

**SYLLABUS BIFURCATION PREPARATORY STAGE**  
**Class 3**

# **CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3**

**Academic Session 2023-24**

Class: III

Subject: ENGLISH

Term I Report Card will consist of 100 marks		Term II Report Card will consist of 100 marks	
<u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)
<b>Apr-Literature:</b> <b>Lesson-1:</b> I don't have a flower <b>Poem-1:</b> My Family	<b>Aug-Literature:</b> <b>Lesson-4</b> A journey in space <b>Poem- 4</b> -Upside Down	<b>Oct-Literature:</b> <b>Lesson-6-</b> World Animal Day <b>Lesson-7</b> A role model- Dr. A.P.J. Abdul Kalam <b>Poem- 5</b> -How Many Greens?	<b>Dec-Literature:</b> <b>Lesson9-</b> An Exciting Cricket Match
<b>Grammar:</b> <b>Lesson-17</b> Sentences <b>Lesson-1</b> Common Noun <b>Lesson-2</b> Proper Noun	<b>Grammar:</b> <b>Lesson-9-</b> Pronouns Unseen Passage -Comprehension, Object Writing	<b>Grammar:</b> <b>Lesson-14 Tenses (Continued)</b> Past tense, Past Continuous Tense, Future tense <b>Lesson-8</b> Compound words.	<b>Grammar:</b> <b>Lesson-16</b> Preposition <b>Lesson-18</b> Conjunction
<b>May-Literature:</b> <b>Lesson-2:</b> The story of the Aeroplane <b>Poem- 2:</b> Evening	<b>Sep-Literature:</b> <b>Lesson-5</b> Great scientist-Isaac Newton	<b>Nov-Literature:</b> <b>Lesson 8</b> Humpty Dumpty <b>Poem- 5</b> -A Song About Myself	<b>Jan-Literature:</b> <b>Lesson10-</b> Birbal wins Again
<b>Grammar:</b> <b>Lesson- 3</b> Countable and Uncountable Noun	<b>Grammar:</b> <b>Lesson-13</b> Verbs <b>Lesson-14</b> Tenses	<b>Grammar:</b> <b>Lesson-12</b> Articles	<b>Grammar:</b> <b>Lesson-15</b> Adverbs

<b>Lesson-4</b> Noun: Singular and Plural <b>Lesson-5-</b> Gender				Formal Letter Writing			
<b>July-Literature:</b> <b>Lesson-3:</b> Save Water-Save the World <b>Poem- 3-</b> Ferry Me Across the Water				<b>Feb-</b> <b>Grammar:</b> Letter Writing Unseen Passage Comprehension			
<b>Grammar:</b> <b>Lesson-6</b> Possessive Nouns <b>Lesson-7</b> Collective Nouns. <b>Lesson -10-</b> Adjectives				<b>1. Note Book Submission MM 25 (Weightage 5 Marks)</b> <b>2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)</b>			
REPORT CARD WILL CONSIST OF 100 MARKS				REPORT CARD WILL CONSIST OF 100 MARKS			
<b>Evaluation</b>	<b>% syllabus</b>	<b>Maximum marks</b>	<b>Weightage</b>	<b>Evaluation</b>	<b>% syllabus</b>	<b>Maximum marks</b>	<b>Weightage</b>
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission	---	25 marks	5 marks	Note Book Submission	---	25 marks	5 marks
Subject Enrichment Activity	----	25 marks	5 marks	Subject Enrichment Activity	----	25 marks	5 marks
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks



<div> <div>Book: Roots and Wings</div> <div>Grammar Trove</div> <div>CLASS-III</div> <div>Publisher: Srijan Publication</div> <div>: Rohan Book Company</div> </div>									
TERM -1									
Month/ Periods	LESSON:-	Domain & Curricular Goals(mapping with Foundational stage)	Competency &  Learning Outcome	21 <sup>st</sup> Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
<div>April</div> <div>(22-25Days)</div> <div>Pd:</div> <div>(24-28)</div>	<div> <div>Lit:</div> <div>Lesson-1: I don't have a flower</div> <div>(Prose- Narrative Parable)</div> </div> <div> <div>Skills-</div> <div>Listening and Speaking</div> </div> <div> <div>CONCEPT:-</div> <div> <div>● Importance of being Honest</div> <div>●Vocabulary building</div> </div> </div> <div> <div>Sub-Concepts: -</div> <div> <div>● Learning how honesty gives good reward.</div> <div>● Imparting moral lesson to the learner.</div> </div> </div>	<div> <div>DOMAIN:</div> <div>Prose: Lesson-1: I don't have a flower</div> <div>(Prose- Narrative Parable)</div> </div> <div> <div>Language and Literacy development</div> <div>SocioEmotional and Ethical Development</div> <div>( Manomaya Kosha)</div> </div> <div> <div>Curricular Goal:-</div> <div>CG9</div> <div>Children develop effective communication</div> </div>	<div> <div>Competency</div> <div>Prose: Lesson-1: I don't have a flower</div> <div>(Prose- Narrative Parable)</div> </div> <div> <div>C9.5</div> <div>Comprehends narrated/read out stories and identifies character, storyline and what the author wants to say</div> </div> <div> <div>C9.6</div> <div>Narrates short stories with clear plot and characters.</div> </div> <div> <div>C4.5</div> <div>Understands and responds positively to social norms in the classroom and school.</div> </div> <div> <div>Learning Outcomes: -</div> </div>	<div> <div>5 C's</div> <div>Communication Skill</div> <div>Creative thinking</div> </div> <div> <div>Life skills</div> </div> <div> <div>Problem Solving</div> <div>Decision-making</div> </div> <div> <div>Social Skills</div> <div>Vocabulary enrichment</div> <div>Communication</div> </div>	<div> <div>Arts:-</div> <div>Draw and colour 5 common nouns.</div> </div> <div> <div>Scientific temper:-</div> </div> <div> <div>Exploring Family beliefs and applying rational thinking.</div> </div> <div> <div>Problem Solving</div> </div> <div> <div>Technology:-</div> <div>Learning through online</div> </div>	<div> <div>Language:-</div> <div>Writing five sentences on my family.</div> </div> <div> <div>Music:-</div> <div>-Recitation</div> <div>-Exploring popular songs on concept of Family</div> </div> <div> <div>EVS:-</div> <div>Understanding the</div> </div>	<div>Home/Activity Room/Classroom</div>	<div> <div>Class assignments</div> <div>Worksheets based on Competency based learning skills.</div> <div>Class Discussion</div> <div>Pronunciation</div> <div>Home assignments</div> <div>Art integrated activities</div> <div>And Giving notes to</div> </div>	<div> <div>Suggestive Pedagogies</div> <div>Project -based learning</div> <div>(Narrate a short folk tale of your choice in the class.)</div> <div>Story telling</div> <div>Role-playing</div> <div>Suggestive Assessment: -</div> </div>

		<p>skills for day-to-day interactions in two languages</p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"><li>Recalls the characters and a few events in the story that is narrated and is able to retell in their own words</li><li>Imagines and narrates personalized endings of the story</li><li>Follows short simple instruction</li></ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"><li>Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story</li><li>Narrates their own short stories with simple plots and characters</li><li>Follows simple rules in school without adult reminders</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>Interprets the motivations of the author to write the story and retell the story as if they were the author</li><li>Creates their own stories, with complex</li></ul>	<p>Improved Pronunciation</p> <p><b>Emotional Skills</b></p> <p>Sympathy /Empathy</p> <p>(My family)</p> <p><b>Any Values /Ethics : (Schools to fill)</b></p> <p>Honesty</p>	<p>resources</p> <p><a href="https://youtu.be/kznvQ5I7WCo">https://youtu.be/kznvQ5I7WCo</a></p>	<p>concept of family.</p> <p>Draw a family tree.</p>		<p>study at home for discussion in class</p>	<p>1. Reading</p> <p>2.Worksheet</p> <p>3. Multiple-choice questions</p> <p><b>Suggestive resources/Activities:</b></p> <p>Draw and colour a family tree.</p> <p>Draw a flower and write values on its petals.</p>
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			<div>plots and multiple characters</div> <ul style="list-style-type: none"><li>Follows Instructions/rules</li></ul> <div>Competency</div> <div>Poetry</div> <div>My Family</div> <div>(Literary Device used – Rhyme)</div> <div>C10.6</div> <div>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</div> <div>C4.1</div> <div>Starts recognising self as an individual belonging to a family and Community</div> <div>C4.2</div> <div>Recognises different emotions and make deliberate efforts to regulate them appropriately</div> <div>Learning Outcomes:-</div>						
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	<p><b>Poem-1:</b> <a href="#">My Family</a></p> <p><a href="#">(Literary Device used – Rhyme)</a></p> <p><b>CONCEPT:-</b></p> <p>●Family as a unit of society</p> <p><b>Sub-Concepts:</b></p> <ul style="list-style-type: none"><li>• Types of Family(nuclear, joint, extended)</li><li>• Characteristics of a Family</li><li>• Rhyming words</li><li>• Antonyms</li></ul>	<p><b>DOMAIN:</b></p> <p><b>Poetry</b></p> <p><a href="#">My Family</a></p> <p><a href="#">(Literary Device used – Rhyme)</a></p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p><b>( Manomaya Kosha)</b></p> <p><b>Curricular Goal:-</b></p> <p><b>CG-4</b></p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>CG-10</b></p> <p>Children develop fluency in reciting the poem.</p>	<p><b>Basic</b></p> <p>●Recognises simple emotions.</p> <p>●Identifies relationship with family members</p> <p><b>Medium</b></p> <p>●Shows care for and joy in engaging with all life forms</p> <p>●Identifies names, and associates relationship with family and among extended family</p> <p><b>Advance</b></p> <p>●Expresses and conveys Empathy towards family, neighbourhood &amp; Community.</p> <p><b>Competency</b></p> <p><b>Grammar</b></p> <p><a href="#">Lesson-17 Sentences</a></p> <p><a href="#">Lesson-1 Common Noun</a></p> <p><a href="#">Lesson-2 Proper Noun</a></p> <p><b>CG-10.4</b></p> <p>Read stories and passages with accuracy and fluency with</p>						
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	<p><b>Grammar:</b></p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>●Nouns</li><li>●Sentence Identification</li></ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"><li>●Types of sentences</li><li>●Parts of a sentence</li><li>●Identification of nouns</li></ul>	<p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-17 Sentences</p> <p>Lesson-1 Common Noun</p> <p>Lesson-2 Proper Noun</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p>	<p>appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"><li>• Reads a few sentences of familiar words with accuracy</li></ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"><li>• Reads short passages accurately with appropriate intonation and pauses</li></ul> <p><b>Advance:</b></p> <ul style="list-style-type: none"><li>• Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</li></ul>						
			<p><b>CWSN Assistive Learning: -</b></p> <p><b>For Visually Impaired Students</b></p> <p>Poem- My Family</p> <p>Family - A group of people lead together in the house is called family.</p> <p>Characteristics of the family-</p> <ol style="list-style-type: none"><li>1. Support / stand by you in every good or worst situation.</li><li>2. Logan care for other family</li></ol>						

	●Types of nouns	Children develop fluency in reading and writing.	members.  3. Security and sense of belonging.  4. Making each person within the family feel importing.  • bold / large / embossed print flashcard of family and family member.  <b>For Hearing Impaired Students</b>  • Flashcards of family and family members with caption.  📺 video with caption  <a href="https://youtu.be/tkatlyEeyJI">https://youtu.be/tkatlyEeyJI</a>  <a href="https://youtu.be/UTKuTq_M5sA">https://youtu.be/UTKuTq_M5sA</a>						
May  (12-14 days)  (12-14 pd)	<b>Lit:</b>  <b>Lesson-2:</b> The story of the Aeroplane  (Prose- Factual)  <b>Skills-</b> Listening and Speaking  <b>CONCEPT:-</b>  ● History of	<b>DOMAIN:</b>  <b>Lesson-2:</b> The story of the Aeroplane  (Prose- Factual)  Language and Literacy development  Cognitive Development	<b>Competency</b>  <b>Prose:</b>  The story of the Aeroplane  (Prose- Factual)  <b>C 7.3</b>  Uses appropriate tools and technology in daily life situations and for learning	<b>5 C's</b>  Communication Skill  Creative thinking  Critical Thinking	<b>Arts:-</b>  Make a paper plane and fly with a rubber-band.	<b>Language:</b>  <b>English</b>  Being able to identify different kinds of countable and uncountable nouns.  Complete the lines	<b>Learning Space</b>  Home and Classroom  School play	<b>Class assignments</b>  -Use of Dictionary  - Discussion based on competency based learning skills.	<b>Suggestive Pedagogies</b>  Story -telling  Inquiry- based learning  Experiential learning

	<p>technological inventions.</p> <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Pronunciation</li> </ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"> <li>Sequencing of the events.</li> <li>Completing a passage.</li> </ul>	<p>(Vijnanamaya kosha)</p> <hr/> <p><b>Curricular Goal:-</b></p> <p><b>Prose:</b></p> <p><b>CG-7</b></p> <p>Children make sense of the world around through observation and logical thinking</p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p>	<p><b>C10.4</b></p> <p>Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li>Uses ideas based on observations</li> <li>Reads a few sentences of familiar words with accuracy</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance</li> <li>Begins “Independent Reading” of books of equal textual and visual content</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</li> </ul> <p><b>Competency</b></p>	<p><b>Life skills</b></p> <p><b>Problem Solving</b></p> <p>Decision Making</p> <p><b>Social Skills</b></p> <p>Communication</p> <p>Interpersonal Relationships.</p> <p><b>Emotional Skills</b></p> <p>Belief in yourself</p> <p><b>Any Values /Ethics : (Schools to fill)</b></p> <p>Believe in yourself</p> <p>Self Confidence</p>	<p><b>Scientific temper:-</b></p> <p>Critical thinking based on how an aeroplane fly.</p> <p>Problem Solving.</p> <p><b>Technology:-</b></p> <p>Video link  <a href="https://youtu.be/Wkflwinu4Os">https://youtu.be/Wkflwinu4Os</a></p> <p>(The story of the aeroplane)</p>	<p>of the poem.</p> <p><b>Music:-</b></p> <p>Exploring popular songs on the concept of aviation</p>	<p>ground.</p> <p>Worksheets based on Competency based learning skills.</p> <p>Class Discussion</p> <p>Use of dictionary</p> <p>Pronunciation</p> <p>Recitation of poem</p> <p><b>Home assignments</b></p> <p>Art integrated activities</p>	<p><b>Suggestive Assessment :-</b></p> <p>Worksheets,</p> <p>Multiple choice questions.</p> <p><b>Suggestive resources/Activities:</b></p> <p>Library visit</p> <p>Reading about important inventions</p>
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	<p>Poem- 2: Evening</p> <p>(Literary Device used – Imagery)</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"><li>Importance of prayer.</li><li>Advises the child to be friends with the night.</li></ul> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"><li>Trust in god and understanding he is the protector.</li><li>Completing a passage.</li></ul>	<p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 2: Evening</p> <p>(Literary Device used – Imagery)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>( Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG-4</p> <p>Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p>	<p>Poetry</p> <p>Poem- 2: Evening</p> <p>(Literary Device used – Imagery)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C4.2</p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p> <p>C5.1</p> <p>Demonstrates willingness and participation in age- appropriate physical work towards helping others</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"><li>Reads short poems and narrates the literal meaning of the poem</li></ul> <p>Medium:</p> <ul style="list-style-type: none"><li>Reads short poems and infers the imagination of the poet</li></ul> <p>Advance:</p> <ul style="list-style-type: none"><li>Able to frame a poem on their own.</li></ul>						
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	<p><b>Grammar:</b></p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>• Understandin g singular and plural nouns</li><li>• Understandin g of genders</li><li>• Understandin gof countable and uncountablen</li></ul>	<p><b>CG-5</b></p> <p>Children develop a positive attitude towards productive work and service or ‘Seva’</p> <p><b>CG-10</b></p> <p>Children develop fluency in reciting the poem.</p> <p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p><b>Competency</b></p> <p>Grammar</p> <p>Lesson 3 Countable and Uncountable Noun</p> <p>Lesson-4 Noun: Singular and Plural</p> <p>Lesson-5- Gender</p> <p><b>CG-10.4</b></p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>C-10.9</b></p> <p>Shows interest in picking up and reading a variety of children’s books</p> <p><b>Learning Outcomes:</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"><li>• Reads a few sentences of familiar words with accuracy</li></ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"><li>• Reads short passages accurately with appropriate intonation and pauses</li></ul> <p><b>Advance:</b></p>						
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[illegible]

			<ul style="list-style-type: none"> <li>Important points on chart.</li> </ul> <a href="https://youtu.be/Wkflwinu4Os">https://youtu.be/Wkflwinu4Os</a>  <a href="https://youtu.be/oj1WwPl1XUw">https://youtu.be/oj1WwPl1XUw</a>						
July  (22-25Days)  (26-28 pds)	<b>Lit:</b>  <b>Lesson-3:</b> Save Water-Save the World (Prose- Narrative Parable)  <b>Skills-</b> Listening and Speaking  <b>CONCEPT:-</b>  <ul style="list-style-type: none"> <li>Learning the value of water as a scarce resource on the Earth.</li> <li>Learning how to save water and use it wisely.</li> </ul> ●Vocabulary building <ul style="list-style-type: none"> <li>Homophones</li> <li>Synonyms</li> </ul> <b>Sub-Concepts:</b> - <ul style="list-style-type: none"> <li>Becoming alert to environmental needs and changes.</li> <li>Discuss the importance of</li> </ul>	<b>DOMAIN:</b>  <b>Prose:</b>  <b>Lesson-3:</b> Save Water-Save the World (Prose- Narrative Parable)  Language and Literacy development  Socio-Emotional and Ethical Development <b>( Manomaya Kosha)</b>  <b>Curricular Goal:-</b>  <b>CG4</b>  Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm	<b>Competency</b>  <b>Prose:</b>  <b>Lesson-3:</b> Save Water-Save the World (Prose- Narrative Parable)  <b>C 4.5</b>  Understands and responds positively to social norms in the classroom and school  <b>C 6.1</b>  Shows care for and joy in engaging with all life forms  <b>C10.4</b>  Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation  <b>Learning Outcomes:-</b>  <b>Basic</b>	<b>5 C's</b>  Collaboration Creative thinking Global awareness  <b>Life skills :</b>  Problem Solving Vocabulary Enrichment  <b>Social Skills</b> Responsibility  <b>Emotional Skills</b> Self-awareness/Sensitivity	<b>Arts:-</b>  Make a collage on 'Save Water'.  <b>Scientific temper:-</b>  Critical Thinking Problem Solving  <b>Use Of Internet</b>  Video link <a href="https://youtu.be/s1bm9mGXnBM">https://youtu.be/s1bm9mGXnBM</a>  (Save Water- Save the World)	<b>Language:</b>  <b>English:-</b>  Writing five adjectives on water.  <b>Art:-</b>  Make an origami paper boat.  <b>EVS:-</b>  Write 5 ways to save the water.	<b>Learning Space</b>  Home and Classroom	<b>Class assignments</b>  Worksheets based on Competency based learning skills.  Think and answer  Dictionary work  <b>Home assignments:</b>  Complete the sentences.	<b>Suggestive Pedagogies</b>  Project -based learning (Draw and colour pictures to show any three ways in which you can save water at home/school)  Problem solving  <b>Suggestive Assessment:</b> -  Worksheets,  Multiple choice questions  Oral quizzes

	<p>water and its various uses. Its usage in homes, agriculture, industry, towns, cities and villages, and in sports.</p> <p><b>Poem- 3-Ferry Me Across the Water</b></p> <p>(Literary Device used – Rhyme)</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>• Understandin g Rhyming words.</li><li>• Modes of water transport.</li></ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"><li>• Rhyming words.</li></ul>	<p><b>CG-6</b></p> <p>Children develop a positive regard for the natural environment around them</p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p> <p><b>DOMAIN:</b></p> <p><b>Poetry</b></p> <p>Ferry Me Across the Water</p> <p>(Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical</p>	<ul style="list-style-type: none"><li>• Follows simple rules in school without adult reminders.</li><li>• Explains the impact of one’s actions/ behaviour on others</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Shows care for and joy in engaging with all life forms</li><li>• Explains the concept of shared natural resources</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Explains the concept of shared natural resources.</li><li>• Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</li></ul> <p><b>Competency</b></p> <p><b>Poetry</b></p> <p>Ferry Me Across the Water</p> <p>(Literary Device used – Rhyme)</p> <p><b>C10.6</b></p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>C4.2</b></p> <p>Recognises different emotions and make deliberate efforts to regulate them appropriately</p>	<p><b>Values /Ethics:</b></p> <p>Sensitisation towards the environment</p>	<p><a href="https://youtu.be/IR4arCleHyU">https://youtu.be/IR4arCleHyU</a></p> <p>(Ferry me across the water)</p>			<p>Write three slogans on ‘Saving Water’.</p>	<p><b>Suggestive resources/Activit ies:</b></p> <p>Poster making on save water</p>
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	<p>Development ( Manomaya Kosha)</p> <p><b>Curricular Goal:-</b></p> <p><b>CG10</b> Children develop fluency in reading and writing in English</p> <p><b>CG-4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</p> <p><b>Grammar:</b> <a href="#">Lesson-6 Possessive Nouns</a> <a href="#">Lesson-7 Collective Nouns.</a> <a href="#">Lesson 10- Adjectives</a></p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>• Vocabulary building</li><li>• Understanding and identification of Adjectives.</li><li>• Understanding of Collective Nouns.</li><li>• Understandin</li></ul>	<p>Language and Literacy</p>	<p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"><li>• Mimics and reproduces syllabic sounds</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Identifies the beginning and end syllables in words</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Explains the concept of shared natural resources.</li><li>• Recognizes as sight words their names and labels of objects in their environment</li></ul> <p><b>Competency</b> <b>Grammar</b> <a href="#">Lesson-6 Possessive Nouns</a> <a href="#">Lesson-7 Collective Nouns.</a> <a href="#">Lesson 10- Adjectives</a></p> <p><b>CG-10.5</b> Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"><li>• Reads a few sentences of</li></ul>						
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	<p>g of Possessive Nouns.</p> <p><b>Sub Concepts:</b></p> <ul style="list-style-type: none"> <li>• Identification and usage of different degrees of adjectives</li> <li>• Differentiation of plural nouns and possessive noun forms.</li> <li>• Usage of Collective Nouns.</li> <li>• Usage of Possessive Nouns</li> </ul>	<p>development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p>familiar words with accuracy</p> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• Writes aksharas with accuracy and forms simple words and sentences</li> </ul> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>• Reads short news items, and publicity pamphlets, and explains the content</li> </ul>						
			<p><b>CWSN Assistive Learning: -</b></p> <p><b>Children with Autism (Learning Assistance)</b></p> <p>☑ Teach the story using flow charts with connectors.</p> <p>☑ Use storyboards.</p> <p>☑ Refer apps for learning.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☑ Teach the story using visual and concrete aids</p> <p>(flash cards, picture cards, puppets).</p> <p><a href="https://youtu.be/s1bm9mGXnBM">https://youtu.be/s1bm9mGXnBM</a></p> <p><a href="https://youtu.be/IR4arCleHyU">https://youtu.be/IR4arCleHyU</a></p> <p><a href="https://youtu.be/zijGflzT5Ss">https://youtu.be/zijGflzT5Ss</a></p>						

			<a href="https://youtu.be/k_9HuL3_tTA">https://youtu.be/k_9HuL3_tTA</a> <a href="https://youtu.be/iQTbFHOBjI4">https://youtu.be/iQTbFHOBjI4</a>						
<b>August</b>  <b>(22-25Days)</b>  <b>(26-28 pds)</b>	<b>Lit:</b>  <b>Lesson-4A journey in space</b> (Prose- Fable)  <b>Skills-</b> Reading and writing  <b>CONCEPT: -</b>  ●Enjoying the idea of travel in space – the exciting idea of exploring the unknown.  • Learning to use one’s imagination, humour, etc. • Living in harmony with the Universe. • Prefixes-in, -im  <b>Sub-Concepts: -</b>  • Listening, reading, understanding and answering questions orally and in writing.	<b>DOMAIN:</b>  <b>Prose:</b>  <b>Lesson-4A journey in space</b> (Prose- Fable)  Language and Literacy development  Cognitive Development <b>(Vijnanamaya kosha)</b>  <b>Curricular Goal:-</b>  <b>CG7</b> Children make sense of the world around through observation and logical thinking.  <b>CG10</b> Children develop fluency in reading and writing in English	<b>Competency</b>  <b>Prose:</b>  <b>Lesson-4A journey in space</b> (Prose- Fable)  <b>C7.2</b>  Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis  <b>C10.5</b>  Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own  <b>Learning Outcomes:-</b>  <b>Basic</b>  • Recognises simple emotions. • Explains the impact of one’s actions/ behaviour	<b>5 C’s</b>  Communication Skill  Creative Writing  Critical Thinking  <b>Life skills</b>  <b>Problem Solving</b>  Vocabulary Enrichment  <b>Social Skills</b>  Communication  <b>Emotional Skills</b>  Sympathy /Empathy/Sensitivity  <b>Values /Ethics :</b>	<b>Arts:-</b>  Draw and colour a ladybird.  <b>Scientific temper:-</b>  Exploring space and applying rational thinking.  Problem Solving  <b>Use of Internet:</b>  PPT  Video link  <a href="https://youtu.be/_IMt7GwFd0WE">https://youtu.be/_IMt7GwFd0WE</a> (Upside down)	<b>Language:</b>  <b>English:-</b>  Reading and comprehending a paragraph.  <b>Art:-</b>  Draw and colour a rocket and paste stars around it.  <b>EVS-</b>  Write the names of the planets of the solar system	<b>Learning Space</b>  Classroom/ Activity Room /Home	<b>Class assignments</b>  Worksheets based on Competency based learning skills.  Class Discussion  Writing Skills  <b>Home assignments</b>  Write 5 sentences on the given picture (Alien, Rocket)	<b>Suggestive Pedagogies</b>  Project -based learning  (Make a model of a solar system with the help of dough/clay, balls/newspaper etc.)  Story telling  <b>Suggestive Assessment :-</b>  Dictation

	<ul style="list-style-type: none"><li>dictionary skills, usage, pronunciation.</li></ul> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"><li>Evoking curiosity and humour.</li><li>Crawling insects.</li><li>Understanding Rhyming words.</li></ul>		<p>on others</p> <p><b>Medium</b></p> <p>Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peer.</p> <p><b>Advance</b></p> <p>Asks ‘why’ and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration</p> <p><b>Competency</b></p> <p>Poetry</p> <p>Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)</p> <p><b>C10.6</b></p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>Learning Outcomes:</b></p>	Peace and Harmony					<p>Peer Discussion</p> <p><b>Suggestive resources/Activities:</b></p> <p>Work in group of four and collect relevant pictures and information about planets and solar system.</p>
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	<p>.</p> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"><li>• Information about insects.</li><li>• Rhyming words.</li></ul> <p><b>Grammar:</b></p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p><b>CONCEPT:-</b></p> <p>.</p> <ul style="list-style-type: none"><li>• Understanding and identification of pronouns</li><li>• Comprehending an unseen passage.</li><li>• Writing a paragraph on a given object.</li></ul> <p><b>Sub-concepts:-</b></p> <ul style="list-style-type: none"><li>• Usage of</li></ul>	<p>Language and Literacy development</p> <p><b>Curricular Goal: -</b></p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p> <p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p>Language and Literacy development</p>	<p><b>Basic:</b></p> <p>Enjoys familiar songs and poems</p> <p><b>Medium:</b></p> <p>Identifies rhyming words from familiar poems and creates new rhyming words</p> <p><b>Advance:</b></p> <p>Extends/Creates short poems/ rhymes with the help of the teacher</p> <p><b>Competency</b></p> <p>Grammar</p> <p>Lesson-9- Pronouns</p> <p>Unseen Passage Comprehension, Object Writing</p> <p><b>CG-10.8</b></p> <p>Writes a paragraph to express their understanding and experiences.</p> <p><b>Learning Outcomes:-</b></p> <p>Basic</p> <ul style="list-style-type: none"><li>• Writes down with accuracy 3 or 4 syllable words when dictated.</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Writes down short sentences</li></ul>						
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	<p>pronouns as a subject and object.</p> <ul style="list-style-type: none"> <li>• Usage of sentences in writing paragraph/Object writing.</li> <li>• Rhyming words</li> </ul>	<p><b>Curricular Goal: -</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p>when dictated</p> <p><b>Advance</b></p> <p>Writes the story inferred from a picture book</p>							
			<p><b>CWSN Assistive Learning:-</b></p> <p><b>Visual Impairment students assistance:</b></p> <p>☐ Record the specific points of the chapter and allow the child to listen separately.</p> <p>☐ Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</p> <p>☐ Provide specific points of the chapter in Braille format.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☐ Use words flashcard for the formation of simple sentences.</p> <p>☐ Teach the Tenses using flow charts with</p>							

			connectors. <a href="https://youtu.be/IMt7GwFd0WE">https://youtu.be/IMt7GwFd0WE</a> <a href="https://youtu.be/CYXDr_vHiik">https://youtu.be/CYXDr_vHiik</a>						
Septem ber  (22- 25Days)  ( 12-14 pds)	<b>Lit:</b>  <b>Lesson-5</b> Great scientist- Isaac Newton  (Prose-Biography)  <b>Skills</b> -Reading and Listening  <b>CONCEPT:-</b>  <ul style="list-style-type: none"> <li>Learning the stories of great discoveries and inventions.</li> <li>Reading biographies – stories of the lives of great achievers.</li> </ul> <b>Sub-Concepts:</b> - <ul style="list-style-type: none"> <li>Learning to be curious and observant</li> <li>Listening, reading, understanding and answering the questions orally and in writing.</li> <li>Fact-file about the eminent scientists of India.</li> </ul>	<b>DOMAIN:</b>  <b>Prose:</b>  <b>Lesson-5</b> Great scientist-Isaac Newton  (Prose-Biography)  Language and Literacy development  Cognitive Development( <b>Vijnanamaya kosha</b> )  <b>Curricular Goal:-</b>  <b>CG7</b>  Children make sense of the world around through observation and logical thinking  <b>CG10</b>  Children develop fluency in reading and writing in English	<b>Competency</b>  <b>Prose:</b>  <b>Lesson-5</b> Great scientist-Isaac Newton  (Prose-Biography)  <b>C7.3</b>  Uses appropriate tools and technology in daily life situations and for learning  <b>C-10.7</b>  Reads and comprehends meaning of short news items, instructions and recipes, and publicity material  <b>Learning Outcomes:-</b>  <b>Basic</b>  Observes and forms generalizations  <b>Medium</b>  Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers  <b>Advance</b>	<b>5 C's</b>  Communication Skill  Creative Writing  Critical Thinking  <b>Life skills</b>  Problem Solving  Vocabulary Enrichment  <b>Social Skills</b>  Communication  <b>Emotional Skills</b>  Sympathy /Empathy/Sensitivit y  <b>Any Values /Ethics :</b> (Schools to fill)	<b>Arts:-</b>  Draw and colour an apple tree.  <b>Scientific temper:-</b>  Problem Solving  <b>Use of Internet:</b>  PPT  Video link  <a href="https://youtu.be/IMt7GwFd0WE">https://youtu.be/IMt7GwFd0WE</a>  (Upside down)	<b>Language:</b>  <b>English</b>  Proper usage of tenses in writing and communication  Name any 5 inventions and the scientist who invented it.  <b>Art:-</b>  Draw and colour a rainbow	<b>Learning Space</b>  Home and Classroom	<b>Class assignments</b>  Worksheets based on Competency based learning skills.  Class Discussion  Speaking activity based on Tenses.  Quiz  <b>Home assignments</b>  Giving notes to study at home for discussion in class	<b>Suggestive Pedagogies</b>  Project -based learning  (Paste pictures of any 5 scientists and their inventions)  Problem solving  Role-playing  <b>Suggestive Assessment:</b>  Grammar worksheets  <b>Suggestive resources/Activities:</b>

	<p><b>Grammar</b></p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>• Understandin g and Identification of verbs in a sentence.</li><li>• Understandin g and Identification of tense in a sentence.</li><li>• Words – anagrams; synonyms; meanings</li></ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"><li>• Usage of ‘to be’ verbs.</li><li>• Concept of helping verbs and main verbs.</li><li>• Identification and usage of simple present tense and present continuous tense in a sentence.</li><li>• Synonyms</li></ul>	<p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> <p>Language and Literacy development</p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to- day interactions.</p>	<p>Develops a list of questions to break up a larger question related to natural phenomenon</p> <p><b>Competency</b></p> <p>Grammar</p> <p>Lesson-13 Verbs</p> <p>Lesson-14 Tenses</p> <p><b>C-9.7</b></p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"><li>- Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story</li></ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"><li>- Interprets the intent of the plot and characters in a story and retells the</li></ul>	Peace and Harmony					<p>Draw</p> <p>And colour or Paste pictures of any 5 scientists and their inventions</p>
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	<ul style="list-style-type: none"> <li>dictionary skills, usage, pronunciation of words</li> </ul> <p>Revision of HY</p> <p>Half Yearly Examinations</p>		<p>story in a different form</p> <p><b>Advance</b></p> <ul style="list-style-type: none"> <li>- Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.</li> </ul> <p>CWSN Assistive Learning:-</p> <p><b>Visual Impairment students assistance:</b></p> <p>☑ Record the specific points of the chapter and allow the child to listen separately.</p> <p>☑ Use embossed flash cards of tree, lamp and other objects which are specific in the chapter.</p> <p>☑ Provide specific points of the chapter in Braille format.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☑ Add the videos with caption and embed in your presentations to support the child to learn with the rest of the class.</p> <p>☑ Make visible charts related to the</p>						
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			topic with subtitles. Refer apps for learning. <a href="https://youtu.be/QCHXUXOibXc">https://youtu.be/QCHXUXOibXc</a>  <a href="https://youtu.be/79K60mNmPKE">https://youtu.be/79K60mNmPKE</a> <a href="https://youtu.be/AUz4m4hvhPw">https://youtu.be/AUz4m4hvhPw</a>						
TERM-II									
October  (22-25Days)  (18-21 pds)	<b>Lit:</b>  <b>Lesson6-</b> World Animal Day (Prose-Fable)  <b>Skills</b> -Listening, Reading and Writing  <b>CONCEPT:-</b> <ul style="list-style-type: none"><li>Learning to love animals; kindness to animals; living in harmony with animals.</li><li>Reading picture stories and being observant about the background, characters, etc.</li></ul> <b>Sub-Concepts:</b> - <ul style="list-style-type: none"><li>Listening, reading, understanding and answering the questions orally</li></ul>	<b>DOMAIN:</b>  <b>Prose:</b>  <b>Lesson6-</b> World Animal Day (Prose-Fable)  Language and Literacy development  Socio- Emotional and Ethical Development (Manomaya kosha)  <b>Curricular Goal:-</b>  <b>Lesson6</b>  <b>CG10</b>  Children develop fluency in	<b>Competency</b>  <b>Prose:</b>  <b>Lesson6</b>  <b>Lesson6-</b> World Animal Day (Prose-Fable)  <b>C6.1</b>  Shows care for and joy in engaging with all life forms  <b>10.5</b>  Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own  <b>Learning Outcomes:-</b>	<b>5 C's</b>  Collaboration  Critical thinking  Communication   <b>Life skills :</b>  Decision making  Vocabulary Enrichment  <b>Social Skills</b>  Responsibility  Inter personal Skill  <b>Emotional Skills</b>	<b>Arts:-</b>  Make an animal mask from an origami paper.   <b>Scientific temper:-</b>  Critical Thinking  Inquisitiveness   <b>Use Of Internet</b>  Video link  <a href="https://youtu.be/T-V5XS9F0e4">https://youtu.be/T-V5XS9F0e4</a> (World Animal	<b>Language:</b>  <b>English:</b>  Write three ways in which we can show love, care and concern for animals.   <b>Maths:-</b> Make a pie-chart with three shades of green.   <b>EVS:-</b> Different types of plants.	<b>Learning Space</b>  Classroom/ herbal garden / School Kitchen Garden//Home          <b>Home assignments:</b>  Art integrated activities and	<b>Class assignments</b>  Worksheets based on Competency based learning skills.  Think and answer  Dictionary work          <b>Home assignments:</b>  Art integrated activities and	<b>Suggestive Pedagogies</b>  Project -based learning   (Paste pictures of any 5 Presidents of India)          Role Play

	<p>and in writing.</p> <ul style="list-style-type: none"><li>Words – meanings, dictionary skills, usage, pronunciation of words</li><li>Learning to speak and converse correctly.</li></ul>	<p>reading and writing in English</p> <p><b>CG6</b></p> <p>Children develop a positive regard for the natural environment around them</p>	<p><b>Basic</b></p> <ul style="list-style-type: none"><li>Does not harm plants and animals unnecessarily.</li><li>Listens attentively to stories for a short period of time.</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>Shows joy in engaging with plants and animals in the local environment.</li></ul> <p><b>Advance</b></p> <p>Takes responsibility for tending to and caring for animals like kittens, puppies, chicken.</p> <p><b>Competency</b></p> <p><b>Prose:</b></p> <p><b>Lesson7-</b> A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p><b>C 9.7</b></p> <p>Knows and uses enough words to</p>	<p>Sensitivity</p> <p><b>Values /Ethics :</b></p> <p>Be kind to animals.</p> <p>Work hard to achieve your dreams.</p>	<p>Day)</p> <p><a href="https://youtu.be/oplfmUaKpHQ">https://youtu.be/oplfmUaKpHQ</a></p> <p>(A Role Model- Dr. A.P.J. Abdul)</p> <p><a href="https://youtu.be/yVi2wGJR058">https://youtu.be/yVi2wGJR058</a></p> <p>(How Many Greens?)</p>	<p><b>Music:</b></p> <p>Enjoying poem recitation on particular tune.</p>		<p>worksheets.</p>	<p><b>Suggestive Assessment :</b></p> <p>Worksheets</p> <p>Class Tests</p> <p>Dictations</p> <p><b>Suggestive resources/Activities:</b></p> <p>Book reading on Indian Presidents</p>
	<p><b>Lit:</b></p> <p><b>Lesson7-</b> A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p><b>Skills-</b>Listening, Reading and Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>Learning from the life of a great Indian – the value of biography.</li><li>Overcoming poverty, failure and setbacks to achieve something</li></ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><b>Lesson7-</b> A role model- Dr. A.P.J. Abdul Kalam (Prose-Biography)</p> <p>Language and Literacy development</p>							

	<p>valuable to oneself and society and the country; following one’s dream.</p> <p><b>Sub-Concepts:</b> -</p> <ul style="list-style-type: none"><li>• Listening, reading, understanding and answering the questions orally and in writing.</li><li>• Learning to speak and converse correctly.</li></ul> <p><b>Poem- 5-How Many Greens?</b></p> <p>(Literary Device used – Personification)</p> <p><b>CONCEPT: -</b></p> <ul style="list-style-type: none"><li>• Appreciating nature and the shades of greens.</li><li>• Trees as saviour and friends.</li></ul>	<p><b>Curricular Goal:-</b></p> <p><b>CG10</b></p> <p>Children develop fluency in reading and writing in English</p> <p><b>CG9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p>	<p>carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</p> <p><b>C-10.7</b></p> <p>Reads and comprehends meaning of short news items, instructions and recipes, and publicity material</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"><li>• Listens attentively to stories for a short period of time.</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Engages in Conversations based on events, stories, or their needs and asks questions.</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Begins “Independent Reading” of books of more textual content than visual content</li></ul> <p><b>Competency</b></p> <p><b>Poetry</b></p>							<p>Make a collage of different types of leaves .</p>
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	<p>Sub-Concepts: -</p> <ul style="list-style-type: none"><li>Emphasizes everyone’s ability to bring joy to the world, no matter their size.</li></ul> <p>Grammar:</p> <p>Lesson-14 Tenses (Continued) Past Tense,Past Continuous Tense, Future tense</p> <p>Lesson-8 Compound words.</p> <p>CONCEPT: -</p> <ul style="list-style-type: none"><li>Understanding of Compound words.</li><li>Understanding of Contractions.</li><li>Understanding and Identification</li></ul>	<p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 5-How Many Greens?</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>( Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG10</p> <p>Children develop fluency in reading and writing in English</p>	<p>Poem- 5-How Many Greens?</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"><li>Shows curiosity in observing plants and animals</li></ul> <p>Medium</p> <ul style="list-style-type: none"><li>Shows joy in engaging with plants and animals in the local environment</li></ul> <p>Advance</p> <ul style="list-style-type: none"><li>Takes responsibility for tending and caring for saplings and plants.</li></ul> <p>Competency</p>						
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	of tense in a sentence		Grammar  Lesson-14 Tenses (Continued) Past Tense,Past Continuous Tense, Future tense  Lesson-8 Compound words.						
	Sub-Concepts: -  • Identification and usage of simple past tense, past continuous tense and future tense in a sentence. • Formation and usage of Compound words. • Usage of Contractions.	DOMAIN:  Grammar  Lesson-14 Tenses (Continued) Past Tense,Past Continuous Tense, Future tense  Lesson-8 Compound words.	C-9.7  Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary						
		Language and Literacy development  CG-9  Children develop effective communication skills for day-to-day interactions in two languages.	Learning Outcomes:-  Basic:  • Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations  Medium:  • Uses expanded vocabulary with intentional use of action words, descriptive words, tenses  Advance  • Uses children's dictionaries to identify meanings of unknown words encountered in texts						

			<p><b>CWSN Assistive Learning: -</b></p> <p><b>Children with Autism (Learning Assistance)</b></p> <p>☑ Use of pictures books to teach the chapter.</p> <p>☑ Keep your sentences short &amp; simple.</p> <p>☑ Assign partners with whom they feel comfortable while reciting poem or reading chapter.</p> <p>☑ Use storyboards.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>☑ Use visual aids.</p> <p>☑ Use chapter related videos with subtitle.</p> <p><a href="https://youtu.be/T-V5XS9F0e4">https://youtu.be/T-V5XS9F0e4</a></p> <p><a href="https://youtu.be/oplfmUaKpHQ">https://youtu.be/oplfmUaKpHQ</a></p> <p><a href="https://youtu.be/fnAF80C2PDw">https://youtu.be/fnAF80C2PDw</a></p>						
November (22-25Days)  ( 21-24	<p><b>Lit:</b></p> <p>Lesson 8 Humpty Dumpty the World (Prose- Story)</p>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p>Lesson 8 Humpty Dumpty the World (Prose- Story)</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p>Lesson 8 Humpty Dumpty the World (Prose- Story)</p>	<p><b>5 C's</b></p> <p>Creative thinking Communication</p>	<p><b>Arts:-</b></p> <p>Draw and colour a picture of a boy under the cherry tree</p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>Story Telling Make sentences</p>	<p><b>Learning Space</b></p> <p>Home</p>	<p><b>Class assignments</b></p> <p>Discussion  Worksheets based on</p>	<p><b>Suggestive Pedagogies</b></p> <p>Project -based learning  (Make a Humpty -</p>

pds)	<p><b>Skills-</b> Listening , Speaking, Reading, Writing</p> <p><b>CONCEPT:-</b></p> <p>● Learning about a classic story – ‘Alice in Wonderland’ and its sequel ‘Through the Looking Glass’.</p> <p>● Learning how to enjoy the imaginative use of language and ideas.</p> <p><b>Sub-Concepts:</b> -</p> <p>● Importance of social behaviour.</p> <p>● Importance of positive traits in a society.</p>	<p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>( Manomaya Kosha)</p>	<p><b>C-4.2</b></p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p><b>C-10.5</b></p> <p>Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <p>● Recognizes simple emotions (fear, joy, sadness).</p> <p><b>Medium</b></p> <p>● Describes their feelings and their causes</p> <p><b>Advance</b></p> <p>● Consciously uses</p>	<p><b>Life skills :</b></p> <p>Decision making</p> <p>Problem Solving</p> <p><b>Social Skills</b></p> <p>Inter personal Skill</p> <p><b>Emotional Skills</b></p> <p>Self -awareness</p> <p><b>Values /Ethics :</b></p> <p>Be polite and respectful to others.</p>	<p><b>Scientific temper:-</b></p> <p>Inquisitiveness</p> <p><b>Use of Internet</b></p> <p><b>Video link</b></p> <p><a href="https://youtu.be/D2aTSgFvLgc">https://youtu.be/D2aTSgFvLgc</a></p> <p>(Humpty Dumpty)</p> <p><a href="https://youtu.be/N2CnnoF6mZQ">https://youtu.be/N2CnnoF6mZQ</a></p> <p>( A Song About Myself)</p>	<p>from the given words.</p> <p>Make new words adding suffixes.</p> <p><b>Math:-</b>Draw and colour three objects with oval shape.</p> <p>.</p> <p><b>Music:</b>Travel Songs for children.</p> <p>Enjoying poem recitation on particular tune.</p>	Classroom	<p>Competency based learning skills.</p> <p>Think and answer</p> <p>Dictionary work</p> <p><b>Home assignments:</b></p> <p>Art integrated activities</p> <p>Book Exercises</p>	<p>Dumpty finger puppet)</p> <p><b>Suggestive Assessment :</b></p> <p>Worksheet</p> <p>Multiple Choice Questions</p> <p><b>Suggestive resources/Activities:</b></p> <p>Identifying oval shaped objects at home and school surroundings.</p>
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	<p>Poem- 5-A Song About Myself</p> <p>(Literary Device used – Rhyme)</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"><li>• The relationship of the self with the nature and universe.</li><li>• Understanding Rhyming words.</li></ul> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"><li>• The identification of the self with other selves.</li><li>• Rhyming words.</li></ul>	<p>DOMAIN:</p> <p>Poetry</p> <p>Poem- 5-A Song About Myself</p> <p>(Literary Device used – Rhyme)</p> <p>Language and Literacy development</p> <p>Socio Emotional and Ethical Development</p> <p>( Manomaya Kosha)</p> <p>Curricular Goal:-</p> <p>CG4</p> <p>Children develop emotional intelligence i.e the ability to understand and manage their own emotions and respond positively towards a social norm</p> <p>CG-10</p> <p>Children develop fluency in</p>	<p>strategiesto calm themselves down</p> <p>Competency</p> <p>Poetry</p> <p>Poem- 5-A Song About Myself</p> <p>(Literary Device used – Rhyme)</p> <p>C10.6</p> <p>Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C-4.2</p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p>Learning Outcomes:</p> <p>Basic:</p> <ul style="list-style-type: none"><li>• Reads short poems and narrates the literal meaning of the poem</li></ul> <p>Medium:</p> <ul style="list-style-type: none"><li>• Reads short poems and infers the imagination of the poet</li></ul> <p>Advance:</p>						
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	<p><b>Grammar:</b></p> <p>Lesson-12 Articles</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>• Understandin g and usage of articles.</li></ul> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"><li>• Usage of articles (a,an,the)in a sentence.</li></ul>	<p>reading and writing.</p> <p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-12 Articles</p> <p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-11</b></p> <p>Children begin to read and write in Language2</p>	<ul style="list-style-type: none"><li>• Able to frame a poem on their own.</li></ul> <p><b>Competency</b></p> <p>Grammar</p> <p>Lesson-12 Articles</p> <p><b>CG-11.2</b></p> <p>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"><li>• Reads simple two-syllable words that are familiar and with known letters.</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Writes down short words on dictation</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Recognizes as sight words commonly used articles, pronouns, and connecting words</li></ul>						
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			<b>CWSN Assistive Learning:-</b>  <b>Visual Impairment students assistance:</b>  ☑ Specific points of the topics in audio form.  ☑ Use of Bold and Large font pictures book.  ☑ Use of embossed flash cards of adverbs.  ☑ Words cutouts for formation of sentences.  <b>Hearing Impairment students assistance:</b>  <a href="https://youtu.be/D2aTSgFvLgc">https://youtu.be/D2aTSgFvLgc</a>  <a href="https://youtu.be/N2CnnoF6mZQ">https://youtu.be/N2CnnoF6mZQ</a>  <a href="https://youtu.be/83ujFcGrxHI">https://youtu.be/83ujFcGrxHI</a>						
Decemb er  (22- 25Days)  (24-28 pds)	<b>Literature:</b>  <b>Lesson9-</b> An Exciting Cricket Match (Prose- Narrative Essay)  <b>Skills-</b> Listening, Speaking, Reading and writing  <b>CONCEPT: -</b>	<b>DOMAIN:</b>  <b>Prose:</b>  <b>Lesson9-</b> An Exciting Cricket Match (Prose- Narrative Essay)  Language and Literacy development  Physical Development	<b>Competency</b>  <b>Prose:</b>  <b>Lesson9-</b> An Exciting Cricket Match (Prose- Narrative Essay)  <b>C-3.2</b>  Shows balance, coordination, and flexibility in various physical activities	<b>5 C's</b>  Collaboration  Communication  Critical Thinking  <b>Life skills :</b>  Decision making	<b>Arts:-</b>  Role Play and Drama  Draw and colour three items of a cricket kit.  <b>Scientific temper:-</b>	<b>Language:</b>  <b>English:</b>  Story telling  Fill in the blanks using appropriate preposition and conjunction.	<b>Learning Space</b>  Home  Classroom  Playground	<b>Class assignments</b>  Worksheets based on conjunctions and prepositions  Value based questions.	<b>Suggestive Pedagogies</b>  (Cut a few pictures related to a cricket match from a newspaper and paste it in your notebook)

	<p>●Learning about the spirit of sportsmanship – winning and losing and how to take both with dignity</p> <ul style="list-style-type: none"><li>• Learning about the spirit of sportsmanship and how to take success and failure gracefully.</li></ul> <p>Sub-Concepts: -</p> <ul style="list-style-type: none"><li>• Listening, reading, understanding and answering questions orally and in writing.</li><li>• Importance of dedication and teamwork.</li><li>• Cooperation and teamwork bring its positive reward.</li></ul> <p>Grammar:</p>	<p>Socio-Emotional and Ethical Development</p> <p>Manomaya kosha)</p>	<p><b>C-4.2</b></p> <p>Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p> <p><b>CG-10.4</b></p> <p>Read stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"><li>• Carries simple weights and moves with them</li><li>• Recognizes simple emotions (fear, joy, sadness).</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Shows willingness to exert their strength for tasks that require use of the large muscle groups</li><li>• Describes their feelings and their causes</li></ul>	<p><b>Social Skills</b></p> <p>Commitment</p> <p>Cooperation</p> <p><b>Compassion</b></p> <p><b>Emotional Skills</b></p> <p>Self -discipline</p> <p><b>Values /Ethics :</b></p> <p>Sportsman Spirit</p> <p>Appreciation</p>	<p>Critical Thinking</p> <p>Observational Skill</p> <p><b>Use of Internet</b></p> <p>Video link</p> <p><a href="https://youtu.be/_2J72hm67qig">https://youtu.be/_2J72hm67qig</a></p> <p>(An Exciting Cricket Match )</p>	<p>Complete the word puzzle.</p> <p>Sports-Cricket match</p>		<p><b>Home assignments:</b></p> <p>Write names of the current members of the Indian cricket team.</p> <p>Book Exercises</p>	<p>Dictation</p> <p>Class Tests.</p> <p><b>Suggestive Assessment :</b></p> <p>Dictation</p> <p>Reading Assessment</p> <p><b>Suggestive</b></p>
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	<p>Lesson-16 Preposition</p> <p>Lesson-18 Conjunction</p> <p>CONCEPT:-</p> <ul style="list-style-type: none"><li>Prepositions [position words] and conjunctions [joining words]Unders tanding and their usage</li></ul> <p>Sub-Concepts:-</p> <ul style="list-style-type: none"><li>Identification and usage of conjunctions to join a sentence.</li><li>Identification and usage of preposition in a sentence.</li></ul>	<p>DOMAIN:</p> <p>Grammar</p> <p>Lesson-16 Preposition</p> <p>Lesson-18 Conjunction</p> <p>Language and Literacy development</p> <p>Curricular Goal:-</p> <p>CG-11</p> <p>Children begin to read and write in Language2</p>	<p>Advance</p> <ul style="list-style-type: none"><li>Shows strength and endurance inwork and play situations</li><li>Consciously uses strategiesto calm themselves down.</li></ul> <p>Competency</p> <p>Grammar</p> <p>Lesson-16 Preposition</p> <p>Lesson-18 Conjunction</p> <p>CG-11.2</p> <p>Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.</p> <p>Learning Outcomes:-</p> <p>Basic</p> <ul style="list-style-type: none"><li>Begins to visually recognize and connect letters to corresponding sounds</li></ul> <p>Medium</p> <ul style="list-style-type: none"><li>Recognizes as sight words their names and labels of objects in their environment</li></ul>						<p>resources/Activit ies:</p> <p>Discussion about Cricket.</p>
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			<div>Advance</div> <div><ul style="list-style-type: none"><li>Recognizes as sight words commonly used articles, pronouns, and connecting words</li></ul></div> <div>CWSN Assistive Learning:-</div> <div>December</div> <div>Visual Impairment students assistance:</div> <div><div><div></div><div>Record the specific points of the chapter and</div></div><div>allow the child to listen separately.</div><div><div><div></div><div>Use embossed flash cards of tree, lamp and</div></div><div>other objects which are specific in the</div><div>chapter.</div><div><div><div></div><div>Provide specific points of the chapter in</div></div><div>Braille format.</div></div><div>Children with Autism (Learning Assistance)</div><div><div><div></div><div>Teach the story and grammer using visual and</div></div><div>concrete aids (flash cards, picture cards,</div></div></div></div>						
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			<p>puppets).</p> <p>📄 Use storyboards.</p> <p>📄 Refer apps for learning.</p> <p><a href="https://youtu.be/2J72hm67qjg">https://youtu.be/2J72hm67qjg</a></p> <p><a href="https://youtu.be/qVo6N4vMPfl">https://youtu.be/qVo6N4vMPfl</a></p> <p><a href="https://youtu.be/nNGiDfCX7Pl">https://youtu.be/nNGiDfCX7Pl</a></p>						
January  (22-25Days)  (18-21 pds)	<p><b>Literature:</b></p> <p><b>Lesson10</b>-Birbal wins Again (Prose- folk tales)</p> <p><b>Skills</b>- Listening, Speaking, Reading and writing</p> <p><b>CONCEPT: -</b></p> <ul style="list-style-type: none"><li>Learning about the stage and enactment of plays.</li><li>Learning how to use one’s wit wisely.</li></ul> <p><b>Sub-Concepts: -</b></p> <ul style="list-style-type: none"><li>Importance of wisdom and problem-solving techniques</li><li>Applying presence of mind, and intelligence in</li></ul>	<p><b>DOMAIN:</b></p> <p><b>Prose:</b></p> <p><b>Lesson10</b>-Birbal wins Again (Prose- folk tales)</p> <p>Language and Literacy development</p> <p>Cognitive Development</p> <p><b>(Vijnanamaya kosha)</b></p> <p><b>Curricular Goal:-</b></p> <p><b>CG-7</b></p> <p>Children make sense of world around through observation and logical thinking</p> <p><b>CG-9</b></p> <p>Children develop effective</p>	<p><b>Competency</b></p> <p><b>Prose:</b></p> <p><b>Lesson10</b>-Birbal wins Again (Prose- folk tales)</p> <p><b>C-7.2</b></p> <p>Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis</p> <p><b>CG-9.5</b></p> <p>Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p> <p><b>Learning Outcomes:-</b></p>	<p><b>5 C’s</b></p> <p>Critical thinking</p> <p>Communication</p> <p><b>Life skills :</b></p> <p>Analysis</p> <p>Problem Solving</p> <p><b>Social Skills</b></p> <p>Decision making</p> <p><b>Emotional Skills</b></p> <p>Expression of emotions</p>	<p><b>Arts:-</b></p> <p>Draw pictures according to the given preposition.</p> <p><b>Scientific temper:-</b></p> <p>Inquisitiveness</p> <p>Critical Thinking:</p> <p>understanding to do and say right things at right time.</p> <p><b>Use Of Internet</b></p> <p>Video link</p> <p><a href="https://youtu.be">https://youtu.be</a></p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>Write five sentences about Birbal.</p> <p>Write a leave application to your Principal/Coordinat or.</p>	<p><b>Learning Space</b></p> <p>Home</p> <p>Classroom</p>	<p><b>Class assignments</b></p> <p>Worksheets based on Competency based learning skills.</p> <p>Think and answer</p> <p>Narrate any story related to Akbar- Birbal.</p> <p><b>Home assignments:</b></p> <p>Worksheet based on adverbs.</p>	<p><b>Suggestive Pedagogies</b></p> <p>Story –telling</p> <p>Role play</p> <p><b>Suggestive Assessment :</b></p> <p>Dictation</p>

	<p>coping with everyday situations.</p> <ul style="list-style-type: none"><li>Listening, reading, understanding and answering questions orally and in writing.</li></ul> <p><b>Grammar:</b></p> <p>Lesson-15 Adverbs</p> <p>Formal Letter Writing</p> <p><b>CONCEPT:-</b></p> <ul style="list-style-type: none"><li>Adverbs [they add something to the verbs] and their usage.</li><li>Format of</li></ul>	<p>communication skills for day-to-day interactions in two languages</p> <p><b>DOMAIN:</b></p> <p>Grammar</p> <p>Lesson-15 Adverbs</p> <p>Formal Letter Writing</p>	<p>Basic</p> <ul style="list-style-type: none"><li>Listens to “Read Aloud” and responds to questions posed by the Teacher</li></ul> <p>Medium</p> <ul style="list-style-type: none"><li>Participates in “Guided Reading” along with the Teacher and in discussions about the reading.</li></ul> <p>Advance</p> <ul style="list-style-type: none"><li>Applies their understanding to solve simple problems.</li><li>Reads and identifies characters, plots, sequences, and point of view of the author</li></ul> <p><b>Competency</b></p> <p>Grammar</p> <p>Lesson-15 Adverbs</p> <p>Formal Letter Writing</p>	<p><b>Values /Ethics :</b></p> <p>Importance of wit, wisdom and presence of mind.</p> <p>To make good decisions</p>	<p><a href="#">/9QMijZFA6VU</a></p> <p>(Birbal wins Again )</p>			<p>Book Exercises</p> <p>Leave application</p>	<p>Class Tests.</p> <p>Reading and Writing Assessment.</p> <p><b>Suggestive resources/Activities:</b></p> <p>Role Play</p>
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	<p>formal letter.</p> <p><b>Sub-Concepts:-</b></p> <ul style="list-style-type: none"><li>• Identification and usage of adverbs in a sentence..</li><li>• Writing a leave application.</li></ul>	<p>Language and Literacy development</p> <p><b>Curricular Goal:-</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing.</p>	<p><b>C-10.3</b></p> <p>Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic</b></p> <p>Follows words from left to right and from top to bottom on a printed page</p> <p><b>Medium</b></p> <p>Recognizes simple punctuation marks (full stop, question mark)</p> <p><b>Advance</b></p> <p>Uses simple punctuation marks (full stop, question mark) appropriately</p> <p><b>CWSN Assistive Learning:-</b></p> <p><b>Visual Impairment students assistance:</b></p> <p>☑ Please record the lesson in your voice specifying the main points in the chapter and allow the child to listen separately also. Please send this as a learning</p>						
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			<p>support material home.</p> <p>❑ Use Flash cards having larger fonts to help the child read the words.</p> <p>❑ Use felt/flannel / alphabet cut outs to help form the words.</p> <p><b>Hearing Impairment students assistance:</b></p> <p>❑ Take some videos of sign language expert, videos with captions which are related to the chapter.</p> <p>❑ Use Visual aids like flash cards of different games, siblings with captions .</p> <p>❑ Refer apps for learning.</p> <p><a href="https://youtu.be/9QMijZFA6VU">https://youtu.be/9QMijZFA6VU</a></p>						
February y (20-25Days)	<p><b>Grammar:-</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p><b>CONCEPT:-</b></p> <p>Reading with comprehension</p>	<p><b>DOMAIN:</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p>Language and Literacy Development</p>	<p><b>Competency</b></p> <p>Object Writing</p> <p>Unseen Passage Comprehension</p> <p><b>C-9.7</b></p> <p>Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing</p>	<p><b>5 C's</b></p> <p>Communication</p> <p><b>Life skills</b></p> <p><b>Social Skills</b></p>	<p><b>Arts:-</b></p> <p><b>Technology:-</b></p> <p>Online Communication s.</p>	<p><b>Language:</b></p> <p><b>English:</b></p> <p>To be able to answer the questions from the given passage</p>	<p><b>Learning Space</b></p> <p>Home</p> <p>Classroom</p>	<p><b>Class assignments</b></p> <p>Competency based worksheets</p> <p><b>Home assignments</b></p> <p>Book</p>	<p><b>Suggestive Pedagogies</b></p> <p>Critical Thinking</p>

	<p><b>Sub Concepts:</b></p> <p>Learning to communicate through letters.</p> <p><b>Revision of Annual Examinations</b></p> <p><b>Annual Examinations</b></p>	<p><b>Curricular Goal:-</b></p> <p><b>CG-9</b></p> <p>Children develop effective communication skills for day-to-day interactions in two languages</p> <p><b>CG-11</b></p> <p>Children begin to read and write in Language2</p>	<p>vocabulary</p> <p><b>C-11.2</b></p> <p>Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences</p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic:</b></p> <ul style="list-style-type: none"><li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li><li>• Recognizes as sight words their names and labels of objects in their environment</li></ul> <p><b>Medium:</b></p> <ul style="list-style-type: none"><li>• Predicts meaning of unknown words in texts using picture and context cues</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Uses children’s</li></ul>	<p>Effective communication skills</p>				<p>Exercises</p>	<p><b>Suggestive Assessment :</b></p> <p>Class Test</p> <p>Oral Quizzes</p> <p><b>Suggestive resources/Activities:</b></p> <p>Practice of Letter Writing</p> <p>Unseen Passage Comprehension</p>
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			<p>ictionaries to identify meanings of unknown words encountered in texts</p> <p><b>CWSN</b></p> <p><b>Visual Impairment students assistance:</b></p> <p>Specific points of the topics in audio form.</p> <p>Use of Bold and Large font pictures book.</p> <p>Use of embossed flash cards of adverbs.</p> <p>Words cutouts for formation of sentences</p> <p><b>Hearing Impairment students assistance:</b></p> <p><a href="https://youtu.be/8H14f0g4sfE">https://youtu.be/8H14f0g4sfE</a></p> <p><a href="https://youtu.be/ePxNKUKWNDM">https://youtu.be/ePxNKUKWNDM</a></p>						
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आर्मी पब्लिक स्कूल धौला कुआँ का केंद्रीकृत पाठ्यक्रम विभाजन ( कक्षा-तीन)

पाठ्य पुस्तक : गुंजन/व्याकरण वाटिका

प्रकाशक : मधुबन

Term I Report Card will consist of 100 marks				Term II Report Card will consist of 100 marks			
Periodic Test I- July (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)		Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)		Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)		Annual Exam- March (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)	
अप्रैल- गंजन:पाठ१-उपवनकेफल व्याकरण:हमारीभाषा,वर्णऔरशब्द		अगस्त- गुंजन:पाठ६-दूधकारंगव्याकरण: संज्ञा,सर्वनाम		अक्टूबर- गंजन:पाठ८-आनंदहीआनंद व्याकरण:रचनात्मकलेखन,कवितालेखन		दिसंबर- गंजन:पाठ 11 पिकनिकपाठ 12 दीपसेदीपजलाओ (कविता) व्याकरण:महावारे,कवितालेखन	
मई- गंजन:पाठ२-रूपाडरीनहीं पाठ३-तीनगड़िया (गैरविस्तृत) व्याकरण-विलोमशब्द, अनेकआर्थकशब्द,शब्दरचना		सितंबर- गंजन:पाठ७-डामनऔरपिथियस व्याकरण:विरामचिन्ह,चित्रवर्णन		नवंबर- गंजन:पाठ८- शन्य पाठ१०-अनोखीचिड़ियाव्याकरण:विशेषण,क्रिया,पर्यायवाची		जनवरी- गंजन:पाठ 13 -पौधोंकाजीवन पाठ 14 -विश्वपस्तकमेला व्याकरण:वाक्य,पत्रलेखन	
जुलाई- गंजन:पाठ४-समयकामोल (कविता) पाठ५-राजेंद्रबाबू		1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)				फरवरी- गंजन:पाठ१५-सबसेबढ़करहम( कविता) पाठ१६- माहकलौकादेव्याकृष्ण गोपकृष्ण अश्वत्थिऔशन कदाजीबेगम 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)	
REPORT CARD WILL CONSIST OF 100 MARKS				REPORT CARD WILL CONSIST OF 100 MARKS			
Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission	---	25 marks	5 marks	Note Book Submission	---	25 marks	5 marks
Subject Enrichment	----	25 marks	5 marks	Subject Enrichment	----	25 marks	5 marks

Activity				Activity			
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks

मासिक पाठ्यक्रम	इकाई /पाठ कालांश की संख्या	ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य (आधारभूत मानचित्रण)(CG 5,CG6,CG7,CG9)	योग्यता /अधिगम परिणाम	21 वी सदी के कौशल	एकीकृतAWESपहल	अंतः विषय एकीकरण	अधिगम स्थल	प्रदत्त कार्य	अध्यापन शास्त्र (संकेतात्मक)
	अवधि १ गुंजन पाठ 1,2,4,5 व्याकरण -हमारी भाषा वर्णऔर शब्द विलोम शब्द ,अनेक आर्थक शब्द, शब्द रचना		अवधि २ गुंजन पाठ 6, 7 ,8 व्याकरण -संज्ञा ,सर्वनाम ,विराम चिन्ह चित्र वर्णन, कविता लेखन		अवधि ३ गुंजन पाठ 9 ,10 ,11, 12 व्याकरण -विशेषण ,क्रिया ,पर्यायवाची	अवधि ४ गुंजन पाठ 13, 14, 15, 16 व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन ,योजक शब्द ,अशुद्धि शोधन ,कहानी लेखन			
अप्रैल (21 दिन)	कालांशोंकीसंख्या२ पाठसंख्या -१ पाठकानाम -उपवन के फूल अवधारणा:-फूलों का महत्व उपअवधारणाएँ परोपकार संयम धैर्य  व्याकरण	भाषा और साक्षरता विकास CG-10. Children develop fluency in reading and writing in language CG-9.1Listens to and appreciates simple songs, rhymes and poems. कोशः प्राणमय  CG-10. Children develop fluency in	सुनी हुई रचनाओं कहानी कविता अधिक उपयुक्त उतार-चढ़ाव गति प्रवाह सहित पुट के साथ सुनाते है।  अधिगम परिणाम  मूल रूप : छात्र फूलों के विभिन्न रंगो, खुशबू व आकार के बारे में जान सकेंगे।  मध्यमः फूलों की उपयोगिता के बारे में आधारभूत जानकारी प्राप्त कर सकेंगे।  उन्नतः छात्र एक जैसी आवाज वाले शब्दों अथवा तक	जीवन कौशल समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर करना।	कला:- कागज के फूलों की क्यारी।  खेल:-  वैज्ञानिक स्वभाव:- विभिन्न प्रकार के फूलों, वनस्पतियों के बारे में जानकारी। प्रायोगिकीतकनीकीयूट्यूब लिंक का प्रयोग  <a href="https://youtu.be/JStdskfjyQ">https://youtu.be/JStdskfjyQ</a>	अंग्रेजी भाषा:- फूलों की उपयोगिता का गद्यांश।  गणित:-  कलाकागज के फूलों की क्यारी। संगीत:-:- सुर और लय के साथ गायन। <a href="https://youtu.be/Rn0dKVWhDE">https://youtu.be/Rn0dKVWhDE</a>	बगीचा (एकलव्य पार्क) विद्यालय प्रांगण	कक्षा कार्यः कक्षा को चार समूहों में बाँटकर प्रत्येक समूह को एक- एक पद्यांश याद करने का कार्य।  गृह कार्य :- तुकबंदी वाले शब्द।	परियोजना आधारित ज्ञान:- समस्या हल सांकेतिक मूल्यांकन <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरक प्रश्न</li><li>वर्ण बदलकर शब्द बनाना</li></ul>

मई (15 दिन)	हमारीभाषा, वर्णऔर शब्द  <b>अवधारणा – भाषा के अनेक रूपों से परिचय</b>  <b>वर्णमाला का ज्ञान</b>  <b>उपअवधारणा</b>  <b>भाषा के रूप लिखित, मौखिक और सांकेतिक</b>  <b>स्वर तथा व्यंजन का ज्ञान</b>	reading and writing in language  <b>भाषा और साक्षरता विकास</b>  <b>CG-7 Children make sense of the world around through observation and logical thinking.</b>  <b>CG-9.5:</b> Comprehends narrated/read out stories and identifies characters, storyline and what the author wants to say.  <b>कोश:</b> अन्नमय	वाले शब्दों के बारे में जान सकेंगे सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों, शीर्षक के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया राय बताते हैं/ अपने तरीके से (कहानी) आदि भाषा में व्यक्त करते हैं।  <b>सीखने का परिणाम मूल रूप-</b>  छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों को जान पाएंगे।  <b>माध्यमिक</b>  अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।  <b>उच्चतर</b>  देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा अक्षरों का शुद्ध उच्चारण करना सीख पाएंगे						
	<b>पाठसंख्या - २</b>  <b>कालांशोंकीसंख्या- ४</b>  <b>पाठकानाम -</b> रूपा डरी नहीं	<b>ज्ञान क्षेत्र :</b>  <b>CG -10:</b> Children develop fluency in reading and writing.	<b>अधिगम परिणाम</b>  <b>मूल रूप :</b> छात्र उपहार एवं पुरस्कार में अंतर	समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हैंसकर	<b>कला:-</b> 26 जनवरी की पेर डके चित्रों का एक एलबम बनाना।  <b>खेल:</b> चोर-सिपाही का खेल खेलना।	<b>अंग्रेजी भाषा:-</b> लड़का -लड़की	रोल प्ले के लिए गतिविधि कक्ष।  विद्यालय प्रांगण	<b>कक्षा कार्य:</b> (क) पाठ का पठन-पाठन (ख) कठिन शब्द रेखांकित करना। (ग) पीछे का अभ्यास (घ) प्रश्न/उत्तर (ङ) वाक्य बनाओ	<b>परियोजना आधारित ज्ञान:-</b>

Commented [PG1]:

जुलाई (२३ दिन)	<p><b>अवधारणा:-</b> बहादुरी व निडरता</p> <p><b>उपअवधारणाएँ</b> अन्याय का विरोध जीवन शैली धैर्य सूझ- बूझ सहायताकरना</p> <p><b>व्याकरण :</b> विलोम शब्द अनेकार्थक शब्द शब्द-रचना</p> <p><b>अवधारणा</b> विलोम शब्द को विपरीतार्थक शब्द भी कहते हैं।</p> <p><b>उपअवधारणाएँ</b>  कुछ विलोम शब्द निषेध वाची उपसर्ग लगाकर भी बनाये जाते हैं।</p> <p>भाषाओं में ऐसे शब्द भी मिलते हैं जो अलग -अलग संदर्भों में भिन्न -भिन्न अर्थ देते हैं ,ऐसे शब्द अनेकार्थी शब्द कहे जाते हैं।</p> <p><b>पाठसंख्या –</b> <b>३पाठकानाम - तीन</b> <b>गुड़ियाँ (गैर विस्तृत)</b></p> <p><b>पाठसंख्या –</b></p>	<p><b>पाठ्यक्रम लक्ष्य-</b> <b>C-9.1</b>Listens to and appreciates songs,rhymes and songs.</p> <p><b>C-10.6</b>Read short poem and begins to appreciate the poem for its choice of words and imagination.</p> <p><b>C-10.8</b>Writes a paragraph to express their outstanding and experiences</p> <p><b>कोश:विज्ञानमय</b></p> <p><b>ज्ञान क्षेत्र :</b> <b>CG-5</b>Children develop a positive attitude towards the productive work and service ‘seva’.</p> <p><b>पाठ्यक्रम लक्ष्य-</b> <b>C-5.1 :</b></p>	<p>समझ सकेंगे।</p> <p><b>मध्यम :</b>छात्र पुरस्कार का महत्व जान सकेंगे। <b>विकसित:</b> (क) देश में दिए जाने वाले राष्ट्रीय पुरस्कारों की जानकारी प्राप्त कर सकेंगे। (ख) हर मुसीबत या मुश्किल के समय में साहस हिम्मत एवं निडरता से उसका सामनाकरना।</p> <p><b>सीखने का परिणाम</b> <b>मूल रूप-</b> छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों को जान पाएंगे  </p> <p><b>माध्यमिक</b> अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से परिचय होना।</p> <p><b>उच्चतर</b></p> <p><b>अधिगम परिणाम</b> <b>मूल रूप :</b>समय के मूल्य को समझना।</p>		<p><b>वैज्ञानिक स्वभाव:-</b>  खोज करना और खेल खेलना जो परिवार एक साथ खेलते हैं।</p> <p><b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/liM9VWZtK0Y">https://youtu.be/liM9VWZtK0Y</a></p> <p><b>कला:-</b> बहादुरी पुरस्कारों का एलबम बनाना।</p> <p><b>संगीत:-</b> <a href="https://youtu.be/Gv7jSiE4DNE">https://youtu.be/Gv7jSiE4DNE</a></p> <p><b>कक्षा कार्य:-</b> अध्यापिका द्वारा कविता का सस्वर वाचन।</p> <p><b>गृह कार्य :-</b> तुकबंदी वाले शब्द।</p> <p><b>कला:-</b> गते का प्रयोग करके घड़ी</p>	<p>में भेद को समाप्तकरने की पहल, तात्कालिक भाषण प्रतियोगिता।</p> <p><b>गणित:-</b></p> <p><b>कला:-</b> बहादुरी पुरस्कारों का एलबम बनाना।</p> <p><b>संगीत:-</b> <a href="https://youtu.be/Gv7jSiE4DNE">https://youtu.be/Gv7jSiE4DNE</a></p> <p>बगीचा, विद्यालय प्रांगण</p>	<p><b>गृह कार्य :-</b> (क) शब्दार्थ लिखिए। (ख) प्रश्न/उत्तर याद करें।</p> <p><b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरक प्रश्न</li><li>वर्ण-विच्छेद</li></ul> <p><b>परियोजना आधारित ज्ञान:-</b> समस्या हल</p>
			सतत विकास, गुणवत्तापूर्ण शिक्षा				



अगस्त(२० दिन)	४कालांशोंकीसंख्या ३ <b>पाठकानाम -</b> समय का मोल  <b>अवधारणा:-</b> समयकामहत्व <b>उपअवधारणाएँ :</b> हरछोटीचीजकामहत्व	Demonstrates willingness and participation in age appropriate physical work towards helping others <b>कोषा:</b> आनंदमय	<b>मध्यम :</b> एकता, प्रकृति प्रेम और समय के मूल्य जैसे गुणों को अपनाना ।  <b>विकसित:</b> छोटी-छोटी वस्तुओं का मूल्य समझना। <b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b>  <b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज़ में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।  <b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।	सामाजिक एवं जीवन कौशल	बनाना <b>खेल:-</b> दिनचर्या का चार्ट बनाकरमित्रों के समय के साथ तुलना। <b>वैज्ञानिक स्वभाव:-</b> दिल्ली और जयपुर में जंतर-मंतर दर्शनीय स्थल है। यहाँ सूर्य की रोशनीके आधार पर समय की जानकारी दी जाएगी। <b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/7ZeVdzqe">https://youtu.be/7ZeVdzqe</a>	<b>अंग्रेजी भाषा:-</b> समय की कीमत का गदयांश <b>गणित:-</b>  <b>कला:-</b> गते का प्रयोग करके घड़ी बनाना  <b>संगीत:-</b> <a href="https://youtu.be/xJBek5XCeXW">https://youtu.be/xJBek5XCeXW</a>	ए.वी. कक्ष-कक्षा	<b>कक्षा कार्य:-</b> (क) पाठ का पठन-पाठन (ख) कठिन शब्दरेखांकित करना। (ग) पीछे का अभ्यास (घ) प्रश्न उत्तर (ङ) वाक्य बनाओ  <b>गृह कार्य :-</b>	<b>संकेतात्मक मूल्यांकन:-</b> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरक प्रश्न</li></ul>
	<b>पाठसंख्या –५</b> <b>कालांशोंकीसंख्या४</b> <b>पाठकानाम –</b> राजेंद्रबाबू <b>अवधारणा:-</b> <ul style="list-style-type: none"><li>बड़प्पन की भावना</li></ul> <b>उप अवधारणा</b> <ul style="list-style-type: none"><li>सादगीपूर्ण जीवन</li><li>सामाजिक समानता</li></ul>	<b>ज्ञान क्षेत्र :</b>  <b>CG -9 :</b> Children develop effective communication skills for day to day interactions in two languages <b>CG-1:</b> Children develop habits that keep them healthy and safe.  <b>पाठ्यक्रम लक्ष्य-</b>	Socio emotional and ethical development  <b>अधिगम परिणाम</b>		<b>कला:-</b>  भारत के किन्हीं पांच राष्ट्रपतियों के	<b>अंग्रेजी भाषा:-</b>			<b>परियोजना आधारित ज्ञान:-</b> भारत रत्न से सम्मानित पाँच महान व्यक्तियों की जानकारी एकत्रित करें।  <b>समस्या हल विचारोत्तेजक</b>

<div>अगस्त(२० दिन)</div>	<div>अवधि २</div> <div>गुंजन पाठ 6, 7 ,8</div> <div>व्याकरण -संज्ञा ,सर्वनाम ,विराम चिन्ह चित्र वर्णन, कविता लेखन</div> <div>पाठसंख्या –६</div> <div>कालांशोंकीसंख्या५</div> <div>पाठकानाम - दूध का रंग</div> <div>अवधारणा:-छात्र दूध का महत्व समझेंगे।</div> <div>उपअवधारणाएँ :स्वस्थ जीवन शैली।</div>	<div>C-9.5</div> <div>:Comprehends narrated/read out stories and identifies characters, storyline and what the author wants to say.</div> <div>कोषा:विज्ञानमय</div> <div>ज्ञानक्षेत्र :-Children develop emotional intelligence, i.e, the ability to understand and manage their own emotions and responds positive to social norms</div> <div>पाठ्यक्रम लक्ष्य:</div> <div>C-4.5 Understands responds positively</div>	<div>मूल रूप :</div> <div>महानविभूतियों के विषय में जानना।</div> <div>मध्यम :</div> <div>सामाजिक समानता का महत्व समझना।</div> <div>विकसित:</div> <div>सादगी के साथ जीवन-यापन करना।</div> <div>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</div> <div>दृष्टिबाधित छात्रों की सहायता:</div> <div>कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।</div> <div>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</div> <div>श्रवण बाधित छात्रों की सहायता:</div> <div>सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें।</div> <div>विजुअल एड्स का प्रयोग करें।</div> <div>अधिगम परिणाम</div> <div>मूल रूप :दूध पीने के महत्व को समझना।</div>	<div>शारीरिक विकास एवं जीवन कौशल</div> <div>वैज्ञानिक दृष्टिकोण</div>	<div>चित्र चिपकाइए।</div> <div>खेल:-</div> <div>वैज्ञानिक स्वभाव:-</div> <div>भारत रत्नों की जानकारी</div> <div><a href="https://youtu.be/77jwBBPNMAA">https://youtu.be/77jwBBPNMAA</a></div> <div>तकनीकी प्रौद्योगिकी :-</div> <div>गूगल, टेलीविजन अन्य पुस्तकें।</div>	<div>भारत के पहले 5 राष्ट्रपतियों के नाम और उनका कार्यकाल का समय।</div> <div>कला:-</div> <div>भारत के पाँच राष्ट्रपतियों के चित्र चिपकाकर उनके नाम लिखिए।</div> <div>संगीत:-</div> <div><a href="https://youtu.be/ZGtrHNla_cw">https://youtu.be/ZGtrHNla_cw</a></div>	<div>विज्ञान प्रयोगशाला</div> <div>ए.वी कक्ष</div>	<div>(क) शब्दार्थ लिखिए।</div> <div>(ख) प्रश्न उत्तर याद करें।</div> <div>कक्षा कार्य:-</div> <div>(क) पाठ का पठन-पाठन</div> <div>(ख) कठिन शब्दरेखांकित करना।</div> <div>(ग)पाठकेअंतमेंदियागया अभ्यास-कार्य</div> <div>(घ) प्रश्न/उत्तर</div> <div>(ङ) वाक्य बनाओ</div>	<div>मूल्यांकन:-</div> <div>कार्यपत्रक</div> <div>मूल्यपरक प्रश्न</div> <div>विचारोत्तेजक संसाधन:-</div> <div>परियोजना आधारित ज्ञान:-</div> <div>विचारोत्तेजक</div>
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सितंबर (२३दिन)	<p><b>व्याकरण:</b> पाठ-३ नाम शब्द-संज्ञा</p> <p>पाठ -४नाम की जगह-सर्वनाम</p> <p><b>अवधारणा – भाषा के अनेक रूपों से परिचय</b></p> <p><b>उपअवधारणा</b></p> <p>संज्ञा के प्रकार:</p> <p>व्यक्तिवाचक संज्ञा</p> <p>जातिवाचक संज्ञा</p> <p><b>भाववाचक संज्ञा</b></p>	<p>to social norms in the classroom and school.</p> <p><b>C4.2</b> Understands and responds positively to different thoughts preferences and emotional needs of other children.</p> <p><b>कोषा:</b> आनंदमय</p>	<p><b>मध्यम</b> :वैज्ञानिक दृष्टिकोण का विकास।</p> <p><b>विकसित:</b> विवेकशीलतास्वस्थ जीवन शैली को अपनाना।</p> <p><b>विकसित:</b> छोटी-छोटी वस्तुओं का मूल्य समझना।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज़ में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p><b>सीखने का परिणाम</b> <b>मूल रूप-</b>छात्रों का व्याकरण के नियमों से परिचय होना।छात्र नाम वाले शब्दों को जान पाएंगे।</p> <p><b>माध्यमिक</b></p> <p>संज्ञा की परिभाषा से परिचित होंगे। संज्ञा के भेदों की जानकारी होगी। व्यवाहरिक व्याकरण का ज्ञान</p> <p><b>उच्चतर:</b>संज्ञा शब्दों का दैनिक जीवन में प्रयोग</p> <p><b>योग्यता / अधिगमकापरिणाम</b></p> <p><b>CG10.6</b> लघु कथाएँ पढ़ना , कहानी के पात्रों की पहचान करना और लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका</p>	सहयोगिता एवं सामाजिक कौशल का विकास	<p><b>कला:-</b> दूध से बनी हुई चीज़ोंके चित्र और सूची।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिक स्वभाव:-</b> दूध की पौष्टिकताकेबारेमेंजानकारी।</p> <p><b>तकनीकी प्रौद्योगिकी :-</b> <a href="https://youtu.be/0UamOgZhL6A">https://youtu.be/0UamOgZhL6A</a></p>	अंग्रेजी भाषा:-  <b>गणित:-</b>  <b>कला:-</b> दूध से बनी हुईचीज़ों के चित्र और सूची।	ए.वी कक्ष, कक्षा	<p><b>गृह कार्य :-</b> (क) शब्दार्थ लिखिए। (ख) प्रश्न/उत्तर याद करें।</p>	<p><b>मूल्यांकन:-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरक प्रश्न</li></ul>
	<p><b>पाठसंख्या</b> --७ <b>कालांशोंकीसंख्या</b>५ <b>पाठकानाम</b> - डामन और पिथियस</p> <p><b>अवधारणा:-</b></p> <ul style="list-style-type: none"><li>मित्रता</li><li>बलिदान</li></ul> <p><b>उपअवधारणाएँ :</b></p> <ul style="list-style-type: none"><li>घर-परिवार से प्रेम</li><li>समय का पालन</li></ul> <p><b>व्याकरण:-</b></p> <p>पाठ-७ विराम-चिह्न</p> <p>पाठ-१४रचनात्मक लेखन (चित्र-वर्णन)</p>	<p><b>ज्ञानक्षेत्र :-</b>भाषा और साहित्य का विकास</p> <p><b>पाठ्यक्रम लक्ष्य:-</b></p> <p><b>CG-5 Children develop a positive attitude towards productive work and service or ‘seva’</b></p> <p><b>CG-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others.</b></p> <p><b>कोषा:-</b>मनोमय</p>			<p><b>कला:-</b>अपने प्रिय मित्र को एक कार्ड बना कर देंगे उसमें लिखेंगे कि बच्चे अपने मित्र को क्यों पसंद करते हैं।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिकस्वभाव:-</b>दोस्ती का सम्मान करने के लिए मित्रता दिवस मनाया जाता है भारत में या गैस के पहले</p>		<p><b>अंग्रेजी भाषा:-</b>मित्रता निबंध लिखवाया जाएगा।<b>गणित:-</b> <b>कला:-</b>कार्ड बनाना</p> <p><b>संगीत:-</b> <a href="https://youtu.be/ugS9zWPowfQ">https://youtu.be/ugS9zWPowfQ</a></p>	<p><b>कक्षाकार्य:</b> शब्द ज्ञान,श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,विराम चिन्ह <b>गृहकार्य:-</b> कृष्ण और सुदामा के अतिरिक्त और किस-किस की मित्रता की किस से प्रसिद्ध है लिखिए।</p>	<p><b>परियोजनाआधारितज्ञान :-</b></p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक मूल्यांकन:-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li></ul> <p>मौखिक और लिखित प्रश्न उत्तर</p>

अक्टूबर (२२दिन)	<p>पाठ संख्या -८</p> <p>कालांश की संख्या:५</p> <p>पाठकानाम :-आनंद ही आनंद</p> <p>अवधारणा:-</p> <p>आनंद भावना</p> <p>उपअवधारणाएँ:-</p> <p>मातृ स्नेह</p> <p>पशु व्यवहार</p> <p>सहानुभूति</p> <p>व्याकरण:-</p> <p>पाठ-१४ रचनात्मक लेखन</p> <p>कविता लेखन</p>	<p>ज्ञान क्षेत्र:-</p> <p>Aesthetic and cultural development</p> <p>CG9.1Listens to and appreciates simple songs, rhymes</p> <p>पाठ्यक्रम लक्ष्य-</p> <p>CG1.2- Children develop abilities and sensibilities in visual and performing arts in meaningful and joyful ways.</p> <p>CG1.3Children develop habits of learning that allow them to engage actively informal learning environment like a</p>	<p>अर्थ</p> <p>समझना।<b>अधिगमकापरिणाममूलरूप</b>मित्रतापूर्ण व्यवहार करना।<b>मध्यम</b>घर-परिवार में सबसे मिलजुलकर रहना सीखेंगे।</p> <p><b>विकसित:</b>समय का सदुपयोग। तरह- तरह की कहानियों रचनाओं की भाषा की बारीकियों</p> <p>( जैसे शब्दों की पुनरावृत्ति संज्ञा, सर्वनाम विभिन्न विराम -चिन्ह का प्रयोग आदि )की पहचान और प्रयोग करते हैं।</p>	<p>तकनीकी साक्षरता कौशल</p> <p>वातावरण एवं पशु पक्षी के बचाव में पहल उत्पादकता</p>	<p>रविवार है दक्षिण अमेरिका में 30 जुलाई कोमनाया जाता है। इसे जायस हॉल ने शुरू किया था।</p> <p><b>तकनीकीप्रौद्योगिक</b></p>		<p>ए.वी कक्ष, कक्षा</p>	<p><b>कक्षाकार्य:</b></p> <p>शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द।</p> <p><b>गृहकार्य :-</b></p> <p>चिड़ियाघर में कौन-कौन से जानवर देखे?उनकी सूची बनाइए।</p> <p>चित्र-वर्णन</p>	<p><b>सांकेतिक संसाधन:-</b></p> <p><b>परियोजनाआधारितज्ञान :-</b></p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक</b></p> <p><b>मूल्यांकन:-</b></p> <p>कार्यपत्रकमूल्यपरकप्रश्न मौखिक और लिखित प्रश्न उत्तर<b>सांकेतिकसंसाधन:-</b></p> <p>-</p>
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नवंबर (22दिन)	<p>अवधि ३ गुंजन :- पाठ 9 ,10 ,11, 12 व्याकरण :-विशेषण, क्रिया ,पर्यायवाची</p> <p>पाठसंख्या:-९</p> <p>कालांशकीसंख्या:-३</p> <p>पाठका नाम:-शून्य</p> <p>अवधारणा:- छोटी वस्तु का महत्व। उपअवधारणा:- समानता का भाव</p> <p>पाठसंख्या १०</p> <p>कालांश की संख्या:-</p>	school classroom.	<p>कोषा:-विज्ञानमय</p> <p>ज्ञान क्षेत्र:</p> <p>CG-7 Children make sense of world around through observation and logical thinking.</p> <p>पाठ्यक्रम लक्ष्य-</p> <p>C7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and use observations to explain their hypothesis.</p> <p>कोषा:-विज्ञानमय</p>	<p>मध्यमपशु प्रेम व संरक्षण।<b>विकसित:</b> पालतू जानवर और जंगली जानवरों में अंतर समझना।सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों शीर्षक, आदि के बारे में बातचीत करते हैं। प्रश्न पूछते हैं ,अपनी प्रतिक्रिया देते हैं ,राय बताते हैं, अपने तरीके से अपनी भाषा में व्यक्त करते हैं।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज़ में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p><b>अधिगम परिणाम</b></p> <p><b>मूल रूप</b> शब्द भंडार में वृद्धि।</p> <p><b>मध्यम</b> सुर और लय में कविता।<b>विकसित</b> तुक बंदी वाले शब्दों का ज्ञान। हिंदी में सुनी गई बात, कविता आदि को अपने तरीके और अपनी भाषा में कहने -सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p>		<p><a href="https://youtu.be/7OF-9qYM2PQ">https://youtu.be/7OF-9qYM2PQ</a></p> <p>अंग्रेजी भाषा:-</p> <p>गणित:-</p> <p>शून्य की उपयोगिता।</p> <p>कला:-</p> <p>संगीत:-</p> <p>कविता कागायन</p>	गणित प्रयोगशाला कक्ष	<p><b>कक्षा कार्य:</b></p> <p>योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक</p> <p><b>गृह कार्य :-</b></p> <p>दिए गए अंकों के बराबर कोई वस्तु बनाओ व उस शब्द कीगिनती को हिन्दी मे</p> <p><b>कक्षा कार्य:</b></p>	<p><b>परियोजना आधारित ज्ञान:-</b></p> <p><b>समस्या हल</b></p> <p><b>मूल्यांकन:-</b></p> <p><b>सांकेतिक संसाधन:-</b></p> <p>कार्य पत्रक मूल्यपरक प्रश्न वाक्य निर्माण गिनती</p>

२	<p><b>पाठ का नाम:-</b> अनोखी चिड़िया</p> <p><b>अवधारणा</b></p> <ul style="list-style-type: none"><li>पर्यावरण संरक्षण</li></ul> <p><b>उपअवधारणा</b></p> <ul style="list-style-type: none"><li>प्रकृति प्रेम</li><li>पक्षी प्रेम</li></ul>	<p><b>ज्ञानक्षेत्र:</b></p> <p><b>CG-10</b></p> <p>Children develop fluency in reading and writing in Language</p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-6</b></p> <p>Children develop a positive regards for the natural environment around them.</p> <p><b>C-6.1</b></p> <p>Shows care for and joy in engaging with all life norms.</p> <p><b>कोषा:</b> अन्नमय</p> <p><b>CG-9.</b> Children</p>	<p><b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े फॉन्ट वाले प्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p> <p><b>CG-6</b>Children develop a positive regards for the natural environment around them.</p> <p><b>अधिगम परिणाम मूल रूप</b></p> <ul style="list-style-type: none"><li>विभिन्न पक्षियों के बारे में जानकारी अर्जन</li></ul> <p><b>मध्यम</b></p> <ul style="list-style-type: none"><li>प्रकृति और पक्षी प्रेम जागृत</li></ul> <p><b>विकसित</b></p> <ul style="list-style-type: none"><li>शुद्ध पठन, शब्द भंडार में वृद्धि</li></ul> <p>विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों- जैसे किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क अपनी राय दे पाना आदि।</p> <p><b>भाषा और साहित्य का विकास।</b> <b>पाठ्यक्रम लक्ष्य- सीखने का परिणाम</b></p> <p><b>मूल रूप</b></p> <ul style="list-style-type: none"><li>लघुकथा का महत्व उसकी लघुता में है जो वह कथा को प्रदान करती है</li><li>पर्यायवाची शब्दों के अर्थ लगभग</li></ul>	<p>वातावरण एवं पक्षियों के बचाव में उत्पादकता</p> <p>मानसिक विकास</p> <p>सहयोग</p> <p>वार्तालाप</p>	<p><b>कला:-</b> कागज के प्रयोग से मोर बनाना ।</p> <p><b>खेल:-</b> <a href="https://youtu.be/7y4Q1WJPQaC">https://youtu.be/7y4Q1WJPQaC</a></p> <p><b>वैज्ञानिक स्वभाव:-</b></p> <p>कीवी के रहन-सहन की जानकारी।</p> <p><b>तकनीकी प्रौद्योगिकीय:-</b></p> <p>पीपीटी, यू-ट्यूब लिंक <a href="https://youtu.be/QArM9hepT8I">https://youtu.be/QArM9hepT8I</a></p>	<p><b>अंग्रेजीभाषा:-</b></p> <p>कीवी पक्षी का अनुच्छेद</p> <p><b>गणित:-</b></p> <p><b>कला:-</b></p> <p>कागज के प्रयोग से मोर बनाना ।</p> <p><b>संगीत:-</b></p> <p>पक्षियोंके स्वरों को सुनना।</p>	<p><b>गृहकार्य:</b></p> <p>अपने घर के आस-पास आने वाले पक्षियोंकेचित्र एकचार्टपेपरचित्रचिपकाओं।</p> <p><b>कक्षा कार्य:</b></p> <p>अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें।मुहावरो का प्रयोग करते हुए वाक्य बनाइए। <b>गृह कार्य :-</b> वाक्य बनाना, शब्दकोश क्रम</p>	<p><b>परियोजना आधारित ज्ञान:-</b></p> <p><b>समस्या हल</b></p> <p><b>मूल्यांकन:-</b></p> <p><b>सांकेतिक संसाधन:-</b></p> <ul style="list-style-type: none"><li>कार्य पत्रक</li><li>मूल्यपरक प्रश्न</li><li>वाक्य निर्माण</li></ul>
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<div>नवंबर (22दिन)</div>	<div>बताते हैं वह विशेषण कहलाते हैं।</div> <div>उपअवधारणाएं<ul style="list-style-type: none"><li>कथानक शैली</li><li>उपदेश की प्रधानता।</li></ul></div> <div>कालांशोंकीसंख्या- ६पाठ११पाठ का नाम:-पिकनिक अवधारणा:-</div> <div>परोपकार</div> <div>उपअवधारणाएँ</div> <div>सूझ- बूझ</div> <div>सहायता करना</div>	<div>develop effective communication skills for day to day interactions in two languages.</div> <div>CG-10. Children develop fluency in reading and writing in language – 1.</div> <div>कोश</div> <div>आनंदमयी कोश मनोमय कोश</div> <div>ज्ञान क्षेत्र:</div> <div>CG-7Children make sense of world around through observation and logical thinking</div> <div>पाठ्यक्रम लक्ष्य-</div> <div>C-7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</div> <div>कोषा:-आनंदमय</div>	<div>समान होते हैं अतः उन्हें समानार्थी के रूप में पहचान सकेंगे।</div> <div>विकसित</div> <div><ul style="list-style-type: none"><li>छोटी-छोटी बातों में बड़े अर्थ निकाल पाएंगे और अपनी बात संदेश के रूप में कम से कम शब्दों में पाठक तक पहुंचा पाएंगे</li><li>अर्थ में अंतर के कारण सभी पर्यायवाची एक दूसरे के स्थान पर प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे</li></ul></div> <div>उच्चस्तरीय</div> <div><ul style="list-style-type: none"><li>लघु कथा का सौंदर्य उसकी अपनी शैली बनावट कसावट कथ्य और शिल्प में निहित होता है।</li><li>पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे।</li></ul></div> <div>CG-10Children develop fluency in reading and writing in Language</div> <div>C10.4Children develop fluency in reading and writing in language.</div> <div>अधिगम का परिणाममूल रूप</div> <div>छात्रों को परिवार के साथ पिकनिक का अनुभव।</div> <div>मध्यम</div> <div>गलत काम को रोकना।</div> <div>विकसित:</div> <div>जरूरतमंद लोगों की कैसे मदद की जाए।हिंदी में सुनी गई बात,कहानी आदि को अपने तरीके और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।</div> <div>विशेष आवश्यकता वाले बच्चों के लिए सहायक शिक्षण</div> <div>दृष्टिबाधित छात्रों की सहायता:</div> <div>अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको अपनेआवाजमेंरिकोर्डकरेंगेऔरदृष्टिबाधितबच्चों</div>	<div>नेतृत्व तार्किक चिंतन एवं जीवन से आगे बढ़ते हुए आई समस्या को सुलझाना।</div>	<div>कला:-जहाँ पिकनिक मनाने गए वहाँ का चित्र बनाएं ।</div> <div>वैज्ञानिक स्वभाव:- बैडमिंटन, चोर-सिपाही का खेल</div> <div>तकनीकीप्रौद्योगिकी<a href="https://youtu.be/mDp9zUpVVVo">https://youtu.be/mDp9zUpVVVo</a></div>	<div>अंग्रेजी भाषा:- पिकनिक के विषय में 5 पंक्तियां लिखें।</div> <div>गणित:-</div> <div>कला:-पिकनिक में जो भी दृश्य देखे गए उनके चित्र बनाएँ।</div> <div>संगीत:-</div>	<div>विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)</div>	<div>कक्षाकार्य:</div> <div>शब्द ज्ञान,</div> <div>श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</div> <div>गृहकार्य :-</div> <div>(क)समान तुक वाले शब्द ।</div> <div>(ख) प्रश्नउत्तरयादकरें ।</div>	<div>परियोजनाआधारितज्ञान :-</div> <div>समस्याहल</div> <div>संकेतात्मक मूल्यांकन:-<ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li><li>मौखिक और लिखित प्रश्न उत्तर</li></ul></div> <div>सांकेतिकसंसाधन:-</div>
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		<div>ज्ञानक्षेत्र: CG-7Children make</div>	<div>को अलग से सुनने देंगे। इसे सीखने में सहायक सामग्री के रूप में घर पर भी भेजेंगे।</div> <div>श्रवण बाधित छात्रों की सहायता:</div> <div>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े अक्षरों वाले प्रत्यक्ष कार्ड का इस्तेमाल करेंगे। चलचित्र द्वारा बच्चे को पाठ समझाएं।</div> <div>CG-10Children develop fluency in reading and writing in Language</div> <div>C10.4Children develop fluency in reading and writing in language</div> <div>अधिगम का परिणाम</div> <div>मूल रूप</div> <div>छात्रों को परिवार के साथ पिकनिक का अनुभव।</div> <div>मध्यम</div> <div>गलत काम को रोकना।</div> <div>विकसित:</div> <div>जरूरतमंद लोगों की कैसे मदद की जाए।</div> <div>हिंदी में सुनी गई बात, कहानी आदि को अपने तरीके और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।</div> <div>विशेष आवश्यकता वाले बच्चों के लिए सहायक शिक्षण</div> <div>दृष्टि बाधित छात्रों की सहायता:</div> <div>अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपने आवाज में रिकॉर्ड करेंगे और दृष्टि बाधित बच्चों को अलग से सुनने देंगे। इसे सीखने में सहायक सामग्री के रूप में घर पर भी भेजेंगे।</div> <div>श्रवण बाधित छात्रों की सहायता:</div> <div>शब्दों को पढ़ने में बच्चे की मदद करने के लिए बड़े अक्षरों को अलग से सुनने देंगे। इसे सीखने में सहायक सामग्री के रूप में घर पर भी भेजेंगे।</div>				ए.वी कक्ष	
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	<p><b>पाठ१२कालांशकी संख्या</b></p> <p><b>पाठकानामः</b>-दीप से दीप जलाओ</p> <p><b>अवधारणा</b></p> <ul style="list-style-type: none"><li>साफ सफाई और सजावट से प्रेम</li></ul> <p><b>उपअवधारणा</b></p> <ul style="list-style-type: none"><li>भारतीय संस्कृति से प्रेम स्वस्थ जीवन शैली</li></ul>	<p>sense of world around through observation and logical thinking.</p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>C-7.2</b>Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore</p> <p><b>कोषाः</b>-आनंदमय</p>	<p>रोंवालेप्रलेशकार्डकाइस्तेमालकरेंगे। चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।</p>		<p><b>कलाः</b>-दिया और मोमबत्ती से संबंधित चित्र बनाएं।</p> <p><b>खेलः</b>-बचे हुए बचे हुए दिए से छोटे-छोटे तराजू बनाएंगे।</p> <p><b>वैज्ञानिकस्वभावः</b>-नेपाल में दिवाली 5 दिनों तक मनाई जाती है पहले दिन काग तिहार</p> <p>दूसरे दिन कुकुर तिहार</p> <p>तीसरे दिन लक्ष्मी पूजा</p> <p>चौथे दिन नव वर्ष और</p> <p>पांचवे दिन भाई टिका मनाया जाता है।</p> <p><b>तकनीकीप्रौद्योगिकीः-</b></p> <p><a href="https://youtu.be/mYJ5wy6hbWc">https://youtu.be/mYJ5wy6hbWc</a></p>	<p><b>अंग्रेजीभाषाः-</b></p> <p>दीपावली की विशेषता बताते हुए गद्यांश लिखवाया जाएगा।<b>गणितः-</b></p> <p><b>कलाः</b>-कंदील बनवाना।<b>संगीतः-</b></p> <p>यू-ट्यूब लिंक</p> <p><a href="https://youtu.be/vhGsu898QFA">https://youtu.be/vhGsu898QFA</a></p>			<p><b>परियोजनाआधारितज्ञान :-</b></p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मक मूल्यांकनः-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li><li>मौखिक और लिखित प्रश्न उत्तर</li></ul> <p><b>सांकेतिकसंसाधनः-</b></p>
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दिसंबर (23 दिन)	<p>अवधि ४ गुंजन पाठ 13, 14, 15, 16</p> <p>व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन ,योजक शब्द ,अशुद्धि शोधन ,कहानी लेखन</p> <p>पाठसंख्या१३</p> <p>कालांश की संख्या-४</p> <p>पाठकानाम:-पौधों का जीवन</p> <p>अवधारणा:-</p> <p>प्रकृति प्रेम</p> <p>उपअवधारणा :-</p> <ul style="list-style-type: none"><li>वैज्ञानिकदृष्टिकोण</li><li>पर्यावरण संरक्षण</li></ul> <p>व्याकरण</p> <p>पाठ-८ :- शब्द भंडार</p> <p>( वाक्यांश के लिए एक शब्द)</p> <p>पाठ-११:- मुहावरे</p> <p>अवधारणा:-</p> <p>जब कोई वाक्यांश अपने सामान्य अर्थ को छोड़कर किसी विशेष अर्थ में रूढ़ हो जाता है उसे मुहावरा कहते हैं ।</p> <p>जनवरी (21दिन)</p> <p>पाठ संख्या-१४</p>	<p>ज्ञानक्षेत्र:</p> <p>CG-10</p> <p>Children develop fluency in reading and writing in Language</p> <p>पाठ्यक्रमलक्ष्य-</p> <p>CG-6</p> <p>Children develop a positive regards for the natural environment around them.</p> <p>C-6.1</p> <p>Shows care for and joy in engaging with all life norms.</p> <p>कोषा: अन्नमय</p> <p>CG-9. Children develop effective communication skills for day to dayinteractions in two languages.</p> <p>CG-10. Children develop fluency in reading and writing in language – 1.</p> <p>आनंदमयी कोश मनोमय कोश</p> <p>ज्ञान क्षेत्र:Language</p>	<p>CG10.7Reads and comprehends meaning of short news item instructions and recipes and publicity material.</p> <p>अधिगमकापरिणाम</p> <p>मूलरूप</p> <p>वृक्षारोपण करना सीखेंगे।</p> <p>मध्यम</p> <p>पेड़ पौधों के बारे में जानकारीयां।</p> <p>विकसित:</p> <p>बच्चे वृक्षों के महत्व को समझेंगे।</p> <p>आसपास होने वाली गतिविधियों/ घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते , बातचीत करते और प्रश्न पूछते हैं।</p> <p>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</p> <p>दृष्टिबाधित छात्रों की सहायता:</p> <p>कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज़ में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले प्लेश कार्ड का इस्तेमाल करें।</p> <p>श्रवण बाधित छात्रों की सहायता:</p> <p>सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें।</p> <p>विजुअल एड्स का प्रयोग करें।</p> <p>CG10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>अधिगमकापरिणाम</p> <p>मूलरूप</p> <p>मुहावरों का अर्थ उनके वाक्यार्थ से भिन्न होता है</p> <p>मध्यम</p> <p>किसी विशेष अर्थ में रूढ़ हो जाता है ।</p> <p>विकसित:</p> <p>मुहावरों के प्रयोग से भाषा में सौंदर्य एवं चुटीलापन आ जाता है ।</p>	<p>नवाचार,महत्व सोच, वैज्ञानिक दृष्टिकोण</p> <p>सामाजिक कौशल, अधिगम कौशल</p> <p>विभिन्न उद्देश्यों के लिखते हुए अपने लेखन में शब्दों के</p>	<p>कला:-वृक्षों की उपयोगिता बताते हुए चित्र बनाएं।</p> <p>खेल:-बगीचे में खेलते हुए कोई पेड़ पौधे ना टूटे उसका ध्यानरखेंगे।</p> <p>वैज्ञानिकस्वभाव:-प्रकाश - संश्लेषण की जानकारी। भारत के वैज्ञानिक जगदीश चंद्र बोस ने दुनिया को बताया कि पौधे भी हमारी तरह सांस लेते हैं सोते जागते हैं ।उन्हें भी दर्द होता है अगर उन्हें काटा जाए तो मर भी सकते हैं।उन्होंने एक ऐसा यंत्र बनाया जो पौधों की वृद्धि को नापता है इस यंत्र का नाम क्रेस्को ग्राफ है।</p> <p><a href="https://youtu.be/5pyRxOZQqH">https://youtu.be/5pyRxOZQqH</a></p> <p><a href="https://youtu.be/UTZiHlee76g">https://youtu.be/UTZiHlee76g</a></p> <p>तकनीकीप्रौद्योगिकी :-</p> <p><a href="https://youtu.b/aN8yhLaYYMY">https://youtu.b/aN8yhLaYYMY</a></p> <p>कला:-चिट्ठी डालने का लिफाफा बनवाया जाएगा।</p> <p>खेल:-</p>	<p>अंग्रेजीभाषा:-पौधों के विषय में 5 पंक्तियां लिखें।</p> <p>गणित:-</p> <p>कला:-सूखे पत्तों से छोटे-छोटे जानवर और फूल बनाना।</p> <p>संगीत:-</p> <p>अंग्रेजीभाषा:-पत्र लेखन</p> <p>गणित:-</p>	<p>विद्यालय परिसर का प्रांगण</p> <p>कक्षाकार्य:</p> <p>शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द।</p> <p>गृहकार्य :-</p> <p>अनाज के छोटे छोटे पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम लिखिए।</p> <p>कक्षाकार्य:</p> <p>शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर</p>	<p>परियोजनाआधारितज्ञान :-</p> <p>समस्याहल</p> <p>संकेतात्मक मूल्यांकन:-</p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li><li>मौखिक और लिखित प्रश्न उत्तर</li></ul> <p>परियोजनाआधारितज्ञान :-</p>
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फरवरी (22दिन)	<b>कालांश की संख्या:</b> ६	and Literacy development		चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे दोस्त को पत्र लिखना पत्रिका के संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते हैं।	<b>वैज्ञानिकस्वभाव:-</b>  विश्व का सबसे बड़ा पुस्तक मेला जर्मनी में लगता है इसका नाम है फ्रैंकफर्ट पुस्तक मेला।  <a href="https://youtu.be/sAfy-kHqxN4">https://youtu.be/sAfy-kHqxN4</a>  <b>तकनीकीप्रौद्योगिकी :-</b> पत्र भेजने के नए तरीके इंटरनेट और ई-मेल को बच्चे जान सकेंगे।  <a href="https://youtu.be/WP1L2S0-1Qg">https://youtu.be/WP1L2S0-1Qg</a>	<b>कला:-</b>  <b>संगीत:-</b>	विद्यालय  पुस्तकालय	<b>गृहकार्य :-</b>  ईमेल कैसे भेजते हैं ,पता लगाओ।	<b>समस्याहल</b>  <b>संकेतात्मक मूल्यांकन:-</b> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li><li>मौखिक और लिखित प्रश्न उत्तर</li></ul>
	<b>पाठ कानाम :</b>  विश्व पुस्तक मेला  <b>अवधारणा:-</b> <ul style="list-style-type: none"><li>किताबों का महत्व</li></ul> <b>उप अवधारणाएँ:-</b> <ul style="list-style-type: none"><li>व्यवहारिक ज्ञान</li><li>मेले का आनंद</li><li>उपहार देना</li></ul> <b>व्याकरण</b> <b>पाठ-१०</b> वाक्य <b>पाठ-१४</b> रचनात्मक लेखन (पत्र-लेखन)  <b>अवधारणा:-</b>  <b>किसी भाव या विचार को पूरी तरह से व्यक्त करने के लिए हम वाक्योंका प्रयोग करते हैं ।</b>  <b>पाठसंख्या</b> १५  <b>कालांश की संख्या:</b> २  <b>पाठकानाम :-</b> सबसे	<b>पाठ्यक्रम लक्ष्य-</b>  <b>CG-10</b> Children develop fluency in reading and writing in Language.  <b>C10.3</b> -Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words.  <b>C10.8</b> Writes a paragraph to express their understanding and experiences  <b>कोषा:</b> विज्ञानमय <b>Language and Literacy development पाठ्यक्रमलक्ष्य-</b>  <b>CG-9</b> Children develop effective communication skills for day to day interaction in two languages. <b>C9.5</b> -Understand oral instruction for a complex task and gives clear oral instructions for the same to others.	<b>CG10.4</b> Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation. <b>अधिगमकापरिणाम</b>  <b>मूलरूप</b>  पजल खिलौने की उपयोगिता को समझेंगे।  <b>मध्यम</b>  अपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे।  <b>विकसित:</b>  मेले का आनंद और उपहार देना बच्चे सीख पाएंगे।  <b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b>  <b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले प्लैश कार्ड का इस्तेमाल करें।  <b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।	नेतृत्व लचक एवं नवाचार कौशल   तरह -तरह की कहानियों रचनाओं की भाषा की बारी कियों (जैसे शब्दों की पुनरावृत्ति संज्ञा ,सर्वनाम विभिन्न विराम- चिन्हों का प्रयोग आदि) की पहचान और	<b>कला:-</b> सजीव निर्जीव चीजों के चित्र बनाओं।  <b>खेल:-</b> क्रिकेट ,वालीबॉल आदि गेंद से खेले जाने वाले खेल।  <b>वैज्ञानिकस्वभाव:-</b>	<b>अंग्रेजीभाषा:-</b> सजीव और निर्जीव चीजों के बारे में लिखो।  <b>गणित:-</b>  <b>कला:-</b> मानव शरीर का चित्र एक चार्ट पेपर पर बनाएं।  <b>संगीत:-</b> <a href="https://youtu.be/g9pzGjws">https://youtu.be/g9pzGjws</a>	विद्यालय परिसर का	<b>कक्षाकार्य:</b>  अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका में लिखें।  <b>गृहकार्य :-</b>  वाक्य बनाना, शब्दकोश	<b>संकेतात्मक मूल्यांकन:-</b>  <b>सांकेतिकसंसाध</b>  <b>परियोजनाआधारितज्ञान :-</b>  <b>समस्याहल</b>  <b>संकेतात्मक</b>

	<p>बढ़कर हम(२)</p> <p><b>अवधारणा:-</b></p> <ul style="list-style-type: none"><li>क्षमताओं का ज्ञान</li></ul> <p><b>उप अवधारणा:-</b></p> <ul style="list-style-type: none"><li>प्रसन्नता</li><li>उत्साह</li></ul>	<p><b>ज्ञानक्षेत्र: Language and Literacy development</b></p> <p><b>पाठ्यक्रमलक्ष्य-</b></p> <p><b>CG-9</b>Children develop effective communication skills for day to day interaction in two languages.</p> <p><b>C9.5</b>-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.</p> <p><b>कोषा:-</b>मनोमय</p>	<p><b>C-9.3</b>Converse fluently and can hold a meaning full conversation.</p> <p><b>अधिगमकापरिणाम</b></p> <p><b>मूलरूप</b></p> <p>कविता का लय युक्त वचन</p> <p><b>मध्यम</b></p> <p>सजीव निर्जीव चीजों का ज्ञान।</p> <p><b>विकसित:</b></p> <p>बच्चे अपनी क्षमताओं को जानेंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b></p> <p>कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले प्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b></p> <p>सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p>	<p>प्रयोग करते हैं।</p>	<p>हमारी जीभ पर स्वाद कालिकाएं होते हैं। जिनकी सहायता से हम खाने का स्वाद लेते हैं जी बोलने में सहायक होती है ,साथ ही दांतों निकालकर दांतो की सफाई भी करती है ।शरीर के अन्य अंगों की तुलना में जीभ पर लगी चोट जल्दी ठीक हो जाती है!<a href="https://youtu.be/PkOshBFLy6A">https://youtu.be/PkOshBFLy6A</a></p> <p><b>तकनीकीप्रौद्योगिकी :-</b></p> <p><a href="https://youtu.be/W0_K-g5sBeQ">https://youtu.be/W0_K-g5sBeQ</a></p>	<p><a href="#">dAg</a></p>	<p>प्रांगण</p>	<p>क्रम,</p> <p>सही गुणों का चयन</p>	<p><b>मूल्यांकन:-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li><li>मौखिक और लिखित प्रश्न उत्तर</li></ul> <p><b>सांकेतिक</b></p>
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फरवरी (22दिन)	<p>पाठसंख्या - १६ कालांशोंकीसंख्या४</p> <p>पाठकानाम – माइकलफैराडे</p> <p>अवधारणा</p> <ul style="list-style-type: none"><li>परिश्रम और धैर्य</li></ul> <p>उपअवधारणा</p> <ul style="list-style-type: none"><li></li></ul> <p>वैज्ञानिकदृष्टिकोण</p> <ul style="list-style-type: none"><li>कभी हार ना मानना।</li></ul> <p>व्याकरण</p> <p>पाठ-९ योजक शब्द</p> <p>पाठ-१२ अशुद्धि शोधन</p> <p>पाठ-१४रचनात्मक लेखन (संवाद लेखन,कहानी लेखन)</p>	<p>ज्ञानक्षेत्र :Language and Literacy development</p> <p>पाठ्यक्रमलक्ष्य-</p> <p><b>CG 10</b>Children develop fluency in reading and writing in Languages.</p> <p><b>CG-7</b> Children make sense of world around through observation and logical thinking</p> <p><b>C7.2</b> Observes and understands cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p> <p>कोषा:-विज्ञानमय</p>	<p>CG-10.4Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p><b>अधिगमकापरिणाम</b></p> <p><b>मूलरूप:</b> माइकल फैराडे के बारे में जानकारी</p> <p><b>मध्यम:-</b>बिजली से संबंधित सभी जानकारीयां।</p> <p><b>विकसित:</b></p> <p>बिजली का बल्ब,ट्यूबलाइट पंखे ,प्रेस आदि कैसे काम करते हैं सब के बारे में जानकारी प्राप्त कर सकेंगे।</p> <p><b>विशेष आवश्यकता वाले बच्चे सहायक शिक्षण</b></p> <p><b>दृष्टिबाधित छात्रों की सहायता:</b> कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज़ में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले प्लैश कार्ड का इस्तेमाल करें।</p> <p><b>श्रवण बाधित छात्रों की सहायता:</b> सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।</p>	व्यावहारिक कौशल का विकास लक्ष्य की प्राप्ति करने में आई समस्या को सुलझाने का निरंतर प्रयास।	<p><b>कला:-</b>भारतीय पाँच महान वैज्ञानिकों के नाम चार्ट पेपर पर सचित्र लिखें।</p> <p><b>खेल:-</b></p> <p><b>वैज्ञानिकस्वभाव:-</b> <a href="https://youtu.be/Aesm5mXkoww">https://youtu.be/Aesm5mXkoww</a></p> <p><b>तकनीकीप्रौद्योगिकी :-</b> <a href="https://youtu.be/hEKgtsfBCW8">https://youtu.be/hEKgtsfBCW8</a></p>	<p><b>अंग्रेजीभाषा:-</b>माइकल फैराडे की जीवनी</p> <p><b>गणित:-</b></p> <p>महान गणितज्ञ आर्यभट्टऔर रामानुजन के बारे में जानकारी।</p> <p><b>कला:</b></p> <p><b>संगीत:-</b>यू-ट्यूब लिंक <a href="https://youtu.be/hEKgtsfBCW8">https://youtu.be/hEKgtsfBCW8</a></p>	ए.वी कक्ष	<p><b>कक्षाकार्य:</b></p> <p>शब्द ज्ञान,</p> <p>श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित अभिव्यक्ति</p> <p><b>गृहकार्य :-</b></p> <p>(क)समान तुक वाले शब्द ।</p> <p>(ख) प्रश्नउत्तरयादकरें ।</p>	<p><b>परियोजनाआधारितज्ञान :-</b></p> <p><b>समस्याहल</b></p> <p><b>संकेतात्मकमूल्यांकन:-</b></p> <ul style="list-style-type: none"><li>कार्यपत्रक</li><li>मूल्यपरकप्रश्न</li></ul> <p><b>संकेतात्मक संसाधन:-</b></p>
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## APS Syllabus Bifurcation Overview

**Academic Session 2023-24**

**Class:...III.....**

**Subject: Maths**

<b><u>Term I</u></b> <b><u>Report Card will consist of 100 marks</u></b>		<b><u>Term II</u></b> <b><u>Report Card will consist of 100 marks</u></b>	
<b><u>Periodic Test I- July</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Half- Yearly Exam- September</u></b> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<b><u>Periodic Test II- December</u></b> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<b><u>Annual Exam- March</u></b> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)
<b>Apr-Unit 1- Number and Numeration</b>	<b>Aug- Unit 5 Multiplication</b>	<b>Oct-Unit 8 Measurements</b>	<b>Dec-Unit 10 Time</b>
	<b>Unit 6 Division</b>		
<b>May-Unit 3 Addition</b>			
	<b>Sep-Unit 7 Fractions</b>	<b>Nov-Unit 9 Geometrical Shapes</b>	<b>Jan-Unit 11 Money</b>
<b>July-Unit 2 Roman Numerals</b>			<b>Unit 12 Symmetry and Patterns</b>
			<b>Feb- Unit 13 Data Handling</b>
<b>Unit 4 Subtraction</b>	<b>1. Note Book Submission MM 25</b> (Weightage 5 Marks) <b>2. Subject Enrichment Activity</b> MM 25 (Weightage 5 Marks)		<b>1. Note Book Submission MM 25</b> (Weightage 5 Marks) <b>2. Subject Enrichment Activity</b> MM 25 (Weightage 5 Marks)
<b>REPORT CARD WILL CONSIST OF 100 MARKS</b>		<b>REPORT CARD WILL CONSIST OF 100 MARKS</b>	

Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission	---	25 marks	5 marks	Note Book Submission	---	25 marks	5 marks
Subject Enrichment Activity	----	25 marks	5 marks	Subject Enrichment Activity	----	25 marks	5 marks
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks

Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
April  PT 1	UNIT - 1 Name:- Number and Numeration CONCEPT: Forming 4-Digit Numbers and writing their Number Names  Sub-Concept: * Place Value and Face Value * Expanded form and short form * Successor and Predecessor	Domain: Cognitive Development  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha -	Competency C-8.2 Identifies and extends simple patterns in their surroundings and numbers. C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to	Develop concept and communication amongst children through play activities and real life examples. Activity : A dice will be thrown 3 times , the digits will be written together to form 3 digit number. The child can be encouraged to Make all 3 digit numbers Find the greatest number	C’s Communication Critical Thinking  Life skills: *Basic knowledge of Numbers. *Understanding relationship of the numbers.	Arts:- Represent numbers in Abacus.  Sports:-Starting race at level 1000 and crossing successive levels.  Scientific temper:- Comparison of different numbers, Number Tambola  Technology:- Use of	Language English:- Reading the numbers written on blackboard.  EVS: Using the knowledge of		Classroom Maths Lab Playground.	Class assignments *Write the place value of the circled digits. * Write the expanded form of the given numbers. * Writing Number Names.	Project - based learning Design Tambola game with 4-digit numbers.  Problem solving  Suggestive resources/Activities

	* Comparison of numbers * Formation of greatest and smallest 4- digit numbers * Skip Counting * Rounding off numbers	*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	quantities.(Numbers)  Learning Outcomes:-  Basic: Read and write numbers up to 9999.  Medium: Count large number of objects from their surroundings by making groups of 100,10 and ones.  Advance: Compare numbers up to 9999 for their value based on their place value.	Find the smallest number		PPT and video links.	numbers in daily life situations.  Art:- Showing 4-Digit Numbers on Abacus.  Music:- Number Song			* Arrange numbers in ascending and descending order.  Home assignments * Guess the number based on hints given. *Insert >,< or = sign. * Observe the pattern and complete the blanks. *Match the number to its name.	*Write the year of your brother's , sister's birth, current year Write the number names of these years and arrange them in ascending order.
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
July PT-1	Unit - 2 Lesson Number - 2 Lesson Name - Roman Numerals  Sub Concept: *Roman Numerals Identification * Rules for writing numerals *Use of Roman Numerals	Domain: Cognitive Development  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning  LearningOutcomes:-  Basic (CG7) Identify roman numerals upto 10	Develop concept and communication amongst children through play activities and real life examples. Activity- Basic ( 1-10) Roman Numerals will be made using wool followed by bigger numbers.	C's Communication Critical thinking  Life skills Problem solving Quantitative reasoning	Arts:- Drawing of a clock with Roman numerals on it  Sports:- Arrange the pre numberd balls ( numbers in roman numerals) in ascending order  Scientific temper:- Explaining the students about the	Language English:- Read out or learn a paragraph on roman history  EVS- Write important dates pertaining		Classroom Maths Surroudings	Class assignments  Book exercises  Home assignments Write in roman numerals a) A century	<a href="#">Project - based learning</a>  <a href="#">Problem solving</a>  <a href="#">Suggestive Assessment :- Quiz, google form,</a>



	*Addition of Roman Numerals upto 10	quantities. (Numbers)  Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	Medium (CG7) Usage of roman numerals  Advance (CG8)Addition of Roman numerals"			importance of knowledge of the roman numerals Encouraging them to think why we do not use roman numerals in every  Technology:- Make a PPT of 5-7 slides about your writing Roman Numerals for numbers of your choice.	to freedom movement in Roman numerals  Art:- Use colourful strips to write roman numerals from 1 to 10  Music:- Nil			and 20 more can be written in Roman as _____ b) Your age _____. c) I am thrice of 5 _____	<a href="#">worksheet</a>  <a href="#">Suggestive resources/Activities</a> <a href="#">Liveworksheets.com</a> <a href="#">Games on wordwall.net</a>
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
May PT - 1	Unit- 3 Name:- Addition CONCEPT:- Addition of 4 digit numbers(with and without regrouping) Sub Concepts: *Addition by breaking the numbers *Adding 4 digit numbers(without regrouping) * Addition with 1000,2000,9000 * Finding the missing	Domain: Cognitive Development  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha -	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs addition of 4-digit numbers fluently using flexible strategies of composition and decomposition Learning Outcomes:-	Develop concept and communication amongst children through play activities and real life examples Activity: Count number of students in all the sections of class III in your school and add them.	C's : Creativity, Communication, Critical thinking, Collaboration  Life skills: Problem solving	Arts:- Add the given numbers and colour the given shape using colour code  Sports:- Addition using skipping  Scientific temper:- Observing and adding the things seen in the surroundings	Language English:- Framing word problems  EVS:Add the 4 digit vehicle numbers of two neighbours.  Art:-		Classroom Maths Lab	Class assignments : Book Exercises  Home assignments: Worksheet based on missing numbers	Project - based learning  Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions

	digits *Adding 4 digit numbers(with regrouping) *Addition of more than two numbers *Addition Facts *Word Problems *Estimating the sum *Framing Word Problems	*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	Basic :Add the given numbers  Medium -Able to solve the problems related to addition  Advance:Frame the addition stories based on daily life situations			Technology:-Make a PPT of 5-7 slides about addition facts	Draw abacus and add the given numbers  Music:- Song related to addition				Suggestive resources/A ctivities: Liveworksh eets Games on wordwall
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Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integratio n	Inter- disciplinar y integration	Learning Space	Assignme nts	Suggestive Pedagogies
July  Half Yearly	Unit- 4 Name:- Subtraction CONCEPT:- Subtraction of 4 digit numbers(wit h and without borrowing) Sub conept:- *Subtraction of 4 digit numbers. *Properties of subtraction *Word problems *Framing word	Domain: Cognitive Development Developing Positive Learning Habits  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers) Kosha - *Vijnanamaya kosha, is	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 4-digit numbers fluently using flexible strategies of composition and decompositi on	Develop concept and communic ation amongst children through play activities and real life examples	C's : Creativity, Communicati on, Critical thinking, Collaboration  Life skills: Problem solving, Critical thinking	Arts:- Subtract the given numbers and colour the given shape using colour code.  Sports:- Subtractio n using skipping.  Scientific temper:- Observing and subtractin	Language English:- Framing word problems  EVS:Solve daily life problems  Art:- Draw abacus and subtract the given numbers, Number bonds  Music:- Poem	Classroo m Maths Lab	Class assignme nts : Book Excercises  Home assignme nts: Workshee t based on missing numbers	Project -based learning  Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice Questions  Suggestive resources/Activit ies: Liveworksheets Games on wordwall


		problems	emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	Learning Outcomes:-  Basic :Subtract the given numbers.  Medium - Able to solve the problems related to subtraction.  Advance:Frame the subtraction stories based on daily life situations.			g the numbers seen in the surroundings.  Technology: Make a PPT of 5-7 slides about subtraction facts	related to subtraction					
Month	UNIT/ LESSON No :- Lesson Name:- Concept & Sub concept	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies		
August  Half yearly	Unit Number -5 Name- Multiplication.  Concept - Multiplication as repeated addition  Sub Concepts -	Domain: Cognitive Development Developing Positive Learning Habits  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical	Competency C-8.7 Recognises multiplication as repeated addition C-8.13 Formulates and solve simple mathematical problems related to the basic concept	<a href="#">Develop concept and communication amongst children through play activity and real life examples.</a>  <a href="#">Activity : Children will be divided in equal groups and then finding out total number of students using repeated addition and multiplication as well.</a>	C's Creativity Communication( learners explain multiplication properties) Critical Thinking Collaboration.  Life skills - Decision making Self awareness Problem solving.	Arts:- Drawing of square grid for lattice multiplication.  Sports:- Learning multiplication through repeated addition using balls.	Language English:- Reading and vocabulary development  EVS :- Multiplication is the basic operation		Classroom Mathematics Lab Playground.	Class assignments : Discussion of word problems related to multiplication.  Home assignment	Learning by doing  Problem solving  Suggestive Assessment/Activities :- 1.Worksheet  2. Multiple-choice questions		

	<p>*Multiplication of 2,3&amp;4 digit number by 1digit number</p> <p>*Multiplication of 2&amp;3 digit number by 2 digit number</p> <p>*Word Problems</p> <p>*Lattice multiplication .</p>	<p>understanding and abilities to recognize the world through quantities.</p> <p>Kosha -</p> <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>of multiplication .</p> <p>Learning Outcome</p> <p>Basic : Revise basic terms and rules related to multiplication .</p> <p>Medium : Read, identifies and solve the problems given in the book using gained knowledge.</p> <p>Advance : Frame and solve word problems related to multiplication .</p>	<p><a href="#">CWSN ASSISTIVE LEARNING : https://youtu.be/BZ41Fh2MEVw</a></p>		<p>Scientific temper:- Framing word problems related to multiplication.</p> <p>Technology:- Solving online worksheets related to multiplication.</p>	<p>used to find distance if speed and time is given.</p> <p>Art:- Drawing square grids for doing lattice multiplication</p> <p>Music:- Learning tables 2 to 10 in rhythmic way.</p>			<p>nts : Framing word problems related to multiplication.</p>	<p>3. Lower order thinking skills questions</p> <p>4. HOTS questions</p> <p>Suggestive Resources/Activities</p> <p>liveworksheets.com</p>
Month	UNIT/ LESSON:- Number-Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
August Half Yearly	<p>Unit Number -6</p> <p>Unit Name- Division</p> <p>Concept - Division as repeated</p>	<p>Domain: Cognitive Development</p> <p>Developing Positive Learning Habits</p> <p>Curricular Goal:- CG-7 Children make sense of the world</p>	<p>Competency C-8.7</p> <p>Recognises division as equal sharing and repeated subtraction</p> <p>Learning</p>	<p>Develop concept and communication amongst children through play activities and real life examples.</p> <p>Activity : Few</p>	<p>C's Creativity</p> <p>Critical Thinking, Collaboration.</p> <p>Life skills : Decision making</p> <p>Problem Solving.</p>	<p>Arts:- To find the division facts using 10by 10 multiplication grid.</p> <p>Use of</p>	<p>Language English:- Reading and understanding the theme of Unity in</p>	9	Classroom Mathematics Lab	<p>Class assignments : Discussion of problems related to</p>	<p>Project based learning (Discussing real life problems)</p> <p>Keeping a specified number of chocolates in a</p>

	<p>subtraction/ equal sharing</p> <p>Sub Concepts</p> <p>*Meaning of Division and terms associated with division</p> <p>*Dividing 2&amp;3 three digit numbers by 1 digit number (with and without remainder)</p> <p>*Dividing 2&amp;3digit numbers by 1 digit number by regrouping.</p> <p>*Division by 10.</p> <p>*Word problems</p> <p>*Framing word problems</p>	<p>around through observation and logical thinking.</p> <p>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha -</p> <p>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</p> <p>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</p>	<p>Outcomes</p> <p>Basic: Understands meaning of division and terms associated with division.</p> <p>Medium: Experience equal sharing and grouping and connecting them mathematically in their own context. For example, sharing of equal number of sweets among children.</p> <p>Advance: Solve real life problems using division facts like how to handle money,how to get equal share etc.,</p>	<p>eatables / stationery items such as toffees / scale etc will be displayed on a table. The child will be asked to start dividing the items equally among two children.</p> <p>*Youtube video, explaining the concept of division through animation, taking real life examples.</p> <p><a href="https://youtu.be/wbkhV9zcGhI">https://youtu.be/wbkhV9zcGhI</a></p>		<p>Paper folding activities, Tangram activities , Cake slicing activities, to emphasize the concept of Division.</p> <p>Sports:- Using balls ( or members in a team) to explain the concept of division as repeated subtraction.</p> <p>Scientific temper:- Relationship between multiplication and division, Finding out division facts from given multiplication facts.</p> <p>Discussing various real life situations</p>	<p>Strength and the implications of division ( eg the story of a bundle of sticks)</p> <p>EVS- To share food items like cake,pizza etc., equally among friends, family</p> <p>Art:-To find the division facts using 10 by 10 multiplication grid. ( Colouring as per a division pattern to get different patterns in the grid)</p> <p>Music:- Learning multiplication tables</p>			<p>division given in the book. Home assignments :</p> <p>Framing word problems related to division and solving online worksheets available. Printed worksheets, having easy, medium and complex problems of Division.</p>	<p>carton and dividing them equally among the students present in the class. How many does each get?</p> <p>Problem solving Suggestive Assessment :-</p> <p>1.Worksheets</p> <p>2. Multiple-choice questions</p> <p>3. Lower order thinking skills questions For example: Draw 10 cherries. Make groups( by drawing circles) to divide these equally among 5 children.</p> <p>4.HOTS questions Suggestive resources/Activities Live worksheets.com</p>
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						and identifying which out of the two, Multiplication/ Division would be used.  Technology:-PPT, Video links.	from 2 to 10 in rhythmic way. ( Dividing a song into different segments and singing in a collaborative manner)				
Month	UNIT/ LESSON:- Number-Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
September  Half Yearly	UNIT/ LESSON:- Number-Unit No 7 Name:- Fractions Concept: Fractions Sub Concepts: *Shading of Fractions *Making a fraction *Parts of a collection *Like and Unlike fraction *Equivalent Fractions  *Comparison of	Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."	Competency : C-7.2 Observes and understands different categories of objects and relationships between them. Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	Develop concept and communication amongst children through play activities and real life examples . Activity : Make a bird using fractions of different shapes ( Circle - 2parts, Square- 4 parts etc)	C's : Collaboration Critical thinking  Life skills : Analytical thinking Problem solving Creative Thinking	Arts:- Showing Equivalent Fractions using figures such as rectangles  Sports:- Kaboom game To explain the concept of equivalent fraction  Scientific temper:- The students will observe	Language English:- Communicating a given fraction using a complete sentence, 1/4 ,one part out of 4 equal parts  EVS- Dividing a pizza equally among family members.  Art:- Shade the		Classroom Maths Lab	Class assignments : Book exercises  Home assignments : Make a fraction wheel	Project -based learning : Model of fraction  Problem solving  Suggestive Assessment :- Worksheet  Suggestive resources/Activities :  Liveworksheets. com Games on wordwall

	Fractions *Ascending and descending order	*Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes:- Basic : Understands the basic format of the fraction ( Numerator , Denominator)  Medium : Differentiate between like and unlike fractions, find equivalent fraction and compare the given fractions.  Advance: Use the knowledge of fractions in day to day life and solve the given questions on their own.			and identify fractions in nature.  Technology:-PPT and related videos will be shown.	given fraction.  Music: A song related to fractions.				
Month:	UNIT/ LESSON:- Number- 8 Name:- Measurements	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies

October  PT-2	No 8 Unit Name : Measurements CONCEPT: Measurement of Length, Mass and Capacity Sub Concepts:- *Units of Length *Conversions of units of Length *Addition, Subtraction, Multiplication and Division of units of Length *Word Problems based on four basic operations of units of length *Units of Weight *Conversions of units of Weight *Addition, Subtraction, Multiplication and Division of units of Weight *Word	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.	Competency - C-7.1 Observes and understands different categories of objects and relationships between them. C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment.  Learning Outcomes:-  Basic:(CG7) Identifies units of length, mass and capacity.  Medium: (CG8) Add, subtract, multiply and divide units of length, mass and capacity.  Advance: (CG8) Solves word problems based on	Develop concept and communication amongst children through play activities and real life examples Please ask the Special Educator by means of Story telling and use of visuals	C's : Creativity Communication Critical thinking Collaboration  Life skills: Problem solving	Arts:- Draw two objects each measured in centimetre , grams and millilitres  Sports:- Relay Race to be organised for the concept of length  Scientific temper:- Estimating the measurements, weighing different objects in math lab  Technology:- Make PPT on Non Standard Units of Measurement, Activity to measure the length of maths lab with Standard	Language English:- Reading word problems  EVS:- Measure the height of family members using Handspan  Art:- Draw and colour the objects measured in cm,grams and ml  Music: Composing and singing a poem on Measurement		Maths Lab Classroom, surroundings	Class assignments : Book Exercises  Home assignments: Estimate the length of different objects using non standard units	Project -based learning  Problem solving  Suggestive Assessment : Worksheet , Measure length of your dining table and bed  Suggestive Resources /Activities Liveworksheets Measuring Activities , Byju's videos available on YouTube 
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	Problems based on four basic operations of units of Weight *Units of Capacity *Conversion s of units of Capacity *Addition, Subtraction, Multiplicatio n and Division of units of Capacity *Word Problems based on four basic operations of units of Capacity		units of length, mass and capacity.			and non standard methods of measurem ent					
Month:	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome	CWSN	21st Century skills	Integration	Inter-discipinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Novem ber  PT-2	Unit No 9 Unit Name: Geometrical Shapes *Plane shapes * Solid Shapes * Tiling * Tangrams  Sub- Concepts	Domain: Cognitive Development Developing Positive Learning Habits  Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children	Competency C 8.8 Recognises basic geometric shapes and their observable properties C8.12 Develops adequate vocabulary for	Develop concept and communication amongst children through play activities and real life examples. Activity : The child will be asked to pick up specific coloured object around and tell its shape, use the tangram pieces to	C's : Creativity Critical thinking Communication skills  Life skills: Problem solving	Arts:- Drawing of shapes with real objects Draw a joker using different shapes  Sports:- Using shapes of	Language - English:- Vocabular y developm ent, reading  EVS:- Find buildings in your	6	Class- room Maths- lab Playgrou nd	Class assignme nts - *Discuss the objects having different shapes *To join the different tangram	Project -based learning Learning by doing  Problem solving- matching of shape with real life objects.  Suggestive

	<p>*2- Dimensional shapes</p> <p>*3- Dimensional shapes</p> <p>* Edges, corners, faces of shapes</p> <p>*Comparison of shapes</p> <p>*Examples of 2-D and 3-D shapes</p>	<p>develop mathematical understanding and abilities to recognize the world through quantities.</p> <p>Kosha - Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience.</p>	<p>comprehending concepts and procedures related to shapes.</p> <p>Learning Outcomes:-</p> <p>* Basic: (CG7) Determine about Line segment, Ray, curved lines, Straight line etc..</p> <p>Demonstrate and apply the concepts with daily life situations</p> <p>*</p> <p>Medium:(CG7)Identify and differentiate between 2D and 3D shapes around themselves , compare the third dimension added to shapes</p> <p>*Advance: (CG 8) Measure different shapes using standard and non standard measures</p>	<p>make a design</p> <p>HI</p> <p>VI</p> <p>LD</p> <p>Autism</p> <p>Cerebral palsy</p> <p>Speech disability</p>		<p>blocks available like cones, rectangles, balls and make a hurdle race</p> <p>Scientific temper: Helping students to develop scientific temper for shapes by finding shapes in their surroundings, buildings, objects.</p> <p>Technology:-Make a PPT of shapes</p>	<p>surrounding which have different shapes</p> <p>Art:- Drawing of a scenery using different shapes</p> <p>Use Mandala art</p> <p>Draw a joker using different shapes</p> <p>Music:- Poem based on shapes will be recited.</p>			<p>pieces to make the animals such as goat , dog, camel etc.</p> <p>Art integrated activity</p> <p>Home assignments- *Make any one tiling pattern found in your surroundings. *Collect two examples of each cuboidal , conical and spherical shapes.</p>	<p>Assessment :- Class test, online quizzes</p> <p>Suggestive resources/ Activities :</p> <p>*Sorting the given objects according to the category of 2D / 3D shapes.</p> <p>* Use tangram pieces to make a flower of your choice.</p>
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Month	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency &  Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Decem ber	UNIT/ LESSON:- Number- 10 Name:- Time Concept: Telling Time Sub Concepts: *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the next hour * Concept of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds - Hours into seconds * Reading A Calendar - The	Domain: Cognitive Development  Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this age group through art and culture.	Competency : C-8.10 Performs simple measurement s of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals  Learning Outcomes:- Basic : Use of vocabulary about Time and Calendar through discussion and story telling.  Medium : To read a clock and calendar.  Advance: *	Explain the concept of Time with the use of real clock and taking real life situations.  Activity : To show different times on the model of clock.	C's : Communication Collaboration Creative thinking Critical thinking Connectedness  Life skills : * Problem solving * Analytical thinking * Time management	Arts:- Show beautifully the names of all the months in a year. - Use red colour for the months having 31 days. - Use blue colour for the months having 30 days. - Use brown colour for the month having 28/29 days.  Sports:- Note the time taken to complete 1m race in minutes. Convert	Language English:- Reading Time and Calendar EVS- Planning day-to- day activities  Art:- Colour the birth dates of your family members on calendar .  Music: Poem on 'Time'	10	Classroo m Maths Lab Activity Room	Class assignme nts : Book Exercises  Home assignme nts : Plan your day, mentioni ng time at which you will carry out all the activities.	Project -based learning : Make a model of the clock. Make calendar of your birthday month. Problem solving  Suggestive Assessment :- Worksheet with all the concepts explained  Suggestive resources/Activi ties : Quizzes Story telling

	Knuckle Trick * Calendar Conversions - Months into Days - Weeks into Days - Days into Hours * Time Line		Reads the time correctly to the hour using a clock/watch. * Identifies a particular day and date on a calendar.			this time in seconds and hours.  Scientific temper:- Make your study time-table.  Technology: Use of ppt and animation videos.					
Month	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
Jan Annual Exam	UNIT/ LESSON:- Number- Name:- Concept: Sub Concepts: Number- 11 Name:- Money Concept: Importance and usage of money and basic operations on money Sub Concept	Domain: Cognitive Development  Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.	Competency : C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and	Explain the concept of money with real life situations.  Activity : A mini marketplace with playmoney	C's : Collaboration Critical Thinking  Life skills : Problem Solving Decision Making Creative thinking	Arts:- Trace coins and have fun  Sports:- Play mini bazaar with fake play money  Scientific	Language English:- Make a conversation about purchasing a toy from a shop EVS- Discuss the importance of money  Art:- Trace		Maths Lab Surroundings	Class assignments : Book exercises  Home assignments : Role play shopkeeper and customer with your parents	<a href="#">Project-based learning : Problem solving</a>  <a href="#">Suggestive Assessment :- Worksheet with all the concepts explained</a>  <a href="#">Suggestive resources/Activities : Quizzes, liveworksheet.com</a>

	<p>-</p> <p><b>* Identification of various denominations</b></p> <p><b>* Adding up given denomination in rupees/coins</b></p> <p><b>* Writing given amount in figures</b></p> <p><b>* Writing given amount in words</b></p> <p><b>* Conversion of money</b></p> <p><b>* Addition and subtraction of money</b></p> <p><b>* Word problems</b></p> <p><b>* Making bills</b></p> <p><b>* Data Interpretation</b></p>	<p><b>Kosha -</b></p> <p><b>*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience."</b></p> <p><b>*Anandmayakosha, or experience of transcendence is best addressed for this age group through art and culture.</b></p>	<p><b>numbers.</b></p> <p><b>Learning Outcomes:-</b></p> <p><b>Basic : (CG 7)To be able to identify various denominations of money available in the market</b></p> <p><b>Medium : (CG8)To be able to understand and do basic operations on money</b></p> <p><b>Advance: (CG8)To be able to make bills and read data.</b></p>			<p><b>temper:-</b></p> <p><b>Understanding money operations in daily life situations&gt;</b></p> <p><b>Children can do role play or scene of a marketplace where one of them is a shopkeeper and another one is a customer.</b></p> <p><b>Technology: Make a PPT to show coins and denominations used in earlier times</b></p>	<p><b>coins and have fun</b></p> <p><b>Music:</b></p> <p><b>Sing 2 songs from bollywood having the word "paisa" in it</b></p>				
<b>Month</b>	<b>UNIT/ LESSON:-</b> <b>Number-Lesson No 12</b> <b>Name:-</b>	<b>Domain &amp; Curricular Goals (mapping with Foundational stage)</b>	<b>Competency &amp;</b>  <b>Learning Outcome:</b>	CWSN	<b>21st Century skills</b>	<b>Integration</b>	<b>Inter-disciplinary integration</b>	<b>Periods</b>	<b>Learning Space</b>	<b>Assignments</b>	<b>Suggestive Pedagogies</b>

Jan Annual Exam	<b>UNIT/ LESSON:-</b> <b>Number- 12</b> <b>Name:-</b> Symmetry and Patterns <b>Concept:</b> Importance and usage of Symmetry and Patterns in day to day life. Sub <b>Concept -</b> * Line of symmetry * Symmetry in English Alphabets * Patterns in numbers. * Patterns in alphabets. * Patterns in designs * Odd and even numbers * Rules with odd and even numbers.	<b>Domain:</b> Cognitive Development Developing Positive Learning Habits  <b>Curricular Goal</b> CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.  <b>Kosha -</b> *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o rexperience of transcendence is best addressed for this age group through art and culture.	<b>Competency :</b> C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers.  <b>Learning Outcomes:-</b> Basic : To be able to identify symmetrical objects and patterns around in surroundings.  <b>Medium :</b> Enlist symmetrical alphabets , numbers and complete the patterns in alphabets , numbers , designs.  <b>Advance:</b> Solve the	Explain the concept of symmetry and patterns with real life situations.  Activity : A sheet with a half drawn butterfly will be provided to the students , the child to draw the other half of butterfly on dotted line and colour as per their choice.	<b>C's :</b> <b>Collaboration</b> <b>Critical Thinking</b>  <b>Life skills :</b> <b>Problem Solving</b> <b>Decision</b> <b>Making</b> <b>Creative</b> <b>thinking</b>	<b>Arts:-</b> Draw a flower , tree and smiley , draw a line of symmetry to divide in two parts.  <b>Sports:-</b> The students to do skipping for odd and even number of times , and announce the highest scorer as the winner.  <b>Scientific temper:-</b> The students to enlist the patterns seen in nature.  <b>Technolog y:</b> The students to make pattern using shapes on desktop.	<b>Language English:-</b> Speak on importanc e of symmetry , patterns in our lives and communic ate on the topic. <b>EVS-</b> Collecting and pasting leaves and petals with symmetry and also form a pattern out of it .  <b>Art:-</b> Draw a tiling pattern in notebook and colour it .	<b>Maths Lab</b>  <b>Surroun dings</b>	<b>Class assignme nts :</b>  *Comple te the given pattern *Solve the book exercises.  <b>Home assignme nts :</b> Take some easily available material such as buttons/ black gram/ Kidney beans etc. and start making pairs of it. Count the number of pairs and arrange in a pattern on a sheet of paper.	<b>Project -based learning :</b> <b>Problem solving</b>  <b>Suggestive Assessment :-</b> <b>Worksheet</b> <b>with all the concepts explained</b>  <b>Suggestive resources/Activi ties :</b> <b>Quizzes</b>
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			given problems on their own related to symmetry and patterns .								
Month	UNIT/ LESSON:- Number-Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter-disciplinary integration	Periods	Learning Space	Assignments	Suggestive Pedagogies
Feb Annual Exam	UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures  Kosha - * Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. *Anandmayakosha, or experience of transcendence is best addressed for this	Competency : C-7.1 Observes and understands different categories of objects and relationships between them C-8.1 Sorts objects into groups and sub-groups based on more than one property. Learning Outcomes:- Basic : To observe the pattern amongst the group of objects. Medium : Interpret the given information in pictograph, bar graph and answer the	Develop concept and communication amongst children through play activities and real life examples.  Activity: Ball Room Activity: Pick up Red(5) Green(2)and Yellow (3) balls . Keep them in separate baskets. Which colour balls are the maximum? Which colour balls are minimum? The total number of balls are:___	C's : Collaboration Communication  Life skills : Decision Making Problem Solving	Arts:- Draw a pictograph of liking of eatables (5 types) of your friends.  Sports:- Different sports items such as bat , rings , skipping ropes ,basketballs to be kept. Related questions will be asked.  Scientific temper:- Explaining the students about the importance	Language English:- A story to be formed on the given pictograph data with a moral value.  EVS- Age of family members will be shown on graph by taking a proper scale.  Art:- Collect the information of liking of different tiffin items of your 5		Maths Lab  Surroundings	Class assignments : Book exercises  Home assignments : Write the names of your 10 friends . Write the number of times the vowels are appearing in each name. Make a bar graph of the number of vowels in each name.	Project -based learning : Problem solving  Suggestive Assessment :- Worksheet Suggestive resources/Activities : Mental Maths worksheet

		age group through art and culture.	related questions. Advance: Representing the given data using pictograph and bar graph.			e of knowledge of the graphs in life.  Technology: An exercise of Compu Maths given in textbook to be done. Page number 207 of Learning Maths 3	friends. Draw a pictograph and colour it.				
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Class: III

Subject: EVS

<u>Term I</u> <u>Report Card will consist of 100 marks</u>		<u>Term II</u> <u>Report Card will consist of 100 marks</u>	
<u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<u>Half- Yearly Exam- September</u> (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	<u>Periodic Test II- December</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	<u>Annual Exam- March</u> (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)
Apr- Lesson-1 My Family	Aug- Lesson-7 The Food We Eat	Oct-Lesson-9 The House we Live In	Dec-Lesson-13 Communication
Lesson-2 Plants Around Us		Lesson-10 Our Neighbourhood	



May-Lesson-3 Leaves in Our Lives		Sep-Lesson-8 Cooking Food		Nov-Lesson-11 The Water we Drink		Jan- Lesson-14 Making Pots	
Lesson-4Animals Around Us				Lesson-12 Going Places			
July-Lesson-5 Birds - Our Feather Friends						Feb- Lesson-15 Textiles	
Lesson-6 The Work Around Us							
		1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)				1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)	
REPORT CARD WILL CONSIST OF 100 MARKS				REPORT CARD WILL CONSIST OF 100 MARKS			
Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission	---	25 marks	5 marks	Note Book Submission	---	25 marks	5 marks
Subject Enrichment Activity	----	25 marks	5 marks	Subject Enrichment Activity	----	25 marks	5 marks
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus	80 marks	80 marks



<p>April 22-25Days</p> <p>8 to 9 periods</p>	<p><b><u>Lessonno.1</u></b></p> <p><b>Name-</b> My Family</p> <p><b><u>Concept:</u></b></p> <p>Family and Friends</p> <p><b><u>Sub-Concepts-</u></b></p> <p>Families and their types.</p> <p>Family members ,valuesand habits.</p> <p>Hereditary features.</p> <p>Old and physically challenged people.</p>	<p><b><u>Domain:</u></b> Socio Emotional and Ethical Development</p> <p><b><u>Curricular Goal:</u></b></p> <p><b>CG-4:</b></p> <p>Children develop emotional intelligence</p>	<p><b><u>PANCHKOSHAVIKAS:</u></b></p> <p><b>MANOMAYAKOSHA</b></p> <p><b><u>C4.1</u></b></p> <p>Starts recognizing ‘self’ as an individual belonging to a family and community</p> <p><b><u>Learning Outcome:</u></b></p> <p><b><u>Basic:</u></b> Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree.</p> <p><b><u>Medium:</u></b> Exhibits values and habits appreciate qualities and skills of family members.</p> <p><b><u>Advance:</u></b> Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.</p>	<p><b><u>LifeSkills:</u></b></p> <p>Social skills</p> <p>Communication skill</p> <p>Flexibility</p>	<p><b><u>Arts:</u></b></p> <p>Identifying traditional art forms as a family tradition and culture in India.</p> <p><b><u>Sports:</u></b></p> <p>Exploring and playing games that family play together.</p> <p><b><u>Scientific temper:</u></b></p> <p>Exploring family believes and applying rational thinking.</p> <p><b><u>Technology:</u></b></p> <p>Analyze the hereditary traits of family members in physical appearance.</p>	<p><b><u>English:</u></b> Change the gender of given relations</p> <p><b><u>Maths:</u></b> Find the birth year of all the family members and calculate their age in years.</p> <p><b><u>Music:</u></b> Play antakshari with family members.</p>	<p>Classroom</p> <p>Assembly area or activity room for role play</p>	<p><b><u>Classroom Activity:</u></b></p> <p>Making a Thank you card for grandparents.</p> <p><b><u>Home Assignment:</u></b> Exploring from elders about extended family, narrating stories related to festivals.</p> <p><b><u>Flipped classroom:</u></b> Giving notes to study at home for discussion in class</p>	<p>Project-based learning</p> <p>Problem solving</p> <p>Role-playing</p> <p>Suggestive Assessment:-</p> <p>Reading</p> <p>Worksheet</p> <p>Multiple-choice questions</p> <p>Lower order thinking skills questions</p> <p>HOTS questions</p>
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Periods		Stage							
<b>MAY</b> (20 Days - 22 Days) 8 to 9 periods	<b>Lesson-3</b>  <b>Name:</b> Leaves in Our Lives <b>Concept:</b> Leaf Diversity and its Function <b>Sub-Concepts :</b> • Parts and Function of Leaves • Variety of Leaves Around Us • Uses of Leaves	<b>Domain:</b> <b>Cognitive Domain</b>  CG-7: Children make sense of world around through observation and logical thinking  Domain : Socio-Emotional and Ethical Development  <b>Curricular Goal: CG6</b>  CG 6 Children develop a positive regard for the natural environment around them	<b>PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA</b> C-7.1: Observes and understands different categories of objects and relationships between them <b>C 6.1</b> Shows care for joy in engaging with all life forms. <b>Learning Outcome: Basic:</b> Represents the parts of leaves through a real example or diagram. <b>Medium:</b> Identifies plants according to the size, shape and colour of different leaves. Describes Photosynthesis and can tell things required for it. List uses of leaves <b>Advance:</b> Analyse the reasons as why some plants do not have green coloured leaves Shape of the leaf depends on topography (hills/ deserts etc.)	<b>Life Skills</b> :  Social Skills  Creative  Initiative  Critical Thinking	<b>Arts:</b>  Make a bandhanwar using the Mango or Ashoka leaves. OR  Shade the shapes of leaves to make greeting cards and book covers/ book marks  Applying mehndi on the palms in different designs. <b>Scientific Temper:</b> Experiment on Photosynthesis: Sunlight is Necessary For Photosynthesis- Covering leaf with black paper partially Observation ,Collection of different leaves, smelling different plant leaves.	<b>English:</b> Opposites ( eg Simple/ Compound, Rough/ Smooth)  <b>Maths:</b> Make a pattern using leaf  <b>Music:</b>	Assembly area for a role play or song on importance of plants.  Classroom for quiz activity.  Botanical garden for showing different types of plants	<b>Classroom Activity:</b> Draw the diagram to show photosynthesis. Analyze the given situations and tell what will happen if any required item for photosynthesis is missing . Discussion on uses of leaves. <b>Home Assignment:</b> Collect leaves of different shapes in sizes. paste them on colourful sheets <b>Flipped classroom :</b> Giving notes to study at home	Brainstorming sessions  Joyful learning  Project-based learning  Role-playing  <b>Suggestive Assessment :-</b> 1. Reading 2. Worksheet 6. Multiple-choice questions. 7. Lower order thinking skills questions. 8. HOTS questions  ( PI refer to Revised Bloom's Taxonomy)

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Periods		(tags)							
<b>JULY</b> (22 Days-24 Days) <b>No. of Periods=</b> 10	<b>Lesson:5</b> <b>Name</b> :Birds Our Feather Friends <b>Concept:</b> Important features of a bird <b>Sub-Concepts</b> : Common Birds around us • Part of bird's body Types of Feathers Beaksof Birds • Feet and Claws of Birds • Flight of Birds	<b>Domain:</b> Socio-Emotional and Ethical Development <b>Curricular Goal:</b> CG 6 Children develop a positive regard for the natural environment around them	<b>PANSHKOSHA VIKAS:</b> <b>VIJNANAMAYA KOSHA</b> C 6.1 Shows care for joy in engaging with all life forms.  <b>Learning Outcome: Basic:</b> Recognizes and name the common birds around them  <b>Medium:</b> Differentiate the feathers in their types. Summarizes the uses of beaks  <b>Advance:</b> Classify the birds according to their feet and claws Develops empathy towards birds and can observe the beauty of nature in all living things.  Observe the similarity between airplane and birds body	<b>Life Skills:</b>  Collaborative  Adaptability  Social Skills  Initiative  Critical Thinking	<b>Arts:</b> Make a bird feeder with waste water bottles for your garden or balcony.  Draw and colour your favourite bird  <b>Scientific temper:</b> Analyze the Physical features of birds for adaptation	<b>Language: English:</b> Narrate a story on birds with a moral value  <b>Math</b> Find the weight of five birds and arrange them in ascending order  <b>Music:</b> Poem or song on birds in assembly	Assembly area for a role play showing care and empathy for birds  Classroom for drawing the bird and narrating stories based on Birds.  Garden or School Playground to observe the different types of Birds.	<b>Classroom Activity:</b> Drawing the bird and narrating stories based on birds. Write five lines on how birds are useful to us. OR narrating stories based on birds.  <b>Home Assignment:</b> Make a bird feeder with waste water bottles for your garden or balcony. Observe the birds around your house and watch programs based on birds on Discovery channel, Animal Planet Or BBC Earth  <b>Flipped classroom :</b> Giving notes to study at home for discussion in class	Brainstorming sessions  Joyful learning  Project-based learning  Role-playing  <b>Suggestive Assessment :-</b> 1. Reading 2 .Worksheet 11. Multiple choice questions. 12. Lower order thinking skills questions. 14. HOT S question s  ( PI refer to Revised Bloom's Taxonomy)





Periods		(stage)								
August No. of Periods=9	Lesson-7 Name: The Food We Eat Concept: Food Sub-Concepts : Importance of food •Nutrients in Food •Different types of food groups •Value of milk, water and roughage in the diet • Food habits of people •Balanced Diet •Healthy Eating habits	Domain: Physical Development  Curricular Goal: CG-1 Children develop habits that keep them healthy and Safe.  SDG-2 Improved Nutrition	PANSHKOSHA VIKAS: ANNAMAYA KOSHA  C 1.1 Shows a liking for and understanding of nutritious food and does not waste food  Learning Outcome: Basic: Give reasons for needing food Name the nutrients present in food  Medium: Differentiate the food into different food groups according to the nutrients present in them.  Advance: Students get sensitized about not wasting food and sharing extra food with needy people	Life Skills:  Collaborative  Adaptability  Social Skills  Initiative  Critical Thinking	.Arts: Dinner Thali : Prepare your dinner by drawing pictures of your favourite food items in a dinner plate  Scientific temper: Knowing the nutrients in different food items. Eating a balanced diet.  Technology Use internet to find nutritional value of your favourite food items	Language: English: Recite a short poem on your favourite food.  Math Read the wrapper of your favourite biscuit (MRP, Ingredients, Weight, Packing date)	Classroom for presenting their poem and sharing the sprout salad with their friends.  Activity Room for role play on healthy eating habits.	Classroom Activity: Dinner Thali : Draw or paste pictures of your favourite food items in an empty dinner plate  Home Assignment: Find and learn a short poem on your favourite food.  Non fire cooking time: sprout salad  Flipped classroom : Giving notes to study at home for discussion in class	Brainstorming sessions  Joyful learning  Project-based learning  Role-playing  Suggestive Assessment :- 1. Reading 2. Worksheet 15. Multiple choice questions. 16. Lower order thinking skills questions. 14. HOT Questions question s  ( PI refer to Revised Bloom's Taxonomy)	
Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating Initiatives	AWES	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
SEPTEMBER 10 DAYS No. of Periods=	Lesson : 8 Name: Cooking Food	Domain: Physical Development  Curricular Goal: CG-1	PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious food	Life Skills:  Collaborative  Adaptability	Arts: Draw 5 food items each that we get from plants and animals.	Language: English: Write the recipe of your favourite dish	Classroom for the activity : Guess the ingredient.  Activity	Classroom Activity: Learn and write the Hindi and English names of the spices shown to you .	Brainstorming sessions  Joyful learning  Project-	

9	<b>Concept:</b> <b>Food Sub-Concepts :</b> <ul style="list-style-type: none"> <li>Food from Plants and Animals</li> <li>Raw and Cooked Food</li> <li>Methods of cooking food</li> <li>Vessels used for cooking</li> <li>Eating in a family</li> <li>Cultural Diversity in food</li> </ul>	Children develop habits that keep them healthy and safe.  <b>SDG-2</b> Improved Nutrition	and does not waste food  <b>Learning Outcome:</b> <b>Basic:</b> Observe and Identify different cooking methods used in their homes  <b>Medium:</b> List the stoves used for cooking and fuel used in them.  Categorise the vessels used for cooking according to the cooking methods.  <b>Advance:</b> Discuss and compare the changes From your grandmother's kitchen to your mother's kitchen. Appreciates the cultural diversity in food.	lity  Social Skills  Initiative  Critical Thinking	<b>Sports :</b> Guess the ingredient : Children will interchange their lunch boxes and will guess the name of the main ingredient of the dish .  <b>Scientific temper:</b> Selects correct quantity of ingredient to make a dish Observe different cooking styles and different temperatures needed for cooking in different styles and the utensils used	<b>Maths :</b> Find the correct quantity of ingredients needed to prepare your favourite dish	<b>Room :</b> Learn and write the Hindi and English names of the spices shown to you .	<b>Home Assignment:</b> Prepare a banana chaat and Use your creativity to garnish and to decorate the plate.  <b>Flipped classroom :</b> Giving notes to study at home for discussion in class	based learning  Role-playing  <b>Suggestive Assessment :-</b> 1. Reading 2. Worksheet 17. Multiple choice questions. 18. Lower order thinking skills questions. 14. HOT S questions  ( PI refer to Revised Bloom's Taxonomy)
Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
No of Periods									
October 21-24 Days	<b>Lesson 9</b>  <b>Name- The House We Live In.</b>  <b>Concept:</b> House Diversity.  <b>Sub-concepts</b>	<b>Domain:</b> Cognitive Domain  <b>Curricular Goal:</b>  <b>CG-7</b>  Children make sense of the world around them through observation	<b>PANCHKOSHAVIKAS: VIGNANAMAYAKOSH</b>  <b>C-7.1</b>  Observes and understands different categories of objects and relationships between them.  <b>Learning Outcome:</b>	Collaboration  Communication of thoughts  Critical thinking	<b>Arts:</b>  Draw A sketch of your house.  <b>Scientific temper:</b> Analyze different	<b>Maths:</b>  Find the height of tallest sky scraper of the world  <b>Music:</b>  Sing a song on the importance of cleanliness.	Classroom or quiz activity .  Assembly area for role play or song on the importance of Cleanliness	<b>Classroom Activity:</b>  Quiz On Types Of houses.  Make blue and green dustbin and write their usage.  Discussion on the importance and types of houses and the ways to keep it clean.	Joyful method  Project-based learning  Problem solving  Role playing

of Periods =7	<p>Importance Of houses.</p> <p>Different types of houses.</p> <p>Some Unusual houses.</p> <p>Decorating and cleaning our houses.</p>	onand logical thinking.	<p><b>Basic:</b></p> <p>Identify Houses on the basis of material used.</p> <p><b>Medium:</b></p> <p>Identify Houses depending upon the culture and climate of the place.</p> <p><b>Advance:</b></p> <p>Understand the need of a clean and ideal house and shelter for all other creatures</p>		materials used for building houses at different geographical places.	<p><b>Technology:</b></p> <p>Make a house using 3D paint.</p>	Field trip inside the school to show different structures and proper management of waste in the school.	<p><b>Home Assignment:</b></p> <p>Know your peer-prepare four questions each related to house and ask your friend.</p> <p><b>Flipped classroom:</b></p> <p>Giving notes to study at home for discussion in class</p>	<p>Peer teaching</p> <p><b>Suggestive Assessment:-</b></p> <p>1. Reading 2 .Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions. 5. HOTS questions</p>
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Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
No. of Periods									
October No. of Periods =9	<p><b>Lesson 10</b></p> <p><b>Name:-</b> <u>Our Neighborhood.</u></p> <p><b>Concept:</b> Mapping my neighbourhood</p> <p><b>Sub-concepts</b></p> <p>Neighbourhood, Places</p>	<p><b>Domain:</b> Cognitive Development</p> <p><b>Curricular Goal:</b></p> <p><b>CG-7</b></p> <p><u>Children make sense of the world around them through observation and logical thinking</u></p>	<p><b>PANCHKOSHAVIKAS: VIJNANAMAYAKO SH</b></p> <p><b>C-7.3</b></p> <p>Use appropriate tools and technology in daily life situations and for learning.</p> <p><b>Learning Outcome:</b></p> <p><b>Basic:</b></p> <p>Identify the places in their neighbourhood and be able to find</p>	<p>Information literacy</p> <p>Critical thinking</p> <p>creativity</p>	<p><b>Arts:</b></p> <p>Draw a map of the route from your house to the nearest shop.</p> <p><b>Scientific temper:</b></p> <p>Observe and make a list of the landmarks in your locality and also write</p>	<p><b>Maths:</b></p> <p>Write their own house address with PIN code</p> <p><b>Music:</b></p> <p>Sing a song on the importance of keeping your neighbourhood neat and clean</p>	<p>Classroom or mapwork. School ground for finding out the directions.</p> <p>Field trip inside the school to show the different places in the plan</p>	<p><b>Classroom Activity:</b></p> <p>Look around in your classroom and write who is sitting in four directions.</p> <p>Discussion on the neighbourhood services, plan, sketch and map.</p> <p>Mapwork.</p> <p>Find out the cardinal points using magnetic compass, sunrise.</p>	<p>Joyful method of learning</p> <p>Project-based learning</p> <p>Problem solving Role-playing Peer teaching</p> <p><b>Suggestive Assessment:-</b></p>

	in our neighbourhood  Directions, sketches and maps.		<p>the cardinal points using different methods.</p> <p><b>Medium:</b> Learners will be able to differentiate between sketch, plan and a map.</p> <p><b>Advance:</b> Learners will be able to make a plan of a particular place and also be able to make a map of their colony including all the neighbourhood services.</p>		<p>their directions.</p> <p><b>Technology:</b>  Locate your school on Google map</p>		of the school.	<p><b>Home Assignment:</b>  Draw a sketch of your classroom and mark the directions of the object in the classroom.</p> <p><b>Flipped classroom:</b>  Giving notes to study at home for discussion in class</p>	<p>1. Reading 2. Worksheet 3. Multiple-choice questions 4. Lower order thinking skills questions 5. HOTS questions</p> <p>(PI refer to Revised Bloom's Taxonomy)</p>
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Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
November  21 DAYS  No. of Periods = 12	<b>Lesson 11</b>  <b>Name- The Water We Drink,</b>  <b>Concept:</b> conservation of water for all.  <b>Sub-concepts</b>  Importance and sources of water.  Water for plants and animals.  How to save water? Rainwater harvesting, storage of water.	<b>Domain:</b> Cognitive and Socio-Emotional and Ethical Development  <b>Curricular Goal:</b>  <b>CG 6</b>  Children develop a positive regard for the natural environment around them.  <b>SDG-6</b>  Ensure availability and sustainable	<b>ANCHKOSHAVIKAS: VIJ NANAMAYAKOSH C-6.1</b>  Show care for and joy in engaging with all life forms. <b>Learning Outcome:</b>  <b>Basic:</b> Learners will be able to identify the uses and sources of water. And save water  <b>Medium:</b> Learners will be able to examine the importance of drinking safe water and the ways to conserve water.  <b>Advance:</b> Learners will be able to take initiative and create awareness about the conservation of water in	Collaboration  Adaptability  Leadership  Initiative  Critical thinking  Creativity	<b>Arts:</b>  Make a poster on saving water and place it on the water points.  <b>Scientific temper:</b>  Make water filters using cotton, garden soil, sand and pebbles.  Take initiative to become Jal Mitra to create awareness on the importance of drinking clean water in their locality	<b>English:</b>  Write five sentences on the importance of water for plants and animals.  <b>Maths:</b>  <b>Activity</b>  How many glasses of water will fill a jug?	Classroom or poster making and maths activity.  Field trip inside the school to see the proper water management in the school.	<b>Classroom Activity:</b>  Poster making and math activity.  Group discussion on sources, uses of water and storage of water.  <b>Home Assignment:</b>  Make a water filter.  <b>Flipped classroom:</b>  Giving notes to study at home for discussion in class	Joyful method of learning  Project-based learning  Problem solving  Role-playing Peer teaching  <b>Suggestive Assessment:-</b> 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOTS questions

		nagementofwater andsanitation forall.	their localities. Also be come sensitive towards the sustainable usage of resources.						estions  ( PI refer toRevisedBloom'sTa xonomy)
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Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagngies (Suggestive)
No. of Periods									
November r No. ofPeriods =9	<p><u>Lesson12</u></p> <p><u>Name-Going Places</u></p> <p><u>Concept:</u> means of transport</p> <p><u>Sub-concepts</u></p> <p>Need fortravel Means to transport for far and near by places Newer ways of travelling Some special means of transport.</p> <p>Modern transport and pollution</p>	<p>Domain:CognitiveDe velopment</p> <p><u>CurricularGoal:</u></p> <p><u>CG-7</u></p> <p>Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking</p>	<p><u>PANCHKOSHAVIKAS:VIJANANAMAYAKOSH</u></p> <p><u>C-7.3</u></p> <p>Observes andunderstandsdifferent categories ofobjects andrelationships between them.</p> <p><u>LearningOutcome:</u></p> <p><u>Basic:</u> Identify differentmeans oftransport withtheir examples.</p> <p><u>Medium:</u> Learners will beable to understand theuses of all thethree means oftransport. Also identify newerandsomespecialmeans oftransport.</p> <p><u>Advance:</u></p> <p>Learners will beabletosensitisetowardsjudicious usageof means oftransport. Also be able tofindoutthewaysto reduce traffic pollution.</p>	<p>Initiative</p> <p>Responsibility.</p> <p>Critical thinking</p> <p>Adaptability</p>	<p><u>Arts:</u></p> <p>Draw anexample ofeachtypeof means oftransport.</p> <p><u>Scientifictemper:</u></p> <p>Observation of activities atthe station,airport,andbus stop.</p>	<p><u>Maths:</u></p> <p>Write down themeansoftransportinorder of their speedfrom the slowesttothefastest.</p> <p><u>Music:</u></p> <p>Poemonmeansof transport.</p>	<p>Classroomfordrawing.</p> <p>Observationat railwaystation,airport,bus stand.</p> <p>Homeasaplace forlearning.</p> <p>Assemblyhall forpoems.</p>	<p><u>ClassroomActivity:</u></p> <p>Discuss withstudentsabout howtheytravelto and fromschool.</p> <p><u>HomeAssignment:</u></p> <p>Collectpictures of differentmodes oftransport andclassify the differenttypes oftransport.</p> <p>Writedownthethings oftransport in order of theirspeedfromtheslowest to thefastest.</p> <p><u>Flippedclassroom:</u></p> <p>Giving notes tostudy at home fordiscussioninclass</p>	<p>Joyfulmethodof learning</p> <p>Project-basedlearning</p> <p>Problemsolving</p> <p>Role-playing</p> <p>Peerteaching</p> <p><u>SuggestiveAssessment:-</u> 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsQuestions 5.HOTSQuestions</p> <p>( PI refer toRevisedBloom'sTaxonomy)</p>

Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
December	<u>Lesson13</u>	<b>Domain:</b> CognitiveDevelopment	<b>PANCHKOSHAVIKAS:VIJNANAMAYAKOSH</b>	Criticalthinking	<b>Arts:</b>	<b>English:</b>	Classroomfordrawing.	<b>ClassroomActivity:</b>	Joyfulmethodoflearning
20Days	<b>Name-Communication</b>			Adaptability	Draw an example of each type of means of communication.	Be a news anchor and present news on current topics.	Homeforlearning.	Play dumb charades.	Project-based learning
No. of Periods =9	<b>Concept:</b> Means of Communication.	<b>Curricular Goal:</b>	Use appropriate tools and technology in daily life situations and for learning.	Communication	<b>Sports:</b>		Assembly hall for community singing.	Discussion and speaking.	Problem solving R
	<b>Sub-concepts</b>	<b>CG-7</b>		Social skills		<b>Art:</b>	Computer lab	Computer lab: how to use various applications for online classes.	role-playing Peer teaching
	Talking without speaking.	Children make sense of the world around them through observation and logical thinking	Identify different means of communication with their examples.		Play Dum charades	Use different hand gestures to show different motions.		<b>Home Assignment:</b>	
	Mailing a letter.		<b>Medium:</b> Learners will be able to tell the uses of all the three means of communication.				AV Room for projection	Write down the city code along with the country code.	<b>Suggestive Assessment:-</b>
	Other means of communication.		<b>Advance:</b> Learners will be able to learn about the culture and traditions of other countries through means of communication.		<b>Technology:</b> Find out the names of Indian satellite currently working on communication.	<b>Music:</b> Community singing in different languages.		<b>Flipped classroom:</b>	1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOT Questions
								Giving notes to study at home for discussion in class	(PI refer to Revised Bloom's Taxonomy)

Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
January	<u>Lesson14</u>	<u>Domain:</u> Aesthetic and Cultural Development	<u>PANCHKOSHAVIKAS:</u> <u>Anandamayakosha</u>	Critical thinking	<u>Arts:</u>	<u>Maths:</u>	Classroom for group discussion	<u>Classroom Activity:</u>	Joyful method of learning
22 Days	<u>Name-</u> <u>Making pots</u>	<u>Curricular Goals:</u>	<u>C-12.1</u> Explores and plays with a variety of materials and tools to create two dimensional and three dimensional art works in varying sizes.	Adaptability	Draw and colour the things made of clay.	Identify different shapes and sizes of the pots.	Exhibition on hand made pottery items and metal handicrafts.	Extempore on why we should use earthen pottery.	Project-based learning
No. of Periods=7	<u>Concept:</u> Things we make and do.	<u>CG-12</u>	<u>Learning Outcome:</u> <u>Basic:</u> Learners will be able to define pottery and identify some of the pottery.	Responsibility	<u>Scientific temper:</u>	<u>Art:</u>	Group discussion on how clay items are good for the environment.	Group discussion on how clay items are good for the environment.	Problem solving Role-playing Peer teaching
	<u>Sub-concepts</u>	Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	<u>Medium:</u> Learners will be able to explain the process of making pots and tell some of the uses of different pots.	Problem solving creativity	Experimenting and creating new pots and colours.	Observe and draw designs on pottery items famous in Khurja.(UP)	Also discuss them.	<u>Home Assignment:</u>	
	To meet basic needs of human beings making things.		<u>Advance:</u> Learners will be able to sensitise towards the usage of earthen pottery items and handmade decorative items as it provides livelihood to the local artisans.			<u>Music:</u>	AV Room for projection.	Making different types of pots using wheel, pinch, slab, and coiled methods with the help of plasticine clay or moulding clay.	<u>Suggestive Assessment:-</u> 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOT questions
	Art of pottery					Beat and create music using earthen pots.	Field trip to the school ground to collect different types of soil.	<u>Flipped classroom:</u>	(PI refer to Revised Bloom's Taxonomy)
	Uses of pots							Giving notes to study at home for discussion in class.	
	Steps of making pots								

Month	UNIT/ LESSON	Domain & Curricular Goals (mapping	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
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No of Periods		with Foundational stage)							
February  No. of Periods = 9 to 10	<b>Lesson 15</b>  <b>Name:- Textiles</b>  <b>Concept:</b> Things we make and do.  <b>Sub-concepts:</b>  Importance of clothes. Different ways of making clothes.  Ways of making patterns.  Wearing clothes.  Unstitched clothes.	<b>Domain:</b> Aesthetic and Cultural Development  <b>Curricular Goal:</b>  <b>CG-12</b>  Children develop abilities and sensibilities in visual and performing arts and express their emotion through art in meaningful and joyful ways.	<b>PANCHKOSHAVIKAS: Anandamayakosha C-12.1 &amp; C-12.5</b> Explores and plays with a variety of materials and to create two dimensional and three dimensional art works in varying sizes. Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage. <b>Learning Outcome:</b> <b>Basic:</b> Learners will be able to identify different types of fabrics. Name different processes involved in making clothes. <b>Medium:</b> Learners will be able to colour the clothes in dyes. Make patterns using vegetable blocks and tie and dye art. <b>Advance:</b> Appreciate and respect the cultural diversity seen in clothes seen in different states of our country.	Critical thinking  Adaptability  Creativity  Social skills	<b>Arts:</b>  Making different designs and patterns on clothes.  <b>Scientific temper:</b>  Observe and create patterns using vegetables.  <b>Technology</b>  Using Paint make a digital floral pattern	<b>English:</b>  Write the names of clothes worn by men and women in India. Also name some unstitched clothes worn by people.  <b>Maths:</b> Observe the shape and size of knitting needles. Make different shapes and patterns on handkerchief using stencils  <b>Art:</b> Collect information about the special clothes of India.  Kanjivaram sarees. Pashmina shawl. Banarasi sarees.	Classroom for discussion and Dramatization.  Assembly hall for dance performance.  AV Room for projection on the process of making clothes like spinning, weaving, knitting etc.	<b>Classroom Activity:</b>  To wear a dupatta or long cloth in different styles to emulate what different people do and also to create their own designs for their clothes.  Discussion and speaking  <b>Home Assignment:</b>  Observe the shape and size of knitting needles.  Make different shapes and patterns on handkerchief using stencils.  <b>Flipped classroom:</b>  Giving notes to study at home for discussion in class	Joyful method of learning  Project-based learning  Problem solving  Role-playing  Peer teaching  <b>Suggestive Assessment:-</b> 1. Reading 2. Worksheet 3. Multiple-choice Questions 4. Lower order thinking skills questions 5. HOT questions  (PI refer to Revised Bloom's Taxonomy)

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3 SUBJECT COMPUTER

AN OVERVIEW OF CENTRALISED SULLABUS BIFURCATION FOR APSs (PRIMARY- PREPARATORY LEVEL

CLASS III COMPUTER)

Academic Session 2023-24

Class:...III

Subject: COMPUTER



<u><b>Term I</b></u>		<u><b>Term II</b></u>	
<u><b>Periodic Test I</b></u> Month and content coverage	<u><b>MID TERM Exam</b></u> Month and content coverage	<u><b>Periodic Test I</b></u> Month and content coverage	<u><b>Annual Exam</b></u> Month and content coverage
<b>Apr-Lesson 1</b> Computer and its components	<b>Aug- Lesson 4</b> Word Processors (MSWord 2016)	<b>Oct-Lesson 5</b> Internet Concepts:	<b>Dec-Lesson 7</b> Scratch 3.0 Concepts
<b>May- Lesson 2</b> Windows Operating System	<b>Sep - Revisions and Lab Practicals</b>	<b>Nov-Lesson 6</b> Algorithm and sequence	<b>Jan- Lesson 8</b> AI Vs Human Intelligence
<b>July- Lesson 3</b> Paint 3D			<b>Feb- Revisions and Lab Practicals</b>
Schedule of <u><b>Periodic Test I</b></u> to be scheduled in the month of <b>July(third week)</b>	<u><b>Schedule of Mid term exam</b></u> to be scheduled in the month of <b>Sep (third week)</b>	Schedule of <u><b>Periodic Test II</b></u> to be scheduled in the month of <b>Dec (first week)</b>	Schedule of <u><b>Annual exam</b></u> to be scheduled in the month of <b>Mar (first week)</b>
<b>Formative assessment in the class :</b> 1. Attendance of student (5 marks) 2. Subject enrichment activity(5 marks) 3. Project based activities (5 marks) 4. Portfolio (5 marks) 5. Multiple Assessment based on speaking and listening skills (5 marks)		<b>Formative assessment in the class :</b> 1. Attendance of student (5 marks)- 2. Subject enrichment activity(5 marks)- 3. Project based activities (5 marks)- 4. Portfolio (5 marks) 5. Multiple Assessment based on speaking and listening skills (5 marks)	

Month	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundations I stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplin ary Integration	Learning Space (Suggestive)	Assignments(S uggestive) (Observation, Checklist, Worksheets,R ubrics,Portfoli os)	Pedagogies (Suggestive)
No of Periods									
6. Periodic tests(5 marks)				6. Periodic tests(5 marks)					

<b>APRIL 2023</b> <b>(22 days)</b> <b>No of Periods</b> <b>= 8</b>	<b>Name:-Lesson</b> <b>1Computer and its</b> <b>components</b> <b>CONCEPT:-</b> <ul style="list-style-type: none"> <li>Computer System</li> <li>Computer and its working</li> <li>Characteristics of a computer</li> <li>Hardware and software</li> <li>Application</li> </ul>	<b>Domain:</b> Cognitive Development  <b>Kosha:</b> Annamaya Kosha <b>Curricular Goal: CG 8-</b> Children Develop understanding of the different parts of the computer	<b>Competency:C - 8.7</b> Recognises and used the different parts of the computer system <b>Learning Outcomes:</b> <b>Basic</b> <ul style="list-style-type: none"> <li>Identifies the different parts of a computer</li> </ul> <b>Medium</b> <ul style="list-style-type: none"> <li>Identify the parts of a computer and</li> </ul>	<ul style="list-style-type: none"> <li>Recalling Skills</li> <li>Effective Skills</li> <li>Fine Motor Skills</li> <li>Cognitive Skills</li> </ul>	<b>Technology</b> Creating a story on Ms word, and saving it in the computer storage	<b>English:</b> Narrating the story created in the class  <b>Art:</b> Creating a story through drawing / collage and replicating	<ul style="list-style-type: none"> <li>Classroom</li> <li>Computer Lab</li> </ul> Library for reading different stories	<b>Class Assignment:</b> Individual activity of Identify and name the icon of MS office, Windows <b>Observation Checklist</b> Teacher will observe and	<b>Pedagogy:</b> Explanation & Discussion, Contextual Examples <b>Suggestive Assessment:</b> <ul style="list-style-type: none"> <li>Multiple choice questions</li> </ul> Identify and name the icon of MS office, Windows (individual activity)
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	<b>Software</b>		<p>name the systems of a computer</p> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>Identify the components of both hardware and software</li><li>Able to express the uses of the components of the computer</li></ul> <p><b>CwSN Assistive Learning:</b> Identify the monitor and the keyboard and try to type</p>			the same in computer practical class		<p>note the learners' level of understanding</p> <p><b>Rubrics:</b> Separate rubrics for different learning outcomes levels</p>	
<b>MAY 2023</b> <b>(21 days)</b> <b>No of Periods = 8</b>	<p><b>Name: Lesson 2</b>Windows Operating System</p> <p><b>Concept</b></p> <ul style="list-style-type: none"><li>Functions of a operating system</li><li>User Interface</li><li>Windows10</li><li>Working on Desktop screen</li><li>Starting an application Program</li></ul>	<p><b>Domain:</b> Cognitive Domain</p> <p><b>Kosha:</b>Vijnanama ya Kosha</p> <p><b>Curricular Goal: CG 7-</b> Children make sense of the world around through observation and logical thinking</p>	<p><b>Competency:C-7.3</b> Uses appropriate tools and technology in daily life situations and for learning</p> <p><b>Learning Outcomes:</b></p> <p><b>Basic:</b> Shows inclination to use simple applications of the windows operating system</p> <p><b>Medium:</b> Is able to use at least two/ three applications of the Windows Operating System</p> <p><b>Advance:</b> Shows fluency, comfort and competency in using the applications of the Operating System</p> <p><b>CwSN Assistive Learning:</b> Observe the Windows Screen and the icons</p>	<ul style="list-style-type: none"><li>develop organizational and fine motor skills in the students</li><li>Thinking skills</li></ul>	<p><b>Technology</b> Understandi ng the functionality, applicability and usage in daily life activities</p>		<ul style="list-style-type: none"><li>Computer lab</li><li>Audio visual room</li><li>At home (PC, Laptop, Tab etc)</li></ul>	<p><b>Class/ Lab Practice</b> Start an app in windows by using all the three methods mentioned in the chapter.</p>	<p><b>Pedagogy:</b></p> <ul style="list-style-type: none"><li>Explanation and discussion</li><li>Contextual understanding (in the practical classes)</li></ul> <p><b>Activity:</b> Select, Deselect and arrange various icons. Start an app in windows by using all the three methods mentioned in the chapter.</p> <p><b>Suggestive Assessment:</b></p> <ul style="list-style-type: none"><li>Observation by teacher</li></ul>

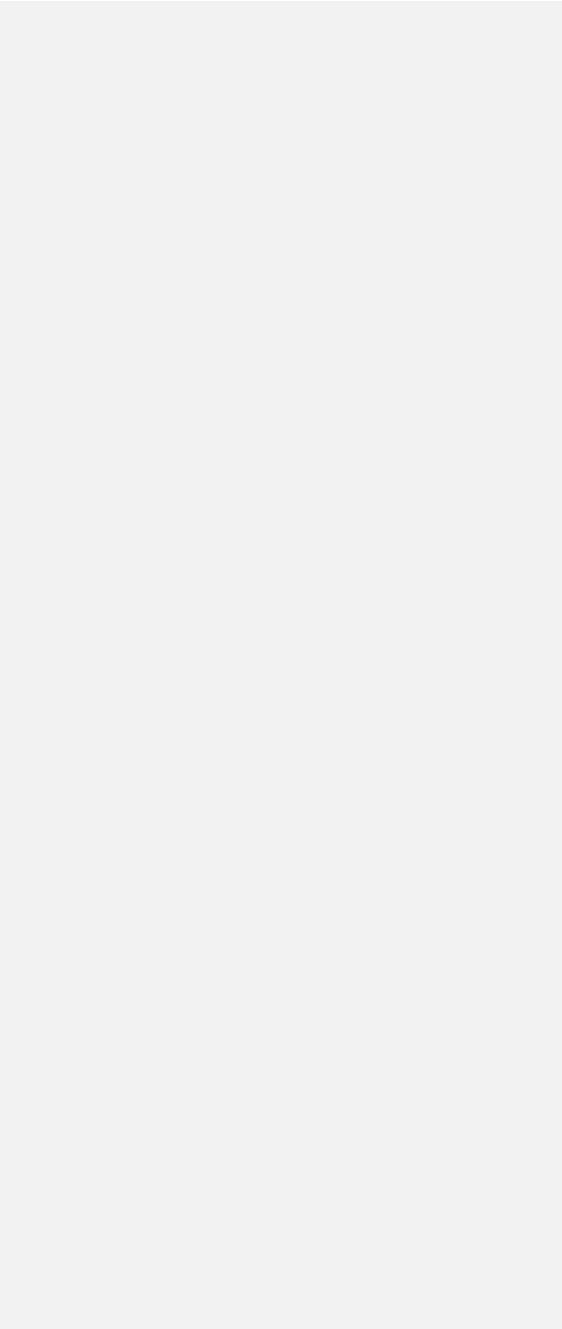
			(with resource room assistance)						
<b>JULY 2023</b> <b>(23 days)</b> <b>No of Periods = 8</b>	<b>Name: Lesson 3</b> Paint 3D  <b>Concept</b> <ul style="list-style-type: none"><li>Identify 2D and 3D shapes</li><li>Paint 3D window component</li><li>Draw 2D shapes and 3D objects</li><li>Add stickers, 3D text and effects in a project</li><li>Use 3D library to add 3D objects</li></ul>	<b>Domain</b> Cognitive Domain  <b>Kosha:</b> Vijnanamaya Kosha  <b>Curricular Goal C-7</b>  Children make sense of the world around through observation and logical thinking	<b>Competency C-7.3</b> Uses appropriate tools and technology in daily life situations  <b>Learning Outcomes</b>  <b>Basic</b>  Understands and able to identify 2D and 3D shapes on a computer  <b>Medium</b> Chooses appropriate tools for appropriate work while doing land work or in the computer  <b>Advance</b>	<ul style="list-style-type: none"><li>Creativity and innovation</li><li>Intellectual skill</li><li>Recognising skill</li></ul>	<b>Arts</b> Learners will learn to add different elements to make a scenery	<b>Maths</b> Identify the 2D shapes and name them, also mention the number of sides, angles etc	<ul style="list-style-type: none"><li>Classroom environment</li><li>Computer lab for practical experience</li><li>Home environment</li><li></li></ul>	<b>Class Assignment:</b> Create different designs, objects of your choice on paint 3D	<b>Methodology:</b> Explanat ion & Discussion, Contextual Examples  <b>Activity:</b> Make a list of hardware and software devices. Explore system software on desktop in lab

			<p>Pays attention to thematic detail, materials,properties,space and situations while creating and viewing works of art.</p> <p><b>CwSN Assistive Learning:</b></p>						
<p><b>AUGUST 2023</b> <b>(23 days)</b> <b>No of Periods = 8</b></p>	<p><b>Name:</b> <b>Ch-4 Word Processors (MSWord 2016)</b></p> <ul style="list-style-type: none"><li>• <b>Word Processor</b></li><li>• <b>Types of word processor</b></li><li>• <b>The Word Window</b></li><li>• <b>Creating a New document</b></li><li>• <b>Selecting text in a document</b></li></ul> <p><b>Saving a document</b></p>	<p><b>Domain Cognitive Development</b></p> <p><b>Kosha:</b> Vijnanamaya Kosha</p> <p><b>Curricular Goal CG-7</b></p> <p>Children make sense of the world around through observation and logical thinking</p>	<p><b>Competency C-7.3</b> Uses appropriate tools and technology in daily life situations</p> <p><b>Learning Outcome Basic</b></p> <ul style="list-style-type: none"><li>• Uses tools and implements with some degree of effectiveness in work situations</li></ul> <p><b>Medium</b></p> <ul style="list-style-type: none"><li>• Shows simple usage of digital technology of using MS word in learning situations</li></ul> <p><b>Advance</b></p> <ul style="list-style-type: none"><li>• Shows</li></ul>	<ul style="list-style-type: none"><li>• Systematic skills.</li><li>• Effective Skills</li><li>• Cognitive Skills</li><li>• Organising and presentation of given information in a systematic manner</li></ul>	<p><b>Technology :</b> Children understand the use and applicability of technology in their everyday life</p>	<p><b>English:</b> Type a paragraph on 'Importance of Reading' in MS Word using all the features</p>	<p>Classroom Computer lab</p> <ul style="list-style-type: none"><li>• Home environment</li></ul>	<p><b>Class Assignment:</b> Create a word document and show the use of the different features</p> <p><b>Teacher's observation checklist</b></p>	<p><b>Methodology:</b> Explanation &amp; Discussion, Contextual Examples,</p> <p><b>Experiential Learning. Activity:</b> 1.Open word, create a new document and type your favorite story. 2.Apply the formatting tools like Bold, Italic, Underline, Font Size, Color, Et</p>

			dexterity in using simple tools for drawing, typing, colouring, saving a document						
			CwsN Assistive Learning:						
SEPTEMBER 2023 (21days) No of Periods = 8	Revisions and Lab Practicals								
OCTOBER 2023 (15days) No of Periods = 7	Name: Lesson 5Internet Concepts: <ul style="list-style-type: none"><li>Meaning and usage</li><li>Terms used in internet</li></ul>	Domain Cognitive Development  Kosha: Vijnanamaya Kosha  Curricular Goal CG-7  Children make sense of the world around through	Competency C-7.3 Uses appropriate tools and technology in daily life situations  Learning Outcome  Basic  Reads a short set of simple, written instruction and follows them	<ul style="list-style-type: none"><li>Self- directed learning skill</li><li>Skills of exploration and organisation</li></ul>	Technology : Children understand the usage and applicability of technological inventions in daily life		Classroom Computer lab Home environment	Class Assignment; Lab practical activity  Teacher's observation checklist  Rubrics for analysing and assessing learner's understanding	Methodology:Explanat ion & Discussion, Contextual Examples,  Experiential Learning. Lab Activity: With the help of your teacher in the school, open the web browser and find the information on "Ten Famous Indian foods" and type the same on MSWord.

		observation and logical thinking	<p><b>Medium</b></p> <p>Reads short items and uses information in work situations</p> <p><b>Advance</b></p> <p>Reads short pieces of information and explains the content</p> <p>CwSN Assistive Learning</p>						
<p><b>NOVEMBER2023</b> <b>(23 days)</b> <b>No of Periods = 8</b></p>	<p><b>Name</b> <b>Ch-6</b>Algorithm and sequence</p> <p><b>Concept</b></p> <ul style="list-style-type: none"><li>Understand algorithm and sequencing</li><li>Branching if- then situations</li><li>Abstractions</li><li>Debugging</li></ul>	<p><b>Domain</b> <b>Cognitive domain</b></p> <p><b>Kosha:</b> Vijnanamaya Kosha</p> <p><b>Curricular Goal</b> <b>CG-8</b> Children develop logical thinking and understanding and abilities to</p>	<p><b>Competency C-8.2</b></p> <ul style="list-style-type: none"><li>Identifies and logically sequences simple patterns of different situations in their surroundings</li></ul> <p><b>Learning Outcomes</b></p> <p><b>Basic</b> Recognises and repeats the sequence</p>	<ul style="list-style-type: none"><li>Cognitive skills</li><li>Logical Thinking</li><li>Spatial Skills</li><li>Development of sorting, sequencing and spatial intelligence</li></ul>			Classroom Computer lab Home environment	<p><b>Class Assignment:</b></p> <p>Understand about algorithm and sequencing. Learn about branching (if then) statement Learn about abstraction and</p>	<p><b>Methodology:</b></p> <p>Explanation &amp; Discussion, Contextual Examples</p> <p><b>Activity:</b></p> <p>Write an algorithm to make Maggie Noodles.</p>

		recognise the world through the use of sorting and sequencing	<div>of a given situation</div> <div>Medium</div> <div>Describes the sequence of the given situation and creates a new situation</div> <div>Advance</div> <div>Describes the rule of the sequence and applies it on abstract situations</div>					debugging.	
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<b>DECEMBER2023</b> <b>(19 days)</b> <b>No of Periods = 8</b>	<b>Name</b> <b>Chapter 7-</b> Scratch 3.0 <b>Concepts</b> <ul style="list-style-type: none"> <li>Meaning of Scratch</li> <li>Components of Scratch 3 Window</li> <li>Work with Scratch blocks</li> </ul> Working on a Scratch Programme	<b>Domain</b> <b>Cognitive Domain</b>  <b>Kosha:</b> Vijnanamaya Kosha  <b>Curricular Goal CG-8</b>  Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures	<b>Competency C-8.12</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements  <b>Learning Outcomes</b>  <b>Basic</b> Creates a variety of visual imagery and sound explorations to symbolize objects, people and emotional experiences  <b>Medium</b> Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas  <b>Advance</b> Pays attention to thematic details, material properties	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Skill of Aesthetic Appreciation</li> <li>Programming skills.</li> <li>Cognitive skills</li> <li>Understanding skills.</li> </ul>			Classroom Computer lab Home environment	<b>Teacher’s observation rubrics</b> Understand the meaning and advantages of scratch. ●Understand components of scratch 3 window. ● Identify and work with scratch blocks. ● Create run a scratch program. ● Save a scratch project.	<b>Methodology:</b> Explanat ion & Discussion, Contextual Examples,  <b>Experiential Learning.</b>  <b>Activity:</b> ● Draw and Label the components of scratch window.
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<b>JANUARY 2024</b> <b>(21 days)</b> <b>No of Periods = 8</b>	<b>Name:</b> <b>Lesson 8</b> – AI Vs Human Intelligence <b>Concepts</b> <ul style="list-style-type: none"><li>• Meaning and features of Human Intelligence</li><li>• Difference between AI and Human Intelligence</li></ul> Weak AI and Strong AI	<b>Domain Cognitive Domain</b>  <b>Kosha:</b> Vijnanamaya Kosha  <b>Curricular Goal CG-7</b> Children make sense of the world through observation and logical thinking	<b>Competency C-7.2</b> Observes and understands different categories of objects and relationship between them  <b>Learning Outcome</b>  <b>Basic</b> Identifies and describes common objects/ people on their own  <b>Medium</b> Notices and describes details of characteristics of common people and compares with the characteristics of robots  <b>Advance</b> Identifies and describes finer details of the characteristics of humans and comparison of the same with characters created through artificial intelligence	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Creativity and Innovation</li><li>• Spatial Understanding</li><li>• Technological Literacy</li></ul>	<b>Technology :</b> Children understand the usage and applicability of technological inventions in daily life		Classroom Computer lab Home environment Atal Tinkering Lab	<b>Teacher’s observation rubrics</b> Understand the meaning and features of human Intelligence. <ul style="list-style-type: none"><li>• Differentiate between human Intelligence and AI.</li><li>• Learn about weak AI and Strong AI.</li><li>• Understand how to play quick, Draw.</li></ul>	<b>Methodology:</b> Explanation & Discussion, Contextual Examples,  <b>Experiential Learning.</b>  <b>Activity:</b> Demonstration of quick, draw! and familiarization of various tools
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FEBRUARY 2024 (19days) No of Periods = 8	Revisions and Lab Practicals			•					
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APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: III

Subject: Art and Craft

Term I	Term II
Month- content coverage	Month- content coverage
Apr- L-1 Introduction of Art and craft Craft L-1 Sunflower Craft with paper plate	October –Art L-8 Diya Drawing and Colouring, Craft L-8 Diya Decoration,GreetingCardsMaking
May-Art L -2 Primary Colours, L- 3 Fun with lines Craft l-2 Mother Day Greeting Card	November –Art L-9 Mosaic painting Craft – L-9 Fun with craft- Save Mother Earth
June – ArtL 4 fun with letters Craft L-4 Know about Shapes	December Art L-10Story telling painting Craft : L- 10 Christmas, New year Greeting cards making
July- Art L-5 Sketching of different objects, Craft L-5 Origami (Paper Folding)	January Art L-11 Fun with colours Blow painting Craft L-12 Fun with Craft – Flower vase, paper boat
August – Art L-6 Flag Drawing, Rakhi making Craft L-6 – Rakhi making ,Independenc day      greeting card making activity	February , March:-Art- L-12 Vegetable Printing Craft :- L-12 Holi Greeting Cards making
September- Art L-7 Drawing practice Birds, Animals Craft L-7 Best out of waste	



**Lesson 2-**  
**COLOURS**  
**DAY**

<b>Class: 3</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Syllabus-</b> <b>(As per Prescribed book subject – Art and craft)</b> <b>Name of the book</b> <b>Name of Publisher</b>	<b>Competency Based (Graded) Learning</b> <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b> Teaching of Primry colours To draw shapes on blackboard and colour them with primary colours. <b>(Listening Skill)</b>  <b>(Medium Level)</b> <b>Mother’s Greetings Cards</b>  <b>(Speaking Skill)</b>  <b>(Advanced Level)</b> Read stories about family. <b>(Reading Skill)</b>	<b>CwSN</b> <b>Assistive Learning</b> <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b> Making different shapes and colour them.  <b>VI Students</b> Using charts,flash cards related to primary colours.  <b>LD students</b> <b>Making mother’s day greeting cards</b>  <b>Autism</b> Life skill activity and self help	<b>Suggested Innovative Pedagogies</b>   <b>Activity Based Learning-</b> Learning Making greeting Cards for Mother’s D  <b>Experiential Learning-</b> Learning colours through nature (Vibgyor)  Learning about family  <b>Learning Spaces</b> - Indoor	<b>Suggested Assessment</b> <b>( Use of Assessment Tools &amp; Observation)</b>  <b>Assignments given to the students</b>
<b>Month-</b> April – May  <b>(Approx No of Teaching Days)</b>  <b>22- 25</b>          <b>No of Periods:</b>  <b>2-3</b>	<b>(CG12)</b>	<b>C12.3</b>	<b>Art and Craft</b> PM Publisher Pvt.LTD				

**PRIMARY**  
**, MOTHER**

**GREETING CARDS**

**Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER**

Class: 3	Curricular	Competencies	Syllabus-	Competency Based (Graded)	CwSN	Suggested Innovative	Suggested
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<b>Month-</b> April - May  <b>(Approx No of Teaching Days)</b> 22- 25  <b>No of Periods:</b> 2-3	<b>Goals (CG)</b>  <b>CG12</b>	<b>CG12.1</b>	<b>(As per Prescribed book subject – Art and craft)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>  <b>Art and Craft</b> PM Publisher Pvt.LTD	<b>Learning (Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b> Observe the different patterns Making paper plate flower  <b>(Listening Skill</b>	<b>Assistive Learning (In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b> Helping students to make different patterns with lines.  <b>VI Students</b> Use a large font to make pattern.  <b>LD students</b>  <b>Making paper plate flowers</b>  <b>Autism</b>	<b>Pedagogies</b>  <b>Theme-Based Learning-</b> Making paper plate flowers  <b>Learning Spaces-</b> Indoor	<b>Assessment ( Use of Assessment Tools &amp; Observation)</b>  <b>Assignments given to the students</b>
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**Lesson 4 FUN WITH LETTERS, KNOW ABOUT SHAPES**

<b>Class: 3</b>	<b>Curricular Goals</b>	<b>Competency</b>	<b>Syllabus-</b> (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher	<b>Competency Based (Graded) Learning</b>  (Tasks/Activities assigned for CW & HW)  (Basic Level) Observe the English letters coming to the life by adding various facial features (Listening & Speaking skills)  (Medium Level) Know about Shapes (Reading Skill) (Writing Skill)	<b>CwSN</b>  Assistive Learning (In consultation with Special Educators) & Use of IE Room  CwSN -Assistive Learning:-  HI students- Show and tell with 3d letters, shapes  VI Students Feel and tell the real letters and shapes.  LD students Make naming words - flash cards with names.  Autism: Sorting naming words in different boxes.	<b>Suggested Innovative Pedagogies</b>  Theme-Based Learning Learning alphabets through Art  Experiential Learning- Helps students to know about shapes in Maths.  Learning Spaces- Indoor Outdoor Playground	<b>Suggested Assessment</b> ( Use of Assessment Tools- Observatio  Assignments given to the students
<b>Month-June-July</b>	<b>(CG)</b> <b>CG12</b>	<b>CG12.1</b>	<b>Art and Craft</b> PM Publisher Pvt.LTD				
<b>(Approx No of Teaching Days)</b> <b>22- 25</b>							
<b>No of Periods:</b> <b>2</b>							

**Lesson 5- SKETCHING OF DIFFERENT OBJECTS , PAPER FOLDING ORIGAMI**



<b>Class: 3</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Syllabus-</b>	<b>Competency Based</b>	<b>CwSN</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment</b>
<b>Month-</b> June- July	<b>(CG)</b> <b>CG12</b>	<b>C12.3 B1</b>	<b>(As per Prescribed book subject – Art and craft)</b>	<b>(Tasks/Activities assigned for CW &amp; HW)</b>	<b>Assistive Learning</b> <b>(In consultation with Special Educators)</b> <b>&amp; Use of IE Room</b> <b>CwSN -Assistive Learning:-</b>	<b>Activity Based Learning-</b> Paper folding activity	<b>( Use of Assessment Tools &amp;Observatis</b>
<b>(Approx No of Teaching Days)</b> <b>19 - 21</b>			<b>Name of the book</b>	<b>(Basic Level)</b> Learn to draw a cat and do colouring	<b>HI students</b> <b>Help the students to draw cat in easy way</b>	<b>Experiential Learning-</b> Feed and take care of animals in your locality when injured.	<b>Assignments given to the students</b>
<b>No of Periods:</b> 2			<b>Art and Craft</b> PM Publisher Pvt.LTD	Making different objects with paper folding eg Cat, Dog, Rabbit, Butterfly. <b>(Listening Skill)</b>  <b>(Medium Level)</b>  <b>(Speaking Skill)</b>  <b>(Advanced Level)</b> Making origami objects on students imagination based <b>(Reading Skill)</b> <b>(Writing Skill)</b>	Showing and explaining information about pet animals. Colouring worksheets on pet animals. Wordsearch activity <b>VI Students</b> Using a flash card and 3d picture (show and explain) Large font worksheet <b>LD students</b> Use a assistive technology Showing a video <b>Autism</b> Puzzle on animals Draw and speak about your favourite animal.	<b>Learning Spaces</b> Indoor Outdoor	

**DRAWING , RAKHI MAKING, DRAWING,CARD MAKING**

<b>Class: 3</b>	<b>Curricular Goals</b>	<b>Competencies</b>	<b>Syllabus-</b> <b>(As per Prescribed book subject –</b> <b>Art and craft)</b> <b>Name of the book</b> <b>Name of Publisher</b>	<b>Competency Based (Graded) Learning</b> <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level National flag Drawing</b>  Rakhi Drawing, Rakhi making .greeting cards making on Independence Day. <b>(Listening Skill)</b>	<b>CwSN</b>  <b>Assistive Learning</b> <b>(In consultation with Special Educators)</b> <b>&amp; Use of IE Room</b> <b>CwSN -Assistive Learning:-</b>  <b>HI students-Making Independence Day greeting cards.</b>  <b>Rakhi Making with Thread and paper</b>  <b>VI Students</b>  <b>Rakhi Making with Thread and paper</b>  <b>LD students</b>  DIY- paper puppet  <b>Autism</b>  <b>Making worksheets on independence Day</b>	<b>Suggested Innovative Pedagogies</b>   <b>Activity-Based Learning</b>  <b>Making Greeting cards and Rakhis</b>    <b>Learning Spaces-</b>  Indoor  Outdoor	<b>Suggested Assessment</b>  <b>( Use of Assessment Tools &amp; Observation)</b>    <b>Assignments given to the students</b>
<b>Month-</b> AUGUST  <b>(Approx No of Teaching Days)</b> 19 - 21  <b>No of Periods in this month:</b> 7-8	<b>(CG)</b> <b>CG12</b>	<b>C12.3</b>	<b>Art and Craft</b> PM Publisher Pvt.LTD				

LESSON 7 DRAWING PRACTICE BIRDS, BEST OUT OF WASTE

Class: 3	Curricular Goals	Competencies	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level) Drawing and colouring practice Birds in easy way  (Medium Level) Making Imagination paintings related to birds  (Advanced Level) Best out of waste	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room  CwSN -Assistive Learning:-  HI students- Show the flash cards of birds  VI Students Worksheet on different birds LD students Autism Audio books	Suggested Innovative Pedagogies  Theme-Based Learning- Draw birds with alphabets  Experiential Learning- Best use of waste material  Learning Spaces- Indoor Outdoor Playground	Suggested Assessment ( Use of Assessment Tools- Observation)  Assignments given to the students
Month- September	(CG) CG12	C12.1,D4	Art and Craft PM Publisher Pvt.LTD				
(Approx No of Teaching Days) 19 - 21							
No of Periods in this month:7-8							

## **Lesson 8 DIYA DRAWING, DIYA DECORATION, GREETING CARDS MAKING**

Class: 3	Curricular Goals (CG)	Competencies	Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher	Competency Based (Graded) Learning  (Tasks/Activities assigned for CW & HW)  (Basic Level)  Diwali diya drawing  Diwali diya decoration activity  (Listening Skill)  (Medium Level)  Role Play of a tree.  (Speaking Skill)  (Advanced Level)  Making Diwali Hand made greeting cards  (Reading Skill & Writing Skill)	CwSN  Assistive Learning  (In consultation with Special Educators)  & Use of IE Room    CwSN -Assistive Learning:-  HI students-  Flash card,  Showing real Diyas and lamps for Diwali Festival.  VI Students Showing real Diyas and lamps for Diwali Festival  LD students  Showing real Diyas and lamps for Diwali Festival  Autism-  Worksheet on diya decoration, card ,making	Suggested Innovative Pedagogies   Activity Based Learning- Greeting cards making activity  Theme- Based Learning-  Know about Indian culture  Experiential Learning  Making diyas  Learning Spaces Indoor  Outdoor	Suggested Assessment  ( Use of Assessment Tools & Observation)   Assignments given to the students
Month- OCTOBER  (Approx No of Teaching Days) 20-21  No of Periods in this month:  7-8	CG12	C12.3 C2	Art and Craft PM Publisher Pvt.LTD .  Grow more trees.				

**LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING**

<b>Class: 3</b>  <b>Month-</b> November  <b>(Approx No of Teaching Days)</b> 20-21  <b>No of Periodsin this month:</b> 7-8	<b>Curricular Goals</b>  <b>(CG)</b> CG12	<b>COMPETENCY</b>  C12.1 B3	<b>Syllabus-</b>  <b>(Syllabus- (As per Prescribed book subject – Art and craft)</b>  <b>Name of the book</b>  <b>Name of Publisher</b>   <b>Art and Craft</b> PM Publisher Pvt.LTD	<b>Competency Based (Graded) Learning</b>  <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b> Making paper boat  Mosaic art style  <b>(Listening Skill)</b>  <b>(Medium Level)</b> Making flower vase with paper  <b>(Speaking Skill)</b>	<b>CwSN</b>  <b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b>  Explain how to make paper boat by giving demo by teacher  Showing a video,related to paper craft  <b>, VI Students</b>  Making Mosaic Art with Tiles  <b>LD students</b>  <b>Autism:</b>  Making paper boat	<b>Suggested Innovative Pedagogies</b>    <b>Activity-Based Learning-</b>  How to make a paper boat, flower vase  Learn warm and cool colours with mosaic painting    <b>Learning Spaces-</b>  Indoor	<b>Suggested Assessment</b>  <b>( Use of Assessment Tools &amp; Observation)</b>    <b>Assignments given to the students</b>
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LESSON  
STORY

Class: 3	Curricular Goals	COMPETENCY	Syllabus-	Competency Based	CwSN	Suggested	Suggested
Month-	(CG)	CG12.1 D4	(Syllabus-	(Graded) Learning	Assistive Learning	Innovative	Assessment
December	CG12		(As per	(Tasks/Activities	(In consultation with Special	Pedagogies	( Use of
			Prescribed book	assigned for CW & HW)	Educators)	Activity- Based	Assessment
			subject –				Tools-

10  
TELLING

PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

<b>(Approx No of Teaching Days)</b>  20-21  <b>No of Periods:</b>  7-8			<b>Art and craft)</b> <b>Name of the book</b> <b>Name of Publisher</b>  <b>Art and Craft</b> PM Publisher Pvt.LTD	<b>(Basic Level)</b> <b>Story telling painting</b>	<b>&amp; Use of IE Room</b>  <b>CwSN -Assistive Learning:-</b>  <b>HI students-</b> Making stiry telling worksheets.  <b>VI Students</b> <b>LD students</b> <b>Autism</b>	<b>Learning-</b> Enhance self expression Helps in socializing  <b>Learning Spaces-</b> Indoor	<b>Observation)</b>  <b>Assignments given to the students</b>
				<b>(Medium Level)</b> Making Christmas and New year Greeting cards and persent it to your family members.			

**APS Syllabus Bifurcation Overview**

**Academic Session 2023-24 (Summary)**

**Class: III**

**Subject: Physical Education**

- ✓ **Class – 3<sup>rd</sup>**
- ✓ **Age of Students – 8 to 9 Yrs**
- ✓ **Number of students – 35 (Approx.)**
- ✓ **Teaching Aim – To develop strength, speed and flexibility through engaging in a wide variety of physical actives.**
- ✓ **Equipment used – Cones, bars, stopwatch, skipping ropes.**
- ✓ **Safety – Very good warm-up, proper distance, clear instructions.**
- ✓ **Syllabus plan for the year 2023-24 is mention below -**

**Introductory part – 05 minutes**

**Preparatory part – 05 minutes**

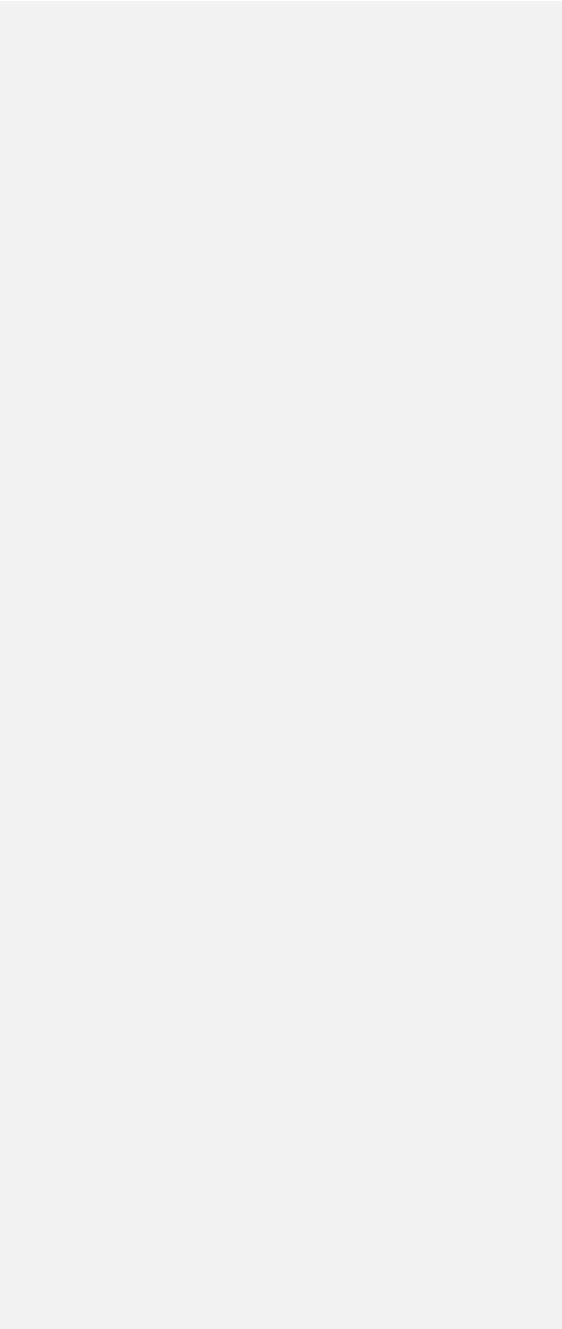
**Main part –25 minutes**

**Closing part – 05 minutes**

Term – 1		Term - 2	
Apr to Jun	Jul to Sep	Oct to Dec	Jan to Mar



<ul style="list-style-type: none"><li>• Introduction of warmup and instant activity.</li><li>• Introduction of Movement and fitness activity.</li><li>• Introduction of Games (Football, Kho-Kho &amp; Kabaddi) and practice.</li><li>• Introduction of mental health exercises</li></ul>	<ul style="list-style-type: none"><li>• Introduction of Indoor games (Chess, Carrom board&amp; Snake Ladder)</li><li>• Introduction of Marching and march pass.</li><li>• Introduction of Track and Field events in Athletics. (100 mtr race, 200 mtr race, Long Jump, Relay-race)</li></ul>	<ul style="list-style-type: none"><li>• Introduction of Yoga and meditation</li><li>• Aerobic exercises (Running &amp; Jogging, Cross Country)</li><li>• Lezim and dumbbells exercises.</li><li>• Annual Sports Meet</li></ul>	<ul style="list-style-type: none"><li>• Introduction and practice of cricket</li><li>• Yoga and meditation.</li><li>• Practice of term-1 games.</li><li>• Introduction and practice of Basketball.</li></ul>
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<u><b>Term I</b></u>	<u><b>Term II</b></u>
Month- content coverage	Month- content coverage
<b>Apr-</b> L-1 Introduction of Physical Education and adaptive physical edu. Importance of physical activities in daily life Gross motor skills and fine motor skills for all categories of students (CWSN) through inclusive edu.	<b>October</b> –Implementation of Indoor games.There rule terminology etc. Classwise matches to further nurture and train good students for future competitions as per age categories and practise Annual Athletic meet
<b>May</b> -Introduction of Yoga in play way method, And <b>Adaptive Yoga for (CWSN) students</b> and introduction of lazium and Dumbbells	<b>November</b> –Rehasarls for drills and athlectic events and conduct of Annuanlathlectic meet
<b>June – Celeberation of Yoga Day(21 June)</b> Introduction of indiginiuos&Outdoor games to enhance psychomotor skills , cognitive ability and assertiveness in child ( kho-kho , pithuu, dog and the bone, postman football, basketball ,cricket etc)	<b>December</b> Meditational Yoga to enhance the concentration level of the students to perform well in the exams
<b>July</b> - implementationof Basic rules of all indigenious games to develop speed strength coordination flexibility and endurance .Fitness test for students	<b>January</b> Inter and Intra class matches of indoor and outdoor games
<b>August-</b> Medical test to check Postural deformities in children at early stage of life (knock Kness, flat foot, Bow legs etc.) and	<b>February</b> ,Fun and frolic activities,yoga session and maas PT to keep students fresh and active for upcoming exams
<b>September-</b> Introduction of indoor games chess carom,etc)Practise and Prepration for Athlectic meet	<b>March – Annual Exams begins</b>



## **Lesson 2- Summer Sports and Fitness Program And Rules**

<b>Class:</b> 3	<b>Domains</b>	<b>Curricular Goals (CG)</b>	<b>Competencies (C: ) C3.1</b>	<b>Learning Outcomes  Graded Learning outcomes:- ( LO 1- Basic level)</b>	<b>Competency Based (Graded) Learning  (Tasks/Activities assigned for CW &amp; HW)  (Basic Level)</b>	<b>CwSN  (In consultation with Special Educators)  &amp; Use of IE Room.  CwSN -Assistive Learning:-</b>	<b>Suggested Innovative Pedagogies</b>	<b>Suggested Assessment  ( Use of Assessment Tools &amp; Observation)</b>
<b>Month-</b>  June - July  <b>(Approx No of Teaching Days)</b>  <b>08</b>	<b>Team building, Safety and first aid, Focusing on specific skills, Decision making</b>	<b>CG-3</b>  Promoting physical fitness,  Developing sports skills, enhancing speaking skills, cultural activities, tracking and evaluating progress.	<b>Physical fitness:</b> <i>Children should be able to develop their endurance, strength, flexibility, and balance through physical activity.</i>  <b>Coordination:</b> <i>Children should be able to develop their coordination and control of their movements, such as eye-hand coordination, foot-eye coordination, and balance.</i>	Improved physical fitness through regular physical activity Enhanced motor skills, such as running, jumping, throwing, catching, and kicking Increased coordination and control of movements Teamwork and sportsmanship skills, including cooperation and integrity Leadership skills, such as communication, decision-making, and responsibility.	Students will be introduced techniques related to physical activity.  <b>(Medium Level)</b>  Students will build upon skills learned at the basic level.  <b>(Advanced Level)</b> Advanced yoga mastery explained in	<b>Assistive Learning (In consultation with Special Educators)  &amp; Use of IE Room.  CwSN -Assistive Learning:-</b>  Physical fitness and sports program can be provided through adapted equipment, modified activities, visual aids, peer support, individualized instruction, sensory integration techniques, assistive technology, breaks and accommodations, and fostering an inclusive environment in consultation with	<b>Activity Based Learning-</b>  This pedagogy involves learning through hands-on experiences and participation in physical activities.  <b>Theme Based Learning-</b>  This pedagogy involves incorporating a theme into the program and designing learning activities around that theme.	<b>( Use of Assessment Tools &amp; Observation)</b>  Skill-Based Assessments, Safety Assessment, Peer and Self-Assessment.
<b>No of Periods:</b>  <b>4-8</b>								

					complex tasks.	Special Educators.		
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**Lesson 3- Health and Fitness Activities**

<b>Class: 3</b>  <b>Month-</b> August- September r  <b>(Approx No of Teaching Days)</b>  <b>08</b>	<b>Domains</b>  Physical health, mental health, social health, emotional health, environment health.	<b>Curricular Goals</b>  <b>(CG)</b>  <b>CG-3</b>  Develop and maintain physical fitness through regular exercise and healthy lifestyle choices  Improve overall health and well-being through physical activity, nutrition, and stress reduction techniques	<b>Competencies</b> <b>(C: )</b>  <b>C –3.2</b>  <b>Physical Competency:</b> The ability to perform various physical activities with proper form and technique, including cardiovascular and muscular endurance, flexibility, and balance.  <b>Leadership Competency:</b> The ability to take initiative and provide guidance to others during physical activities.	<b>Learning Outcomes</b>  <b>Graded Learning outcomes:-</b> <b>( LO 1- Basic level)</b>  1. Develop an understanding of the importance of physical activity for overall health and wellness patterns with proper form and technique.  2. Identify and describe the benefits of different types of physical activity, such as aerobic exercise, strength training, and flexibility exercises.	<b>Competency Based (Graded) Learning</b>  <b>(Tasks/Activities assigned for CW &amp; HW)</b>  <b>(Basic Level)</b>  Health and Wellness Competency: Students will be able to identify basic health and wellness concepts such as proper nutrition, hydration, and sleep.  <b>(Medium Level)</b>  Students will demonstrate medium proficiency in various physical activities, including cardiovascular and muscular endurance, flexibility, and balance.  <b>(Advanced Level)</b>  Students will demonstrate mastery in advanced physical activities such as competitive sports, advanced yoga poses, or high-intensity interval training	<b>CwSN</b>  <b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>CwSN -Assistive Learning:-</b>  Adapted equipment, such as hand pedals for bikes, can enable students with physical disabilities to participate in physical activities  <b>Peer support:</b> Pairing students with special needs with peer buddies can provide support and encouragement during physical activities.	<b>Suggested Innovative Pedagogies</b>  <b>Activity Based Learning-</b>  <b>Outdoor learning:</b> Utilizing outdoor spaces for learning and physical activities, such as nature hikes or outdoor yoga classes, can provide a refreshing change of scenery and a connection to nature. <b>Fitness challenges:</b> Incorporating fitness challenges, such as timed runs or obstacle courses, can add an element of fun and friendly competition to physical activities.	<b>Suggested Assessment</b>  <b>( Use of Assessment Tools &amp; Observation)</b>  Fitness assessments,  Self-assessment, Skill assessments, Teacher observation.
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**Lesson 4- Annual Sports meet and indoor Games implementation**

<b>Class: 3</b>  <b>Month-</b> October - November  <b>(Approx No of Teaching Days)</b> <b>08</b>	<b>Domains</b>  <b>Sportsmanship, Cultural awareness, Creativity and innovation</b>	<b>Curricular Goals (CG)</b>  <b>CG-3</b>  To provide opportunities for students to develop their athletic skills and abilities in a supportive and encouraging environment.  To promote physical fitness and encourage regular exercise among students	<b>Competencies (C: )</b>  <b>C3.4</b>  Physical fitness and health (C1) Athletic skills and abilities (C2) Teamwork and collaboration (C3) Sportsmanship and fair play (C4) Leadership and responsibility (C5)	<b>Learning Outcomes</b> <b>Graded Learning outcomes:-</b> <b>BASIC LEVEL;</b>  LO1.1: Identify different types of athletic events and games LO1.2: Demonstrate basic skills and techniques in selected athletic events and games LO1.3: Participate in team building activities and exercises LO1.4: Understand and follow rules and regulations of different athletic events and games	<b>Competency Based (Graded) Learning</b> <b>(Tasks/Activities assigned for CW &amp; HW)</b>  Basic Level (BL):  BL: Identify different types of athletic events and games and their basic rules  <b>(Medium Level)</b>  Analyze and evaluate different types of athletic events and games  <b>Advance Level:</b> Effectively lead and communicate with teammates and opponents during athletic events and games	<b>CwSN</b>  <b>Assistive Learning</b>  <b>(In consultation with Special Educators)</b>  <b>CwSN -Assistive Learning:-</b>  In annual athletic meet and indoor games are competitive in nature, there may not be specific assistive learning strategies for children with special needs. However, accommodations can be made to ensure their participation and inclusion in the events.	<b>Suggested Innovative Pedagogies</b>  <b>Activity Based Learning-</b>  For the annual athletic meet and indoor games implementation, activity-based learning can be a useful pedagogy to engage students in hands-on experiences related to the different sports and events. This can include practice sessions for various athletic events, drills and exercises to improve skills and technique, and team-building activities to foster collaboration and sportsmanship.	<b>Suggested Assessment</b> <b>( Use of Assessment Tools &amp; Observation)</b>  <b>Tools:</b> Rubrics, checklists, performance assessments <b>Observations:</b> Practice, competitions <b>Focus:</b> Individual and team performance, sportsmanship <b>Feedback, inform instruction</b>

**Lesson 5. Improving Academic Performance and Physical Health**

Class: 3	Domains	Curricular Goals (CG3)	Competencies (C: )	Learning Outcomes	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment ( Use of Assessment Tools- Observation )
Month- December-January  (Approx No of Teaching Days) 4-6	Academic achievement and success.  Skill development and proficiency	A chakkar is a spinning circle or a turn or pirouette. It is an important part of the Kathak dance steps in the Lucknow Gharana.	Develop skills and competencies that support both academic and physical success  Enhance cognitive and academic skills  Build resilience and stress management skills to cope with academic pressure and performance anxiety.	Graded Learning outcomes:-  ( LO 1- Basic level)  Students will be able to identify at least one effective study strategy to implement in their daily routine.  Students will be able to identify at least one physical activity to engage in regularly for health improvement.	(Basic Level)  Understanding the importance of physical activity in relation to academic performance and overall health  (Medium Level)  Applying knowledge of healthy eating habits and nutrition to develop a personal nutrition plan  (Advanced Level)  Analyzing the effects of physical activity and nutrition on academic performance and overall health	CwSN -Assistive Learning:-  Providing additional support and accommodations for students with disabilities to participate in physical activities and exercises, such as modifying activities, providing assistive devices, or using alternative modes of participation.	Activity-Based Learning-  Mindfulness practices Project-based learning related to health and wellness Flipped classroom approach with a focus on physical activity and healthy habits	Formative Assessment and Self-Assessment.

**Preparing for Exams with Fun and Fitness**



<p>Class: 3</p> <p>Month: January-February</p> <p>Approximate duration of teaching (in days)</p>	<p><b>Domains</b></p> <p><b>Physical Fitness, Time Management, Study Habits, Goal Setting, Learning Strategies, Test-Taking Strategies.</b></p>	<p><b>Curricular Goals</b></p> <p><b>(CG)</b></p> <p><b>CG-1</b></p> <p>Improving performance in specific exam-related subjects or areas</p> <p><b>CG-2</b></p> <p>Boosting self-confidence and reducing exam-related anxiety</p> <p><b>CG-3</b></p> <p>Improving memory retention and recall abilities</p>	<p><b>Competencies</b></p> <p><b>(C: )</b></p> <p><b>C- 1</b></p> <p>Test-taking strategies</p> <p><b>C- 2</b></p> <p>Study skills</p> <p><b>C-3</b></p> <p>Self-motivation</p> <p><b>C-4</b></p> <p>Goal-setting</p>	<p><b>Learning Outcomes</b></p> <p><b>Graded Learning outcomes:-</b></p> <p><b>( Basic level)</b></p> <p>Students will be able to describe different types of physical activities that can be incorporated into their exam preparation routine</p> <p>Students will be able to apply different relaxation techniques to manage exam stress and anxiety</p>	<p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>CW:</b> Yoga Breaks - Start each class with a 5-10 minute yoga break to help students focus and reduce stress. You can assign different students to lead the yoga session each day.</p> <p><b>HW:</b> Fitness Challenges - Assign students to complete fitness challenges at home, such as doing a certain number of push-ups or squats each day.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Basic Level)</b></p> <p>Create a competency goal related to the exam material and one related to physical activity.</p> <p><b>(Medium Level)</b></p> <p>Create a more complex competency goal related to the exam material and one related to physical activity</p> <p><b>(Advanced Level)</b></p> <p>For advanced-level reflection on progress towards the competency goals, and incorporate self-evaluation, peer feedback, and mentorship.</p>	<p><b>CwSN Assistive Learning</b></p> <p><b>(In consultation with Special Educators)</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p>Adapt physical activities to meet the needs of students with physical disabilities or impairments.</p> <p>Use multisensory learning activities that incorporate different senses to help students with different learning styles.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Project-based learning</b></p> <p><b>Flipped classroom</b></p> <p><b>Collaborative learning</b></p> <p><b>Collaborative learning</b></p>	<p><b>Suggested Assessment</b></p> <p><b>( Use of Assessment Tools &amp; Observation )</b></p> <p>Performance-based assessment,</p> <p>Formative assessments</p> <p>Summative assessment</p> <p>Observation</p>
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CENTRALISED SYLLABUS BIFURCATION FOR APSs (CLASS-III)

Subject: MUSIC

Frequency: Weekly One Period

<u>Term I (APR-SEP)</u>	<u>Term II (OCT-MARCH)</u>
Month- content coverage	Month- content coverage
<u>Apr</u> -Introduction of Music and Swars	<u>Oct</u> -(Autumn Break-10 Days: 15-24 Oct 2023) Evaluation individually and preparation for Annual Function Prog.
<u>May</u> - National-Anthem & National Song and Marching songs in chorus.	<u>Nov</u> -Motivational Songs and Music Preparation for Annual- Function2023-24.
15 May to 20 June 2023 (35 Days) Summer Vacation (Tentative)	<u>Dec</u> - Knowledge of Taala

<b><u>June</u></b> –Music Alankars.	<b><u>Jan-</u> (25 Days Winter Vacation: 20 Dec 2023-15 Jan2024)</b> Knowledge saptak
<b><u>July-</u></b> . Folk Music and listening to certain songs and local Instrumental tunes popular in the locality.	<b><u>Feb</u></b> -Evaluation individually.
<b><u>Aug-</u></b> The major families of musical instruments	<b><u>March-</u></b> Annual Examinations
<b><u>Sep-</u></b> Picutre of the major families of musical instruments to be pasted as project work. (15-30 Sep-Half Yearly Exams)	

PROPOSED SYLLABUS BIFURCATION FOR APS ( PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL  
STAGE – SUBJECT MUSIC

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

<p>Class:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No. of Periods: 10</p>	<p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p> <p>CG12</p>	<p>COMPETENCY</p> <p>CG12.2 A2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p>(Basic Level) Introduction of Music and Swaras.</p> <p>(Listening Skill)  Demo of singing swaras of Music in music class</p> <p>(Medium Level) (Speaking Skill)  By Involving kids in singing activities.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Training for singing in chorus will be provided to the students during class.</p> <p>( LO2- Medium level)</p> <p>After training these students will perform during morning assembly</p> <p>( LO3- Advanced level)</p> <p>Students will be added in school choir.</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Introducing swaras of Music with the help of Flash Cards.</p> <p>VI Students Singing in chorus or individually</p> <p>LD students Playing swaras of Music on instruments</p> <p>Autism Showing related Videos</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing Musical Notes</p> <p>Experiential Learning- Singing training of musical notes</p> <p>Learning Spaces Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p>Assignments given to the students Writing names of musical notes in music copy</p>
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**Lesson 2- -NATIONAL-ANTHEM. NATIONAL SONG AND MARCHING SONGS**

<p>Ass:3</p> <p>Month- April - May</p> <p>Approx No of Teaching Days) 25</p> <p>No of Periods: 10</p>	<p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p>	<p>COMPETENCY</p> <p>CG12.4 A1</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p><b>(Basic Level)</b> Introduction of National Anthem, National song and marching songs</p> <p><b>(Listening Skill)</b> Writing and listening of these songs in Music copy</p> <p><b>(Medium Level)</b> <b>(Speaking Skill)</b> Individually Singing of these songs with right pronunciation and timing during Music class.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p><b>(LO1-Basic level)</b> Training for singing in chorus will be provided to the students during class.</p> <p><b>( LO2- Medium level)</b> After training these students will perform during morning assembly</p> <p><b>( LO3- Advanced level)</b> Students will be added in school choir.</p>	<p>CwSN</p> <p><b>Assistive Learning</b> (In consultation with Special Educators) &amp; Use of IE Room</p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Introducing National Anthem/ National Song with the help of Flash Cards.</p> <p><b>VI Students</b> Singing in chorus or individually</p> <p><b>LD students</b> Plyaing these songs on instruments</p> <p><b>Autism</b> Showing related Videos or audios</p>	<p>Suggested Innovative Pedagogies</p> <p><b>Activity Based Learning-</b> Singing and listening to the students individually</p> <p><b>Experiential Learning-</b> Students will learn both songs by heart.</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p><b>Assignments given to the students</b> Making charts of National Anthem and National Songs during summer vacation</p>
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**Lesson 3- -MUSIC ALANKARS**

<p>Ass:3</p> <p>nth- e-July</p> <p>Approx No of aching Days) 25</p> <p>of Periods: ds/month</p>	<p>Curricular Goals (CG)  CG12</p>	<p>COMPETENCY  CG12.2 A2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p><b>(Basic Level)</b> Introduction of Music Alankars</p> <p><b>(Listening Skill)</b> Listenig and andWriting of these Alankars in Music copy</p> <p><b>(Medium Level) (Speaking Skill)</b> Singing alankars with Taala /timing during Music class.</p>	<p>Learning Outcomes</p> <p><b>Graded Learning outcomes:-</b>  (LO1-Basic level)</p> <p>Atleast 3 to 4 Alankars will be dictated in the class</p> <p><b>( LO2- Medium level)</b>  students will be given training to sing with proper timing</p> <p><b>LO3- Advanced level)</b>  Singing of these alankars will be done with Harmonium/ Keyboard</p>	<p>CwSN</p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> To be included in Action songs/by colourful writing Alankars.</p> <p><b>VI Students</b> Singing in chorus or individully</p> <p><b>LD students</b> Plyaing these Alankars on instruments</p> <p><b>Autism</b> Showing related Videos or audios</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Listening alankars individually</p> <p><b>Experiential Learning-</b> Training for creating alankars</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p><b>Asignments given to the students</b> Writing Alankars in Music copy</p>
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**Lesson 4- -LISTENING TO CERTAIN FOLK SONGS AND LOCAL INSTRUMENTAL TUNES POPULAR IN THE LOCALITY**

<p>ss:3</p> <p>nth- e-July</p> <p>prox No of aching Days) 25</p> <p>of Periods: ds/month</p>	<p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p>	<p>COMPETENCY</p> <p>CG12.2 C2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p>(Basic Level) Introduction of Folk Music</p> <p>(Listening Skill) Listenig to the folk tunes of locality</p> <p>(Medium Level) (Speaking Skill) Singing folk songs during Music class.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Importance of our Folk Music and Folk Instruments</p> <p>( LO2- Medium level)</p> <p>Listening/singing of folk songs</p> <p>LO3- Advanced level)</p> <p>Singing of folk songs with folk instruments</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- To show videos of Folk Artists</p> <p>VI Students Audio tracks or singing folk songs/tunes</p> <p>LD students Videos of Folk Dance/songs</p> <p>Autism Showing related Videos or audios</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Singing/training of Folk songs</p> <p>Experiential Learning- Folk Song presentation in Morning assembly</p> <p>Learning Spaces Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p>Asignments given to the students Pasting pictures of Fok instruments</p>
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**Lesson 5- -THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS**

<p>ss:3</p> <p>nth- g-Sep</p> <p>prox No of aching Days) 25</p> <p>of Periods: ds/month</p>	<p>Curricular Goals (CG) CG12</p>	<p>COMPETENCY</p> <p>CG12.2 C2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p><b>(Basic Level)</b> Names of different Musical instruments</p> <p><b>(Listening Skill)</b> Major categories of Instruments</p> <p><b>(Medium Level) (Speaking Skill)</b> Reciting names of instruments category wise</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:- (LO1-Basic level)</p> <p>Knowledge of four major families of instruments</p> <p><b>( LO2- Medium level)</b> Difference between each category of instruments</p> <p><b>LO3- Advanced level)</b> Recognizing sounds of instruments categorically</p>	<p>CwSN</p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Playing of video tracks of instruments</p> <p><b>VI Students</b> Playing of Sound tracks of instruments</p> <p><b>LD students</b> Through pictures of instruments</p> <p><b>Autism</b> Showing related Videos or audios</p>	<p>Suggested Innovative Pedagogies</p> <p><b>Activity Based Learning-</b> Visit to music room</p> <p><b>Experiential Learning-</b> Recognizing sounds/tunes of instruments categorically</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p><b>Assignments given to the students</b> Preparing project file by pasting pictures of instruments <b>(15-30 Sep-Half Yearly Exams)</b></p>
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**Lesson 6- -EVALUATION INDIVIDUALLY AND PREPARATION FOR ANNUAL FUNCTION PROG**



<p>Ass:3</p> <p>nth- t-Nov</p> <p>Approx No of aching Days) 25</p> <p>of Periods: ds/month</p>	<p>Curricular Goals (CG) CG12</p>	<p>COMPETENCY  12.2 E2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p>Evaluation of Term- 1 Preparation of patriotic/ motivational song for Annual Function (Oct/Nov- 2023)</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>(LO1-Basic level)</p> <p>Dictation of songs</p> <p>( LO2- Medium level)</p> <p>Practice sessions of songs</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>HI students- Involvement in action song</p> <p>VI Students Singing of selected songs</p> <p>LD students Involving in school choir</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning- Participation in school choir</p> <p>Experiential Learning-  Motivating and guiding students to participate in school choir</p> <p>Learning Spaces Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p>Assignments given to the students Writing songs to be presented during Annual Function</p>
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**Lesson 7- -KNOWLEDGE OF TAALA & SAPTAK**

<p>ss:3</p> <p>nth- c-Jan</p> <p>pprox No Teaching ys) 25</p> <p>of riods: ds/month</p>	<p>Curricular Goals</p> <p>(CG)</p> <p>CG12</p>	<p>COMPETENCY</p> <p>C12.2 C2</p>	<p>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</p> <p><b>Basic Level)</b> Introduction of Taala and Saptak</p> <p><b>(Listening Skill)</b> To develop listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music</p> <p><b>(Medium Level) (Speaking Skill)</b> Beats of Tabla (Bol) of Teental, Dadra and Kehrva</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p><b>(LO1-Basic level)</b> Definition of Taala and Saptak</p> <p><b>( LO2- Medium level)</b> Writing (Bol) Beats of Teental, Dadra and Kehrva</p> <p><b>( LO3- Medium level)</b> Speaking beats of taalass with actual matra</p>	<p>CwSN</p> <p>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>HI students-</b> Involvement in showing bol of taala with hand (sam, Khali and tali)</p> <p><b>VI Students</b> Reciting bol of taalass (sam, Khali and tali)</p> <p><b>LD students</b> Showing/playing beats on Tabla</p>	<p>Suggested Innovative Pedagogies</p> <p><b>Activity Based Learning-</b> Basic training of Rhythm</p> <p><b>Experiential Learning-</b> Training of taalass on Rhythm instruments</p> <p><b>Learning Spaces</b> Indoor Outdoor</p>	<p>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</p> <p><b>Assignments given to the students</b> Pasing of Rhythm instruments in project file.</p>
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**Lesson 8- - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.**

Class:3	Curricular Goals (CG) CG12	COMPETENCY	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)  Each student will be evaluated individually for grading for Term-II	<i>Learning Outcomes</i>  <i>Graded Learning outcomes:-</i>  Roll no wise evaluation in each section	CwSN  Assistive Learning (In consultation with Special Educators) & Use of IE Room  EVALUATION FOR TERM-II	Suggested Innovative Pedagogies  Activity Based Learning-  EVALUATION FOR TERM-II  Experiential Learning-  Learning Spaces Indoor Outdoor	Suggested Assessment ( Use of Assessment Tools & Observation)  Annual Examinations in March-2024
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Class: III

Subject:Kathak Dance

APS Syllabus Bifurcation Overview

<b><u>Term I</u></b>	<b><u>Term II</u></b>
<b>Month- content coverage</b>	<b>Month- content coverage</b>
<b>Apr- Introduction: 8form of Indian classical dances. *Story of Lord of dance (Natraj) Videos, pictures. *Mudras Pataka, tripataka, ardhpataka,kartrimukha.</b>	<b>Oct: Revision Dugunlaykaari on hands with bolas.</b>
<b>May- Mudras: Mayurakhyo, aradhchandrsa, arala. With their expression.</b>	<b>Nov : Revision Footwork :Tatkaar in teentaalekgun to dugun.</b>
<b>June – Revision Basic :Standing position Bhoomi parnam Mudras:Shuktundka,mushthishya,shikharkheshta.</b>	<b>Dec: Revision Evaluation of revision</b>
<b>July- Importance of taal in classical dance. *Recite teen taal theka with counting in slow laya on hand (sum, khali, tali)</b>	<b>Jan : Revision Half chakkar in kathak with tatkaar.</b>
<b>Aug :Revision Mudras: kapitha, katkamuka, suchimukha. *Footwork: Tatkaar in teen taal in slow laya on counting.</b>	<b>Feb : Revision Evaluation individually.</b>
<b>SEP: Revision Mudras :mrigsheersha, sinhmukha, chandrakala, pandamkosha, Teentaal on hands with bolas. With tabla beat.</b>	<b>March: Annual Examination.</b>

**PROPOSED SYLLABUS BIFURCATION FOR APS ( PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL  
STAGE – SUBJECT DANCE)**

Lesson 1- History of Kathak +(Mudras)

Class: 3	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- April - May	(CG) CG12	1. Explore and understand body movement and coordination	Graded Learning outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning		( Use of Assessment Tools & Observation)
Approx No Teaching days)	Disciplined lifestyle as kids needs planned.	2.Experience joy and eagerness to learn	Makes you a goodteam worker. Makes you a better story teller.	(Basic Level)	(In consultation with Special Educators)	Activity Based Learning-	Creating interest in India's culturalism.
	Help children for representing the rich Indian culture and heriage.	Learning Kathak dance helps in strengthening your mind and body.	Increases knowledge towards Indian culture and heritage.	For Mudras the children try out to make the Mudras by watching the live demonstration of the teacher.	& Use of IE Room	Pictures, videos, live demonstration by the teacher.	(TOOLS)
	Mudras help to link the brain to the body, soothe pain, the mood and increase your vitality.	Also removes stage fear. It increases the ability to focus.	Hand Mudras in Kathak are very important as every Mudra has its own meaning which help to convey the story to the people in forms of Kathakdance easily.	(Medium Level)	CwSN -Assistive Learning:-	Theme-Based Learning-	Videos, pictures, teacher explanation.
		It makes you physically and mentally strong.		Try to interelate the stories to the present learning for next practice.	In addition to being an excellent form of exercise.	Kathak dancers convey moral for god and goddesses they are basically learning and gaining knowledge about god and also they here get to know about the stories of god and their importance.	They can make different Mudras from their hands and also learn what shapes they are making although it is very interesting.
		Kathal Mudras facilitate story telling and along with facial expressions, they make the tale easier to understand.		For Mudras they makeMudras by themselves by seeing the names of the Mudras on the board in class.	Dance is a powerful form of therapy for children with disabilities.	With the help of Mudras a child can easily explain the roles and different faces of god.	
				(Advanced Level)	They get more curiosity to know about the history of the artist (through pictures and videos.		
				Learning the main point of the story and then from that main content make the story or narrate the storyby themselves.	Children if practice Mudras regularly then it can help in curing the disability and disases.		
					For Mudras the children will make the Mudras by themselves and speak out the name of the Mudras.		

Lesson 2- Bhoomi Pranam+ Standing Position+ Importance of Teen Taal with Counting

<p>Class: 3</p> <p>Month- June - July</p> <p>Approx No of Teaching days) 6</p> <p>No of periods: -7</p>	<p><b>Curricular Goals (CG 12)</b></p> <p>An acknowledgement of the sacred.</p> <p>The Standing position helps in being a confident performer and makes a good body posture.</p> <p>Develops your personality too.</p> <p>Taal is a timecycle. It is the foundation of all compositionns.</p>	<p><b>Competencies C12.4</b></p> <p><b>Bhoomi Pranam-</b></p> <p>In Bhoomi Pranam students take permission from mother earth, that whatever footwork we are going to do is important in the Kathak dance, you allow us to tap our foot on the land over you.</p> <p><b>Standing Position-</b></p> <p>It increases your structure of the body to be in a position for performing.</p> <p><b>Taal-</b></p> <p>It helps to find out the composition similar to time signatures in music though in Indian music and dance the cyclic journey is what anchors a composition.</p>	<p><b>Learning Outcomes Graded Learning outcomes:-</b></p> <p>Bhoomi Pranam</p> <p>Respecting the Indian culture, the mother Earth, taking permission so that they can start doing dance (Kathak).</p> <p>Standing Position-</p> <p>They learn that they should be looking confident and straight + prouded whenever performing.</p> <p>Taal-</p> <p>They get knowledge to interrelate taal when they are walking and it increases concentration skills. They also calculate beats one by one without pen or pencil, they do that orally.</p>	<p><b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Students will look at the teacher whatever she is doing they will follow that and do.</p> <p><b>(Medium Level)</b></p> <p>The children will listen to counting, tal or instructions and do the same as told.</p> <p><b>Advanced Level)</b></p> <p>The children will speak out the countings and all. Also they will do those bhomi pranam, teen taal on hand by themselves.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p>The child with special need does have so many benefits of this. When the teacher is giving the demonstration on the stage the child directly look at the teacher and start doing whatever the teacher is doing. When the teacher appreciates the child for this the child gets positivity in him or her that they are disabled but they can do everything like everybody.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Live demonstration of the teacher step by step.</p> <p><b>Theme Based Learning-</b></p> <p>Saving the culture by learning such things.</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p>Counting wise Taal and Bhoomi Pranam.</p>
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**Lesson 3- Mudras, Teen taal on hands with bolas in ekgunlaye**

<p>ss: 3</p> <p>nth-</p> <p>gust-</p> <p>ptember</p> <p>Approx No Teaching (ys)</p>	<p>Domains</p> <p>Language &amp; Literacy Development</p>	<p>Curricular Goals (CG12)</p> <p>Mudras help to link the brain to the body, soothe pain, the mood and increases your vitality.</p> <p>Taal is a time cycle. It is the foundation of all compositions.</p>	<p>Competencies (C12.2 )</p> <p>Kathak Mudras facilitate story telling with facial expressions, they make the tale easier to understand.</p> <p><b>Taal:</b></p> <p>It is the composition similar to time signature in Indian musical dance. The cyclic journey is what anchors a composition.</p>	<p>Learning Outcomes</p> <p>Graded Learning outcomes:-</p> <p>( LO 1- Basic level)</p> <p>Hand Mudras in Kathak are very important as every Mudra has its own meaning which helps to convey the story to the people in forms of Kathak dance easily.</p> <p>Taal: They get knowledge to interrelate taal when they are walking and it increases concentration skills. They also calculate beats one by one without pen or pencil,they do that orally.</p>	<p>Competency Based (Graded) Learning</p> <p>(Tasks/Activities assigned for CW &amp; HW)</p> <p>(Basic Level)</p> <p>Children will try out making Mudras by watching the live demonstration of the teacher.</p> <p>Students will look that how the teacher is doing teentaal on hands with bolas. They will repeat the bolas with the teacher and do whatever the Teacher is doing.</p> <p>(Medium Level)</p> <p>They will make the Mudras by themselves by seeing the names of the mudras on the board in class. They will also listen to the instructions and perform.</p> <p>(Advanced Level)</p> <p>They speak out the names, bolas by themselves and perform.</p>	<p>CwSN</p> <p>Assistive Learning</p> <p>(In consultation with Special Educators)</p> <p>&amp; Use of IE Room</p> <p>CwSN -Assistive Learning:-</p> <p>The child with special need does have so many benefits of this. When the teacher is giving the demonstration on the stage the child directly look at the teacher and start doing whatever the teacher is doing. When the teacher appreciates the child for this the child gets positivity in him or her that they are disabled but they can do everything like everybody.</p>	<p>Suggested Innovative Pedagogies</p> <p>Activity Based Learning-</p> <p>Live demonstration of the teacher step by step.</p> <p>Theme Based Learning-</p> <p>With the help of Mudras one can explain the storytelling easily.</p> <p>Teen Taal is used in their daily activities.</p>	<p>Suggested Assessment</p> <p>( Use of Assessment Tools &amp; Observation)</p> <p>Creating interest in learning our Indian speciality.</p> <p>Tools-</p> <p>They can make different Mudras from their hands and also learn what shapes they are making although it is very interesting.</p>
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**Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal**

<p>Class: 3</p> <p>Month: October - November</p> <p>Approx No Teaching Days)</p>	<p><b>Curricular Goals (CG12)</b></p> <p>Taal is a time cycle. T is the foundation of all compositions. It is very useful as for counting the beats children use to multiply, add, divide or subtract the bolas verbly only which is a good thing.</p>	<p><b>Competencies (C12.2 )</b></p> <p><b>Taal-</b></p> <p>It helps to find out the composition similarly the time signature in Indian musical dance the cyclic journey is what anchors a composition.</p> <p><b>Tatkaar:</b></p> <p>The dance syllables that are produced from footwork are called Tatkaar. Tatkaar is very beneficial as it is the fundamental footwork from which all other foot sounds and compositions are created.</p>	<p><b>Learning Outcomes Graded Learning outcomes:-</b></p> <p><b>( LO 1- Basic level)</b></p> <p>Students can interrelate taal with their day to day, hour to hour work.</p> <p>Tatkaar: it is an integral part of Kathak.</p> <p>Tatkaar involves complete leg exercise, giving stress on hips, calves and knees. Taiyari or proficiency in Kathak demands countless Riyaz. this Practice session increases stamina and a complete form of work out.</p>	<p><b>Competency Based (Graded) Learning</b></p> <p><b>(Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>Students look and listen whatever the teacher is doing and speaking. Then further they will further hey will do as same as the teacher.</p> <p><b>(Medium Level)</b></p> <p>They will listen up to the bolas and instructions. Further they will do the same.</p> <p><b>Adavanced Level:</b></p> <p>They will themselves speak out the bolas and also perform the teentaal on hands and tatkaar on feet.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p><b>Footwork:</b> the children with disabilities if do tatkaar, that is a better exercise for them. It also helps in the maintaining the acupressure. When they in front of their teacher they will be appreciated and then a positive mindset would attract them towards itself.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p><b>Activity Based Learning-</b></p> <p>Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p>Use of assessment and Tools: speakers for tabla beat.</p>
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**Lesson 5. Half rotation in teentaal with ekgun to duguntatkaar**



Class: 3  Month- December-January  Approx No Teaching (Days)	<b>Curricular Goals (CG 12)</b>  A chakkar is a spinning circle or a turn or pirouette. It is an important part of the Kathak dance steps in the Lucknow Gharana.	<b>Competencies (C12.2 )</b>  The chakkar in Kathak is a tool for completing a ritual in the larger frame of a spiritual journey called Performance. However, today it has emerged as a powerful tool to assert and individuals's power and ego as a means of sensational spectacles	<b>Learning Outcomes Graded Learning outcomes:-</b>  ( LO 1- <b>Basic level)</b>  They work as an aerobic exercise. Bhramari or Chakkar is speciality of Kathak that improves balance and stamina. Riyaz of Kathak makes you light feel and increase flexibility.	<b>Competency Based (Graded) Learning</b>  (Tasks/Activities assigned for CW & HW)  (Basic Level)  Students will look that how the teacher is doing. The child will follow whatever the teacher is doing.  (Medium Level)  They will listen to the instructions and further do the same as per the instructions.  (Advanced Level)  The student will learn the steps accordingly and then perform it.	<b>CwSN</b>  Assistive Learning (In consultation with Special Educators)  & Use of IE Room    <b>CwSN -Assistive Learning:-</b>  The child with special need does have so many benefits of this when the teacher is giving demonstration on the stage. The child directly looks at and start doing whatever the teacher is doing. When the teacher appreciates the child he or she may get a positive mindset.	<b>Suggested Innovative Pedagogies</b>  Activity- Based Learning-  Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats	<b>Suggested Assessment ( Use of Assessment Tools- Observation)</b>  Use of assessment and Tools: speakers for tabla beat.
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**Revision + Practices**

<p>Class: 3</p> <p>Month- January- March</p> <p>Approx No Teaching (Days)</p>	<p><b>Curricular Goals (CG12)</b></p> <p>Kathak gives emphasis on poses, expressions, grace, hand, eye and body movements when done together in revision.</p>	<p><b>Competencies (C12.2 )</b></p> <p>Kathak is characterised by intricate footwork and precise rhythmic patterns that the dancer articulates by controlling about 100 ankle bells.</p>	<p><b>Learning Outcomes Graded Learning outcomes:-</b></p> <p><b>( Basic level)</b></p> <p><b>level)</b></p> <p>It helps to make the body of an individual strong. It further helps in strengthening the muscle.</p>	<p><b>Competency Based (Graded) Learning (Tasks/Activities assigned for CW &amp; HW)</b></p> <p><b>(Basic Level)</b></p> <p>They perform individually on the stage. Which also removes the stage fear.</p> <p><b>(Medium Level)</b></p> <p>The student can choose its own partner to perform with he or she is comfortable to perform.</p> <p><b>(Advanced Level)</b></p> <p>The student is being sent in a group to dance or perform with and then checked that he or she is coordinating or not.</p>	<p><b>CwSN</b></p> <p><b>Assistive Learning (In consultation with Special Educators) &amp; Use of IE Room</b></p> <p><b>CwSN -Assistive Learning:-</b></p> <p>The child will not have stage fear after being performed individually. Then the child can also perform with his or her friend. Then after that the child tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.</p>	<p><b>Suggested Innovative Pedagogies</b></p> <p>Activity Based Learning- Speaker for the tatkaar (table beat) The students perform by themselves.</p>	<p><b>Suggested Assessment ( Use of Assessment Tools &amp; Observation)</b></p> <p>Uses of assessments and Tools: Speakers for table beat.</p>
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