| Jan   | 16 | CH-20 Money       | Understanding money as a medium of exchange.  | <ul style="list-style-type: none"> <li>•Medium of exchange</li> <li>•Money counting</li> <li>•Functions of money.</li> </ul> | G.K- Various countries' currencies and their names .         | Shopkeeper game                                | Paste the pictures of Indian notes and coins of different quantities. |  | Tata class edge | Count and add money.                          | Children can understand the use of money.                                      |
|       |    | CH-21 Time        | Students will identify the hour and minute hands on an analog clock. · Students will tell the time to the hour. | <ul style="list-style-type: none"> <li>• Types of hands and its uses</li> </ul>  | EVS-Showing and telling Parts of the day according to time . | Set the hour and minute hands on real watches. | Model making of watch .   |  | Tata class edge | Set the hour and minute hands on real watches | Children are able to see and understand time . They are able to set the time . |
| Feb   |    | TERM- II REVISION |   |  |  |  |   |  |                 |   |  |
| March |    |                   |   |  |  |  |   |  |                 |   |  |

## SUBJECT : HINDI

**Text Book :** 1. स्वर ज्ञान ¼XOW BOOKS PVT. LTD.)

2. आओ झूमें और गुनगुनाएँ & 2 ¼XOW BOOKS PVT. LTD.)

3. स्वर सुलेख ¼XOW BOOKS PVT. LTD.)

| Month  | WD  | Chapter/Sub-Topics  | Learning Objectives   | Key Terms and Concept   | Art Integr-ation   | Inclusive Teaching | Project / Practical | Research Work Blended Learning                    | Smart Board Activity | Competency Based Activity Learning   | Learning Outcomes                        |
|--------|-----|---|---|---|--|--------------------|---------------------|---|----------------------|--|--|
|        | NOP |   |   |   |  |                    |                     |   |                      |  |  |
| अप्रैल | 20  | <ul style="list-style-type: none"> <li>• स्वर और व्यंजनों की पृनरावृत्ति ।</li> <li>• ङ, ढ</li> <li>• दो वर्णों वाले शब्द</li> <li>• तीन वर्णों वाले शब्द</li> <li>• क बतायें - बंदर मामा, पेंड़ ,हाथी दादा की सीख</li> <li>• स्वर सुलेख</li> </ul> | वदयार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लखना सखाएंगे | <ul style="list-style-type: none"> <li>•नाम लिखना</li> <li>•समान स्वर,</li> <li>•मात्रा लगाना,</li> <li>•शब्दों को सही करना</li> <li>•वाक्य बनाना</li> <li>•खाली जगह भरो</li> <li>•श्रुतिलेख आदि कार्य</li> </ul> | <ul style="list-style-type: none"> <li>•समाचार पत्र क्रिया—कलाप</li> </ul> | Instrument         | स्वर माला बनायें    | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान । | Tata Classedge       | <ul style="list-style-type: none"> <li>•शब्द रचना</li> <li>वाक्य रचना</li> </ul> | वदयार्थी मात्रा का सही प्रयोग कर रहे हैं |

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|       |    | <b>(XOW BOOKS<br/>PVT. LTD.)</b><br><b>पृष्ठ</b><br><b>संख्या -3,4</b><br><b>●मौखिक</b> चार वर्णों<br>वाले शब्द  |  |   |   |   |  |  |                |  |  |
| मई    | 08 | ●चार वर्णों वाले शब्द<br><b>कविताएँ</b><br><b>सूरज भैया,</b><br><b>मौखिक</b> —आसमान<br>व पृथ्वी पर दिखने<br>वाली चीजों के नाम<br>. स्वर सुलेख पृष्ठ<br>संख्या -5 | वदयार्थी मात्रा<br>का प्रयोग करना<br>बोलना पढ़ना<br>तथा लिखना<br>सखाएंगे | ●नाम लिखना<br>●समान स्वर<br>●मात्रा लगाना,<br>●शब्दों को सही<br>करना,<br>●वाक्य बनाना,<br>●खाली जगह<br>भरो<br>●श्रुतिलेख  | ●स्वरों की<br>सहायता से चित्र<br>बनाएँ ।<br><b>पृथ्वी पर पाई</b><br><b>जाने वाली</b><br><b>चीजों के चित्र</b><br><b>चपकाए</b> | कवित<br>। याद<br>करें ।<br>समूह<br>बनाकर<br>चर्चा । | ●स्वरों की<br>सहायता से<br>चित्र बनाएँ<br>●संगीत के<br>द्वारा<br>कविता की<br>प्रस्तुति<br>करना | अवलोकन ,<br>वर्णों तथा उनसे<br>जुड़े संकेतों की<br>पहचान | Tata Classedge | शब्द रचना<br>वाक्य रचना                            | वदयार्थी मात्रा<br>का सही प्रयोग<br>कर रहे हैं |
| जून   | 12 | ● बारह खड़ी<br>(मौखिक)<br>● चार वर्णों वाले शब्द<br>● कविताएँ:- <b>मैंढक</b><br><b>मामा, मेरी गुड़िया</b><br><b>●मौखिक:-</b> मौसम                                | वदयार्थी मात्रा<br>का प्रयोग करना<br>बोलना पढ़ना<br>तथा लिखना<br>सखाएंगे | नाम लिखना,<br>●समान स्वर,<br>●मात्रा लगाना,<br>●शब्दों को सही<br>करना,<br>●वाक्य बनाना<br>●खाली जगह<br>भरो,<br>●श्रुतिलेख | ●शरबत बनाना   | समूह<br>बनाकर<br>चर्चा ।                            | ●गर्मी में<br>शरबत की<br>आवश्यकत<br>। पर चर्चा<br>करना ।                                       | अवलोकन ,<br>वर्णों तथा उनसे<br>जुड़े संकेतों की<br>पहचान | Tata Classedge | ● मौखिक<br>प्रश्नोत्तर<br>●शब्द रचना<br>वाक्य रचना | वदयार्थी मात्रा<br>का सही प्रयोग<br>कर रहे हैं |
| जुलाई | 22 | ● आ की मात्रा<br>●कार्यपृष्ठ-1   | वदयार्थी मात्रा<br>का प्रयोग करना<br>बोलना पढ़ना                         | नाम लिखना,<br>●समान स्वर,<br>●मात्रा लगाना,   | ●‘बिंदी’ से अनार<br>बनाना   | समूह<br>बनाकर<br>चर्चा ।<br>●इंद्रधनु<br>। में      | ●आ की<br>मात्रा<br>वाले<br>फलों के   | अवलोकन ,<br>वर्णों तथा उनसे<br>जुड़े संकेतों की<br>पहचान | Tata Classedge | ● मौखिक<br>प्रश्नोत्तर<br>●शब्द रचना               | वदयार्थी मात्रा<br>का सही प्रयोग<br>कर रहे हैं |

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|-------|----|---|--|---|-------------|--|--|---|----------------|--|---|
|       |    | <ul style="list-style-type: none"> <li>●कविताएँ:- चूँ-चूँ करती आई च ड़याँ, चार दिशाएँ, इंद्रधनुष</li> <li>●स्वर सुलेख (XOW BOOKS PVT. LTD.) पृष्ठ संख्या -6,7,8,9,10</li> <li>●मौखिक:—रंगों के नाम</li> </ul> | तथा लखना सखाएंगे   | <ul style="list-style-type: none"> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul>  |             | कितने रंग होते हैं ? रंगों के नाम बताएँ। | नाम लिखें और चित्र चिपकाएँ।  |   |                | वाक्य रचना   |   |
| अगस्त | 19 | <ul style="list-style-type: none"> <li>●इ , ई की मात्रा</li> <li>●कविताएँ:- मदारी, पुस्तक, प्यारे फूल</li> <li>●स्वर सुलेख (XOW BOOKS PVT. LTD.) पृष्ठ संख्या -11-20</li> <li>●मौखिक —मेरा राष्ट्र</li> </ul> | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लखना सखाएंगे | <ul style="list-style-type: none"> <li>नाम लिखना,</li> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | ●हाथी बनाना | समूह बनाकर चर्चा।                        | <ul style="list-style-type: none"> <li>●रंगीन पेपर की सहायता से 'तिरंगा' बनाना।</li> </ul> | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान<br><br>●तिरंगा के तीन रंग एवं उनके महत्व की जानकारी प्राप्त करेंगे। | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> </ul> | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |



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|         |    |  |   |   |  |                   |                              |   |                |  |   |
| सितम्बर | 18 | <ul style="list-style-type: none"> <li>●पुनरावृत्ति</li> <li>●द्वितीय सत्र</li> <li>●उ, ऊ की मात्रा</li> <li>●क वता. भालू की शादी</li> <li>●स्वर सुलेख (XOW BOOKS PVT. LTD.)</li> </ul> <p>पृष्ठ संख्या –21. 24</p>  | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <ul style="list-style-type: none"> <li>नाम लिखना,</li> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | ●संगीत के द्वारा कविता वाचन (कविता –मेलभाव ) | कवित । याद करें । | ●मास्क बनाना ( शेर )         | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> </ul>                                   | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |
| अक्टूबर | 14 | <ul style="list-style-type: none"> <li>●उ, ऊ की मात्रा (क्रमशः)</li> <li>●कविताएँ:-</li> </ul> <p>अपना देश,</p> <p>गाँधी जी के बंदर</p> <ul style="list-style-type: none"> <li>●स्वर सुलेख (XOW BOOKS PVT. LTD.)</li> </ul> <p>पृष्ठ संख्या-25,26,27, 28</p> | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <ul style="list-style-type: none"> <li>नाम लिखना,</li> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | ●गुड़िया बनाना                               | कवित । याद करें । | ●अपने बगीचे की देखभाल करना । | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> </ul> <p>फुलवारी शब्द –चर्चा करेंगे</p> | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |

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| नवंबर  | 14 | <ul style="list-style-type: none"> <li>●ए, ऐ की मात्रा</li> <li>●कार्यपृष्ठ-3</li> <li>●कविताएँ : आओ पढ़ो,आगे बढ़ो , अच्छी बातें स्वर सुलेख</li> </ul> <p><b>((XOW BOOKS PVT. LTD.))</b></p> <p><b>पृष्ठ संख्या –31,32,33,34,35,36,37,38</b></p> | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <ul style="list-style-type: none"> <li>नाम लिखना,</li> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | ●थैला बनाना (Best out of waste)        | समूह बनाकर चर्चा । | संगीत के द्वारा कविताओं की प्रस्तुति करना | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> <li>●दिशाओं की जानकारी देना ।</li> </ul>      | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |
| दिसंबर | 19 | <ul style="list-style-type: none"> <li>●ओ, औ की मात्रा</li> <li>●कविताएँ : अपनी रेल , मेरा घर, गुब्बारे वाला</li> <li>● स्वर सुलेख</li> </ul> <p><b>((XOW BOOKS PVT. LTD.))</b></p> <p><b>पृष्ठ संख्या—,39,40,41, 42,43,44,45,46</b></p>         | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <ul style="list-style-type: none"> <li>नाम लिखना,</li> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | ●मोर का चित्र बनाना<br>●पौधा रोपण करना | कविता याद करें ।   | ●‘मोर’ से संबंधित जानकारी प्राप्त करें ।  | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> <li>●पेपर की सहायता से कोट बनाएँ ।</li> </ul> | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |

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| जनवरी | 17 | <ul style="list-style-type: none"> <li>●पुनरावृत्ति</li> <li>●ऋ की मात्रा</li> <li>● अं, अँ और अः की मात्रा</li> <li>●कार्यपृष्ठ – 4</li> <li>●कवितायें—एक डाल पर बैठा बंदर , दीपावली</li> </ul> <p>स्वर सुलेख<br/>(XOW BOOKS PVT. LTD.)<br/>(XOW BOOKS PVT. LTD.)<br/>पृष्ठ संख्या –29<br/>,30,47,48,49<br/>,50,51,52</p> | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <p>नाम लिखना,</p> <ul style="list-style-type: none"> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> | <ul style="list-style-type: none"> <li>●तीन बत्तियाँ (कविता) याद करें ।</li> <li>●ट्रैफिक लाइट का चित्र बनाकर उसमें रंग भरें ।</li> </ul> | <p>समूह बनाकर चर्चा ।</p> <p>●रंगीन पेपर की सहायता से पतंग बनाना ।</p> | <p>●‘पतंग उड़ाना’ किस त्योहार से संबंधित ?</p> | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> </ul> | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |
| फरवरी | 19 | <ul style="list-style-type: none"> <li>●वार्षिक परीक्षा</li> <li>●पुनरावृत्ति</li> </ul>   | वद्यार्थी मात्रा का प्रयोग करना बोलना पढ़ना तथा लिखना सखाएंगे | <p>नाम लिखना,</p> <ul style="list-style-type: none"> <li>●समान स्वर,</li> <li>●मात्रा लगाना,</li> <li>●शब्दों को सही करना,</li> <li>●वाक्य बनाना</li> <li>●खाली जगह भरो,</li> <li>●श्रुतिलेख</li> </ul> |   | कवित । याद करें ।  |  | अवलोकन , वर्णों तथा उनसे जुड़े संकेतों की पहचान | Tata Classedge | <ul style="list-style-type: none"> <li>● मौखिक प्रश्नोत्तर</li> <li>●शब्द रचना वाक्य रचना</li> </ul> | वद्यार्थी मात्रा का सही प्रयोग कर रहे हैं |

**SUBJECT: PHYSICAL EDUCATION**

| 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  |
|--------------|-------------|---|--|---|----------------------------|---|--|---|------------------------------|--|--|
| <b>APRIL</b> | <b>(24)</b> | I) Introduction of Health & Physical Education and practice of general fitness exercises. | # To improve body balance ability.                                   | *Track Event<br><br>*Sports Equipment<br><br>*March Past<br><br>* Tunnel ball event | * Evaluating shape & size. | *Running to be integrated with Physics.<br><br>* Tunnel Ball game to be integrated with Physics | Art integrated project<br><br>* Identify sports equipment. | *Animation, *PPT Slides, *YouTube link etc. | <b>Audio visual learning</b> | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing, *Comprehending<br>*High order thinking.<br>*Picture based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping | # Students will be able to know about the sports Equipment's |
|              |             | II) Learning & practice of Tunnel Ball game.  |  |   |                            |   |  |   |                              |  | # Students will be able to know about the basic march past   |
|              |             | III) Introduction of games & sports equipment.  | #To improve speed ability.   |   |                            |   |  |   |                              |  | # Students will be able to know about the running pattern    |
|              |             | IV) Basic movements of Running events.  | # To develop coordination ability.<br><br># To develop body posture. |   |                            |   |  |   |                              |  | # Students will be able to know about the tunnel ball games. |

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| MAY  | (08) | I) Introduction & practice of Yogic Exercises.                 | # To improve Flexibility<br><br># To improve fitness level and coordination                  | # Mass Exercises                            | *Role Play<br>*Music | * Mass PT to be integrated with Mathematics.<br>* Warming up and cooling down to be integrated with respiration system. | Art integrated project<br><br>* Name any five free hand exercises. | *Animation, *PPT Slides, *YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing, *Comprehending<br>*High order thinking.<br>*Picture based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping | # Students will be able to know about the meaning of warming up and cooling down exercise              |
|      |      | II) Warming-up exercises.                                      |  |   |                      |   |  |   |                       |  |  |
|      |      | III) Cooling down exercises.                                   |  |   |                      |   |  |   |                       |  |  |
| JUNE | (14) | I) Yogic Exercises.  | # To improve fitness level and coordination.<br># Improve leg strength.<br># Learn the game. | # Yoga Kriyas.<br># carrom.<br># Jump Rope. | *Role Play<br>*Music | * Yoga to be integrated with respiration system.<br><br>*Rope Skipping to be integrated with physics.                   | Art integrated project<br><br>* Identify any two-yoga pose.        | *Animation, *PPT Slides, *YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing, *Comprehending<br>*High order thinking.<br>*Picture based learning<br>*Source based learning   | # Students will be able to understand the rules and regulation of Yoga, rope skipping and carrom game. |
|      |      | II) Introduction & basic skill practice of Rope Skipping game. |  |   |                      |   |  |   |                       |  |  |
|      |      | III) Introduction & basic skill practice of Carrom game        |  |   |                      |   |  |   |                       |  |  |

|             |             |  |   |   |            |  |   |   |                              |  |  |
|-------------|-------------|--|---|---|------------|--|---|---|------------------------------|--|--|
|             |             |  |   |   |            |  |   |   |                              | <ul style="list-style-type: none"> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul>   |  |
| <b>JULY</b> | <b>(26)</b> | I) Basic movements of Jumping events                 | # Improve leg strength.<br># Learn the game.<br># To improve fitness level. | # Broad jump.<br># short jump<br>#chess board             | *Role Play | * Cricket, football and Jump events to be integrated with physics. | Art integrated project<br><br>* Identify the balls.     | *Animation, *PPT Slides, *YouTube link etc. | <b>Audio visual learning</b> | <ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical reasoning</li> <li>*Analyzing, *Comprehending</li> <li>*High order thinking.</li> <li>*Picture based learning</li> <li>*Oral drilling</li> <li>*Quizzing</li> <li>*Creating and engaging</li> <li>*Mind mapping</li> </ul> | # Students will be able to understand the batting, balling and kicking the ball. |
|             |             | II) Free hand & Stretching exercises.                |   |   |            |  |   |   |                              |  |  |
|             |             | III) Basic movements of Jumping events               |   |   |            |  |   |   |                              |  |  |
|             |             | IV) Basic skill learning & practice of Football game |   |   |            |  |   |   |                              |  |  |
|             |             |  |   |   |            |  |   |   |                              |  |  |
| <b>AUG</b>  |             | I) Zig Zag Run for Fun                               | # To improve speed ability.<br># To develop endurance                       | # cone marker<br># stretching exercises.<br># Tennis ball | *Role Play | . * Zig Zag Run for Fun to be integrated with physics.             | Art integrated project<br><br>* Name any five free hand | *Animation, *PPT Slides, *YouTube link etc. | <b>Audio visual learning</b> | <ul style="list-style-type: none"> <li>*Conceptual learning</li> <li>*Thought provoking</li> <li>*Critical thinking</li> <li>*Logical</li> </ul>   | # Students will be able to know about the Fun games.                             |
|             |             | II) Hopscotch Fun game                               |   |   |            |  |   |   |                              |  |  |
|             |             | III) Shuttle Run                                     |   |   |            |  |   |   |                              |  |  |

|      |      |  |  |                            |            |   |   |   |                       |   |   |
|------|------|--|--|----------------------------|------------|---|---|---|-----------------------|---|---|
|      | (22) | IV) Basic movements of Throwing events.  | power.<br># Improve hand strength.<br># To improve body balance ability. |                            |            |   | exercises.  |   |                       | reasoning<br>*Analyzing,<br>*Comprehending<br>*High order thinking.<br>*Picture based<br>*Source based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping                                   |   |
| SEPT | (05) | I) Revision practice of previous games.<br>II) Assessment of Term - I Examination. |  |                            |            |   |   |   |                       |   |   |
| OCT  | (13) | I) Basic knowledge of Track & lane and race practice.<br><br>II) Mass PT Exercise  | # To understand Games & Sports.  | # Track & Fields<br># P. T | *Role Play | * Annual sports meet to be integrated with physics. | Art integrated project<br><br>* Make a chart of games name. | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing,<br>*Comprehending<br>*High order thinking.<br>*Picture based<br>*Source based learning<br>*Oral drilling<br>*Quizzing | #Students will be able to know how to give best performance in annual sports day. |

|     |      |  |   |  |            |  |   |   |                       |  |   |
|-----|------|--|---|--|------------|--|---|---|-----------------------|--|---|
|     |      |  |   |  |            |  |   |   |                       | *Creating and engaging<br>*Mind mapping  |   |
| NOV | (22) | I) Basic step practice of Aerobic exercises.               |   |  |            |  |   |   |                       |  |   |
|     |      | II) Learning & practice of Recreational Game.              | # To improve energy level.  |  |            |  |   |   |                       |  |   |
|     |      | III) Events practice of Annual Sports Day.                 | # To learn & practice of Sports events.<br># To improve the mental fitness level. | # aerobics<br># zig zag run<br># Game Zone | *Role Play | *Aerobic exercises to be integrated with respiration system. | Art integrated project<br><br>* Name any five running events. | *Animation, *PPT Slides, *YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing, *Comprehending<br>*High order thinking.<br>*Picture based learning<br>*Source based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping | # they improve energy level.<br><br># They will play fun games easily<br># Students will be able to their energy level. |
|     |      | IV) Hola hoops Fun games                                   |   |  |            |  |   |   |                       |  |   |
| DEC |      | I) Basic knowledge and basic skill practice of chess game. | # To improve physical fitness.  |  |            | * Mass Exercises to be integrated with respiration system.   | Art integrated project  | *Animation, *PPT Slides, *YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing, *Comprehending   |   |
|     |      | II) Free hand exercises.                                   | # To develop coordination ability.  | # Mass Exercises                           | *Role Play |  | *Name any five skills.  |   |                       |  | # Students will be able to know about the meaning of free hand exercise   |
|     |      | III) Practice of General Fitness                           | # To  |  |            |  |   |   |                       |  |   |



|     |      |   |   |   |            |   |   |   |                       |  |  |
|-----|------|---|---|---|------------|---|---|---|-----------------------|--|--|
|     | (23) | exercises.  | develop concentration ability.  |   |            |   |   |   |                       | *High order thinking.<br>*Picture based<br>*Source based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping  |  |
| JAN | (16) | I) Game Zone.   | # To improve speed ability.<br># To develop endurance power.<br># Improve Leg strength.<br># To improve body balance ability. | # cone marker<br># stretching exercises.<br># Tennis ball | *Role Play | * Shuttle Run to be integrated with physics | Art integrated project<br><br>* Make a chart of games name. | *Animation,<br>*PPT Slides,<br>*YouTube link etc. | Audio visual learning | *Conceptual learning<br>*Thought provoking<br>*Critical thinking<br>*Logical reasoning<br>*Analyzing,<br>*Comprehending<br>*High order thinking.<br>*Picture based<br>*Source based learning<br>*Oral drilling<br>*Quizzing<br>*Creating and engaging<br>*Mind mapping | # Students will be able to know about the Fun games. |
|     |      | I) Duck, Duck Goose   |   |   |            |   |   |   |                       |  |  |
|     |      | II) Shuttle Run   |   |   |            |   |   |   |                       |  |  |
| FEB |      | I) revision practice of previous games.<br>II) Assessment of Term – II Examination. |   |   |            |   |   |   |                       |  |  |

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