SYLLABUS BIFURCATION PREPARATORY STAGE

Class 3

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3

Academic Session 2023-24

Class: III

Subject: ENGLISH

	<u>rm I</u> onsist of 100 marks		erm II 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>Acport Card win</u> <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-Literature: Lesson-1: I don't have a flower Poem-1: My Family	Aug-Literature: Lesson-4 A journey in space Poem- 4-Upside Down	Oct-Literature: Lesson-6- World Animal Day Lesson-7A role model- Dr. A.P.J. Abdul Kalam Poem- 5-How Many Greens?	Dec-Literature: Lesson9- An Exciting Cricket Match
Grammar: Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun	Grammar: Lesson-9- Pronouns Unseen Passage -Comprehension, Object Writing	Grammar: Lesson-14 Tenses (Continued) Past tense, Past Continuous Tense, Future tense Lesson-8 Compound words.	Grammar: Lesson-16 Preposition Lesson-18 Conjunction
May-Literature: Lesson-2:The story of the Aeroplane Poem- 2: Evening	Sep-Literature: Lesson-5 Great scientist-Isaac Newton	Nov-Literature: Lesson 8 Humpty Dumpty Poem- 5-A Song About Myself	Jan-Literature: Lesson10-Birbal wins Again
Grammar: Lesson- 3 Countable and Uncountable Noun	Grammar: Lesson-13 Verbs Lesson-14 Tenses	Grammar: Lesson-12 Articles	Grammar: Lesson-15 Adverbs

Lesson-4 Nour Lesson-5- Gen	n: Singular and Plu der	ıral				Formal Letter Writing	Ş	
	re: we Water-Save the Me Across the	World MM 25 Marks) 2. Subject Activity	ok Submission (Weightage 5 Enrichment MM 25 age 5 Marks)			Feb- Grammar: Letter Writing Unseen Passage Comprehensior		
Grammar: Lesson-6 Posse Lesson-7 Colle Lesson -10- Ac	ective Nouns.					 Note Book Submission M 25 (Weightage 5 Marks) Subject Enrichment Act MM 25 (Weightage 5 Marks) 		
REP	<mark>ORT CARD W</mark>	ILL CONSIST OF 1	00 MARKS	REPOR	T CARD WILI	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 of Term II	80 marks	80 marks	

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

	<u> </u>		1			
skills for day-to-day	Basic:	Improved	resources	concept of family.	study at	1. Reading
interactions in two		Pronunciation		Draw a family tree.	home for	2 Monthly has a t
Interactions in two	Recalls the characters			Draw a family tree.	discussion in	2.Worksheet
languages	and a few events in the		https://youtu.be		class	3. Multiple-choice
	story that is narrated	Emotional Skills	/kznvQ5l7WCo			questions
	and is able to retell in					questions
	their own words	Sympathy /Empathy				
	 Imagines and narrates 		(My family)			
CG-4	personalized endings of		(,,)			
Children develop emotic	· . · · · ·					
intelligence, i.e., the abili to understand and mana	· · · · · · · · · · · · · · · · · · ·					
to understand and mana- their own emotions, and						Suggestive
respond positively to soc	Medium:	Any Values /Ethics :				resources/Activit
	 Identifies plots and 	(Schools to fill)				
norms	characters in a story	(,				ies:
	and retells it in the					
		Honesty				
	correct sequence using	Holicsty				Draw and colour
	vocabulary from the					a family tree.
	story					
	 Narrates their own 					
	short stories with					Draw a flower and
	simple plots and					write values on its
	characters					petals.
	Follows simple rules in					
	school without adult					
	reminders					
	Advance					
	Interprets the					
	motivations of the					
	author to write the					
	story and retell the					
	story as if they were the					
	author					
	Creates their own					
	stories, with complex					
	stories, with complex				I	

	plots and r	nultiple		
	characters			
	Follows			
	Instruction	s/rules		
	Competency			
	Destrui			
	Poetry			
	My Family			
	(Literary Device used	– Rhyme)		
	C10.6			
	Reads short poems a			
	appreciate the poem	for its choice		
	of words and imagina	tion.		
	C4.1			
	Starts recognising se			
	individual belonging	o a family and		
	Community			
	C4.2			
	04.2			
	Recognises different	emotions and		
	make deliberate effo			
	them appropriately			
	Learning Outcomes:-			
	Learning Outcomes			

Poem-1: My Family		Basic			
	DOMAIN:				
(Literary Device used –	Poetry	•Recognises simple emotions.			
Rhyme)	My Family	•Identifies relationship with family			
CONCEPT:-	(Literary Device used – Rhyme)	members			
•Family as a unit of society		Medium			
Sub-Concepts:	Language and Literacy development	 Shows care for and joy in engaging with all life forms 			
• Types of Family(nuclear,joint,exte	Socio Emotional and Ethical	•Identifies names, and associates			
nded) • Characteristics of a	Development	relationship with family and among extended family			
Family	(Manomaya Kosha)	extended family			
 Rhyming words Antonyms	Curricular Goal:-	Advance			
		•Expresses and conveys Empathy towards family, neighbourhood &			
	CG-4	Community.			
	Children develop emotional				
	intelligence, i.e., the ability to understand and manage	Competency			
	their own emotions, and	Grammar			
	respond positively to social norms	Lesson-17 Sentences			
		Lesson-1 Common Noun			
	CG-10	Lesson-2 Proper Noun			
	Children develop fluency in				
	reciting the poem.	CG-10.4			
		Read stories and passages with			
		accuracy and fluency with			

		appropriate pauses and voice				
		modulation.				
		Learning Outcomes:				
		Basic:				
		basic.				
		Reads a few sentences of				
		familiar words with				
		accuracy				
		Medium:				
		Reads short passages	l			
		accurately with				
		appropriate intonation				
		and pauses				
		Advance:				
		Reads short passages				
Grammar:		accurately and fluently with appropriate				
		intonation, pauses, and				
Lesson-17 Sentences		voice modulation				
Lesson-1 Common No	DOMAIN:		l			
			_			
Lesson-2 Proper Noun	Grammar					
	Lesson-17 Sentences	CWSN Assistive Learning: -				
CONCEPT:-	Lesson-1 Common Noun					
	Lesson-2 Proper Noun	For Visually Impaired Students				
●Nouns		Poem- My Family				
 Sentence Identificati 	ion	Family - A group of people lead				
• Sentence raentineati		together in the house is called				
	Language and Literacy	family.				
Sub-Concepts: -	development		1			
Sub-Concepts		Characteristics of the family-				
 Types of sentences 		1. Support / stand by you in every				
 Parts of a sentence 	Curricular Goal:-	good or worst situation.				
Parts of a sentence	CG-10					
 Identification of nou 	ins CG-10	2. Logan care for other family				

	•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. For Hearing Impaired Students Flashcards of family and family members with caption. video with caption https://youtu.be/tkatlyEeyJI https://youtu.be/UTKuTq_M5sA 						
May (12-14 days) (12-14 pd)	Lit: Lesson-2:The story of the Aeroplane (Prose- Factual) Skills- Listening and Speaking CONCEPT:- • History of	DOMAIN: Lesson-2:The story of the Aeroplane (Prose- Factual) Language and Literacy development Cognitive Development	Competency Prose: The story of the Aeroplane (Prose- Factual) C 7.3 Uses appropriate tools and technology in daily life situations and for learning	5 C's Communication Skill Creative thinking Critical Thinking	Arts:- Make a paper plane and fly with a rubber- band.	Language: English Being able to identify different kinds of countable and uncountable nouns. Complete the lines	Learning Space Home and Classroom School play	Class assignments -Use of Dictionary - Discussion based on competency basedlearnin g skills.	Suggestive Pedagogies Story -telling Inquiry- based learning Experiential learning

technological inventions. • Vocabulary building • Pronunciation	(Vijnanamaya kosha) Curricular Goal:-	C10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice	Life skills	Scientific temper:-	of the poem.	ground.	Worksheets based on Competency based learning	Suggestive Assessment
Sub-Concepts: -	Prose:	modulation	Problem Solving	Critical thinking based on how an aeroplane fly.			skills.	Worksheets,
 Sequencing of the events. Completing a passage. 	CG-7 Children make sense of the world around through observation and logical	Learning Outcomes:-	Decision Making Social Skills	Problem Solving.	Music:- Exploring popular songs on the		Class Discussion	Multiple choice questions.
	thinking CG10	 Basic Uses ideas based on observations Reads a few sentences of familiar words with 	Communication Interpersonal Relationships.	Technology:-	concept of aviation		Use of dictionary Pronunciatio	Suggestive resources/Activit ies: Library visit
	Children develop fluency in reading and writing in English	accuracy Medium	Emotional Skills Belief in yourself	Video link https://youtu.be			n Recitation of poem	Reading about important inventions
		 Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance 	Any Values /Ethics : (Schools to fill)	/Wkflwinu4Os (The story of the aeroplane)			Home assignments	
		Begins "Independent Reading" of books of equal textual and visual content Advance	Believe in yourself				Art integrated activities	
		 Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation 	Self Confidence					
		Competency						

		Poetry			
		Poem- 2: Evening			
		(Literary Device used – Imagery)			
		C10.6			
		Reads short poems and begins to appreciate the poem for its choice			
		of words and imagination.			
Poem- 2: Evening	DOMAIN:	C4.2			
(Literary Device used –	Poetry	Recognises different emotions and			
Imagery)	Poem- 2: Evening	make deliberate efforts to regulate			
	(Literary Device used –	them appropriately			
CONCEPT: -	Imagery)	C5.1			
		Demonstrates willingness and			
 Importance of 	Language and Literacy	participation in age- appropriate			
 Importance of prayer. 	development	physical work towards helping others			
 Advises the child to be 					
friends with	Socio Emotional and Ethical				
the night.	Development	Learning Outcomes:			
Sub-Concepts:-	(Manomaya Kosha)				
		Basic:			
• Trust in god	Curricular Cool	Reads short poems and			
and understanding	Curricular Goal:-	narrates the literal meaning of the poem			
he is the	CG-4	Medium:			
protector.Completing a	Children develop emotional	Reads short poems and			
passage.	intelligence, i.e., the ability to understand and manage	infers the imagination of the poet			
	their own emotions, and	Advance:			
	respond positively to social	• Able to frame a poem on			
	norms	their own.			

				-		
	CG-5					
	Children develop a positive	Competency				
	attitude towards productive work and service or 'Seva'	Grammar				
	CG-10	Lesson 3 Countable and Uncountable Noun				
	Children develop fluency in reciting the poem.	Lesson-4 Noun: Singular and Plural				
		Lesson-5- Gender				
		CG-10.4				
		Read stories and passages with				
Grammar:		accuracy and fluency with				
Lesson 3 Countable and	DOMAIN:	appropriate pauses and voice				
Uncountable Noun	Grammar	modulation.				
Lesson-4 Noun: Singular an						
Plural	Uncountable Noun	C-10.9				
Lesson-5- Gender	Lesson-4 Noun: Singular and	Shows interest in picking up and				
	Plural	reading a variety of children's books				
CONCEPT:-	Lesson-5- Gender					
Understandin		Learning Outcomes:				
g singular and	Language and Literacy	Basic:				
plural nouns	development	Reads a few sentences of				
		familiar words with accuracy				
 Understandin g of genders 	Curricular Goal:-	Medium:				
5 of School 3		Reads short passages				
 Understandin 	CG-10	accurately with				
gof countable	Children develop fluency in	appropriate intonation and pauses				
and uncountablen	reading and writing.	Advance:				
uncountableit						

ouns.	Reads short passages	
	accurately and fluently	
	with	
Sub-Concepts:-	appropriate intonation,	
	pauses, and voice	
	modulation	
Converting		
singular	CWSN Assistive Learning:-	
nouns to		
plural nouns	For Visually Impaired Students	
Identification		
of masculine	The story of the airplane:	
and feminine		
nouns.	The story is based on the	
 Synonyms 	invention of the first aircraft	
 Identification 	named glider flown as a kite.	
of countable		
and	⑦ This aircraft was invented by right	
uncountable	brothers.	
nouns.	🛙 In 1900, they were successful in	
nouns.		
	flying a big 50 lb glider with 17 ft	
	wingspan. It was the first glider	
	having a pilot.	
	Boats were made many aircraft	
	like this but in 1900 three, they	
	designed a motor and a new	
	aircraft	
	weighed 700 pounds and was	
	called the flyer. It was the first	
	successful powered flight in	
	history.	
	Embossed flashcards of aircraft	
	and airplane.	
	For Hearing Impaired Students	
	Pictures of Wright brothers,	
	aircraft (glider), motor aircraft	
	(Flyer) with caption.	

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			 Important points on chart. 						
			https://youtu.be/Wkflwinu4Os						
			https://youtu.be/oj1WwPl1XUw						
July	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(22-		Prose:	Prose:				Space	assignments	
25Days)	Lesson-3: Save Water-Save	Lesson-3: Save Water-Save	Lesson-3: Save Water-Save the	Collaboration	Make a collage	English:-	Home and		Project -based learning
	the World	the World	World	Collaboration	on 'Save Water'.	English	Classroom	Worksheets	Project-based learning
				Creative thinking		Writing five		based on	(Draw and colour
(26-28 pds)	(Prose- Narrative Parable)	(Prose- Narrative Parable)	(Prose- Narrative Parable)	Global awareness		adjectives on water.		Competency	pictures to show any three ways in which
pas)	Skills- Listening and	Language and Literacy	C 4.5		Scientific			based	you can save water at
	Speaking	development	Understands and responds		temper:-			learning skills.	home/school)
	CONCEPT:-		positively to social norms in the	Life skills :				SKIIIS.	
		Socio-Emotional and Ethical	classroom and school		Critical Thinking	Art:-			
	 Learning the value of water as a scarce resource 	Development		Dualdana Calaina	Critical Thinking	Make an origami		Think and	Problem solving
	on the Earth.	·		Problem Solving	Problem Solving	paper boat.		answer	
	Leonine herrite	(Manomaya Kosha)	C 6.1	Vocabulary					Currentius Assessment
	 Learning how to save water and use 		Shows care for and joy in engaging	Enrichment					Suggestive Assessment:
	it wisely.		with all life forms					Dictionary	
	 Vocabulary building 			Social Skills	Use Of Internet	EVS:-		work	
	 Homophones 	Curricular Goal:-	610 4						Worksheets,
	 Synonyms 		C10.4	Responsibility	Added Ball	Muite Franciska			
		CG4	Reads stories and passages with		Video link	Write 5 ways to save the water.		lleme	
			accuracy and fluency with	Emotional Skills	https://youtu.be	save the water.		Home assignments:	Multiple choice
	Cub Conservation	Children develop emotional	appropriate pauses and voice modulation		/s1bm9mGXnB			doorginnento.	questions
	Sub-Concepts: -	intelligence i.e the ability to understand and manage		Self-	M				
	Becoming alert to	their own emotions and	Learning Outcomes:-	awareness/Sensitivi ty				Complete	Oral quizzes
	environmental needs and	respond positively towards a			(Save Water-			the	
	changes.	social norm	Basic		Save the World)			sentences.	
	Discuss the		54510						
	importance of								

		T		•			
water and its	CG-6	• Follows simple rules in school	Values /Ethics:	https://youtu.be		Write three	
various uses. Its	Children develop a positive	without adult reminders.		/IR4arCleHyU		slogans on	Suggestive
usage in homes, agriculture,	regard for the natural	• Explains the impact of one's		(Ferry me across		'Saving	resources/Activit
industry, towns,	environment around them	actions/ behaviour on others		the water)		Water'.	ies:
cities and villages,				the watery			ies.
and in sports.		Medium					Poster making on
	CG10		Sensitisation				save water
	6610	• Shows care for and joy in	towards the				
	Children develop fluency in	engaging with all life forms	environment				
	reading and writing in	• Explains the concept of					
	English	shared natural resources					
		Advance					
		• Explains the concept of					
		shared natural resources.					
		 Asks 'why' and open- 					
		ended questions related to natural					
Poem- 3-Ferry Me Across		phenomenon and seeks answers					
the Water		through dialogue and/or					
(Literary Device used		exploration					
(Literary Device used – Rhyme)							
Kliylle)		Competency					
CONCEPT:-							
		Poetry					
		Ferry Me Across the Water					
 Understandin 	DOMAIN:						
g Rhyming		(Literary Device used – Rhyme)					
words.	Poetry	C10.6					
 Modes of 	Ferry Me Across the Water	C10.0					
water		Reads short poems and begins to					
transport.	(Literary Device used –	appreciate the poem for its choice					
	Rhyme)	of words and imagination.					
Sub-Concepts:-							
	Language and Literacy	C4.2					
	development						
Rhyming		Recognises different emotions and					
words.		make deliberate efforts to regulate					
	Socio Emotional and Ethical	them appropriately					
	secto Emotional and Ethical						

	Development				
	(Manomaya Kosha)	Learning Outcomes:-			
	Curricular Goal:-	Basic			
		Mimics and reproduces			
	CG10	syllabic sounds			
	CGIO	Medium			
	Children develop fluency in	Identifies the beginning and			
	reading and writing in English	end syllables in words			
	LIIBIISII	Advance			
		• Explains the concept of			
	CG-4	shared natural resources. Recognizes as sight words 			
	Children develop emotional	their names and labels of			
	intelligence, i.e., the ability	objects in their			
	to understand and manage	environment			
Grammar:	their own emotions, and				
Lesson-6 Possessive Nouns	respond positively to social norms	Competency			
Lesson-7 Collective Nouns.	norms	Grammar			
Lesson 10- Adjectives		Lesson-6 Possessive Nouns			
		Lesson-7 Collective Nouns.			
CONCEPT:-		Lesson 10- Adjectives			
	DOMAIN:				
Vocabulary		CG-10.5			
building	Grammar	Read stories and passages with			
Understandin	Lesson-6 Possessive Nouns	accuracy and fluency with			
g and identification	Lesson-7 Collective Nouns.	appropriate pauses and voice			
of Adjectives.		modulation.			
Understandin	Lesson 10- Adjectives	Learning Outcomes:-			
g of Collective Nouns.		Basic			
Understandin	Language and Literacy				
	- ,	 Reads a few sentences of 			

g of	development	familiar words with accuracy				
Possessive		Medium				
Nouns.						
	Curricular Goal:-	Writes aksharas with				
	Curricular Goal	accuracy and forms simple words				
Sub Concepts:	CG-10	and sentences				
		Advance				
	Children develop fluency in					
Identification	reading and writing.	Reads short news items,				
 Identification and usage of 		and publicity pamphlets, and				
different		explains the content				
different degrees of						
adjectives		CWSN Assistive Learning: -				
		CWSIN ASSISTIVE Learning				
Differentiatio		Children with Autism (Learning				
n of plural		Assistance)				
nouns and		/				
possessive		Teach the story using flow charts				
noun forms.		with				
 Usage of 						
Collective		connectors.				
Nouns.		Ise storyboards.				
 Usage of 		M Ose storyboards.				
Possessive		Refer apps for learning.				
Nouns						
		Hearing Impairment students				
		assistance:				
		Teach the story using visual and				
		concrete aids				
		(flash cards, picture cards,				
	7	puppets).				
		https://youtu.be/s1bm9mGXnBM				
		https://youtu.be/IR4arCleHyU				
		https://youtu.be/zijGfIzT5Ss				
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			https://youtu.be/k 9HuL3 tTA						
			https://youtu.be/jQTbFHOBJI4						
August	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(22-	Lesson-4A journey in	Prose:	Prose:		Draw and colour	English:-	Space	assignments	
25Days)	space (Prose- Fable)	Lesson-4A journey in space	Lesson-4A journey in space (Prose- Fable)	Communication Skill	a ladybird.	Reading and comprehending a	Classroom/ Activity	Worksheets based on Competenc	Project -based learning
(26-28 pds)		(Prose- Fable)		Creative Writing	Scientific	paragraph.	Room /Home	y based learning	(Make a model of a solar system with the
pasj	Skills- Reading and writing	Language and Literacy development	C7.2	Critical Thinking	temper:-		,	skills.	help of dough/clay, balls/newspaper etc.)
	CONCEPT: -		Observes and understands cause and effect relationships in nature		Exploring space			Class Discussion	·····
		Cognitive Development	by forming simple hypothesis and uses observations to explain their		and applying rational	Art:-		Writing Skills	Story telling
	●Enjoying the idea of	(Vijnanamaya kosha)	hypothesis	Life skills	thinking.	Draw and colour a rocket and paste			
	travel in space – the				Problem Solving	stars around it.			
	exciting idea of	Cumbradan Caral	C10.5	Problem Solving	i robieni solving			Home assignmen	
	exploring the	Curricular Goal:-		Vocabulary		EVS-		ts	
	unknown.	CG7	Reads short stories and comprehends its meaning – by	Enrichment	Use of Internet:	Write the names of the planets of the			
	 Learning to use one's imagination, 	Children make sense of the	identifying characters, storyline and what the author wanted to say	Social Skills		solar system		Write 5 sentences	
	 humour, etc. Living in harmony 	world around through observation and logical	– on their own	Communication	РРТ			on the given	
	with the Universe.Prefixes-in,-im	thinking.			Video link			picture (Alien, Rocket)	
		CG10		Emotional Skills					
	Sub-Concepts: - Listening, reading, 	Children develop fluency in reading and writing in English	Learning Outcomes:- Basic	Sympathy /Empathy/Sensitivit y	https://youtu.be /IMt7GwFd0WE				Suggestive Assessment :-
	understanding and answering questions orally and in writing.		 Recognises simple emotions. Explains the impact of one's actions/ behaviour 	Values /Ethics :	(Upside down)				Dictation

 dictionary skills, 		on others				
usage,		Medium				0 0 1
pronunciation.						Peer Discussion
		Answers simple questions about	Peace and Harmony			
		events and phenomenon in the	reace and narmony			
		physical environment with the				
		support of the teacher and peer.				
		support of the teacher and peer.				
						Suggestive
		Advance				resources/Activit
						ies:
		Asks 'why' and open-ended				
		questions related to natural				Work in group of
		phenomenon and seeks answers				four and collect
		through dialogue and/or				relevant pictures
		exploration				
		exploration				and information
						about planets
						and solar system.
		Competency				
		Competency				
		Poetry				
Poem- 4-Upside Down						
		Poem- 4-Upside Down				
(Literary Device used –		(Literary Devices and Discussion)				
Rhyme and Mood)		(Literary Device used – Rhyme and				
CONCEPT:-		Mood)				
	DOMAIN:	C10.6				
 Evoking 						
curiosity and	Poetry	Reads short poems and begins to				
humour.	Poem- 4-Upside Down	appreciate the poem for its choice				
Crawling	rueni-4-opside Dowit	of words and imagination.				
insects.	(Literary Device used –					
 Understandin 	Rhyme and Mood)					
g Rhyming		Learning Outcomes:				
words.		~ • • • • • • • • • • • • • • • • • • •				

Sub-Concepts:- Information about insects. Rhyming words. 	Language and Literacy development Curricular Goal: - CG10 Children develop fluency in reading and writing in English	Basic: Enjoys familiar songs and poems Medium: Identifies rhyming words from familiar poems and creates new rhyming words Advance: Extends/Creates short poems/ rhymes with the help of the teacher			
Grammar:					
Lesson-9- Pronouns		Competency			
Unseen Passage Comprehension, Object Writing CONCEPT:-		Grammar Lesson-9- Pronouns Unseen Passage Comprehension, Object Writing			
	DOMAIN:	CG-10.8			
 Understandin g and identification of pronouns Comprehendi ng an unseen passage. Writing a paragraph on a given object. Sub-concepts:- Usage of 	Grammar Lesson-9- Pronouns Unseen Passage Comprehension, Object Writing Language and Literacy development	 Writes a paragraph to express their understanding and experiences. Learning Outcomes:- Basic Writes down with accuracy 3 or 4 syllable words when dictated. Medium Writes down short sentences 			

pronouns as a		when dictated			
subject and					
object.	Curricular Goal: -	Advance			
 Usage of 	CG-10	Writes the story inferred from a			
sentences in	69-10	picture book			
writing	Children develop fluency in	picture book			
paragraph/Ob	reading and writing.				
ject writing.	5 5				
 Rhyming 					
words					
	_	CWSN Assistive Learning:-			
	_	Visual Impairment students			
		assistance:			
		Record the specific points of the			
		chapter and			
		allow the child to listen separately.			
		I Use embossed flash cards of tree,			
		lamp and			
		other objects which are specific in			
		the			
		chapter.			
		Provide specific points of the			
		chapter in			
		Braille format.			
		Hearing Impairment students			
		assistance:			
		Duse words flashcard for the			
		formation of			
		simple sentences.			
		P Teach the Tenses using flow			
		charts with			

				1	r	1		1	r
			connectors.						
			https://youtu.be/IMt7GwFd0WE						
			https://youtu.be/CYXDr_vHiik						
Septem	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
ber	Lesson-5 Great scientist-	Prose:	Prose:				Space	assignments	
(22- 25Days)	Isaac Newton (Prose-Biography)	Lesson-5 Great scientist-Isaac Newton	Lesson-5 Great scientist-Isaac Newton	Communication Skill	Draw and colour an apple tree.	English Proper usage of	Home and Classroom	Worksheets based on Competency	Project -based learning
		(Prose-Biography)	(Prose-Biography)	Creative Writing		tenses in writing		based	
(12-14 pds)	Skills-Reading and Listening	Language and Literacy development		Critical Thinking	Scientific temper:-	and communication		learning skills.	(Paste pictures of any 5
	CONCEPT:-	Completion and the second s	C7.3 Uses appropriate tools and	Life skills		Name any 5 inventions and the		Class Discussion	scientists and their inventions)
	 Learning the stories 	Cognitive Development (Vijnanamaya	technology in daily life situations and for learning	Problem Solving	Problem Solving	scientist who invented it.		Speaking activity	Problem solving
	of great discoveries	kosha)	C-10.7	Vocabulary Enrichment	PTODIETTI SOIVIIIg			based on Tenses.	FIODIEITI SOIVIIIg
	and inventions.Reading	Curricular Goal:-	Reads and comprehends meaning of short news items, instructions					Quiz	
	biographies – stories of the lives	CG7	and recipes, and publicity material	Social Skills	Use of Internet:	Art:-			Role-playing
	of great achievers.	Children make sense of the world around through	Learning Outcomes:-	Communication	207	Draw and colour a rainbow		l la ma	
	Sub-Concepts: -	observation and logical thinking	Learning Outcomes	Emotional Skills	РРТ			Home assignments	Suggestive Assessment:
	 Learning to be curious and observant Listening, reading, 	CG10	Basic Observes and forms generalizations	Sympathy /Empathy/Sensitivit y	Video link			Giving notes to study at	Grammar worksheets
	understanding and answering the questions orally	Children develop fluency in reading and writing in English	Medium Answers simple questions about events and phenomenon in the	Any Values /Ethics :	https://youtu.be /IMt7GwFd0WE (Upside down)			home for discussion in class	Suggestive
	 and in writing. Fact-file about the eminent scientists of 	-	physical environment with the support of the teacher and peers	(Schools to fill)	(upside down)				resources/Activit
	India.		Advance						

		1				
						Draw
		Develops a list of questions to	Peace and Harmony			And colour or
		break up a larger question related	,			Paste pictures of
Grammar		to natural phenomenon				any 5 scientists
Lesson-13 Verbs						and their
						inventions
Lesson-14 Tenses						inventions
CONCEPT:-		Competency				
 Understandin g and 	DOMAIN:	Grammar				
Identification	Grammar	Lesson-13 Verbs				
of verbs in a sentence.	Lesson-13 Verbs	Lesson-14 Tenses				
 Understandin 	Lesson-14 Tenses					
g and	Lesson-14 Tenses					
Identification		C-9.7				
of tense in a						
sentence.	Language and Literacy development	Knows and uses enough words to				
Words –	development	carry out day-to-day interactions				
anagrams;		effectively and can guess meaning				
synonyms; meanings	CG-9	of new words by using existing				
Sub-Concepts: -	CG-9	vocabulary				
	Children develop effective					
Usage of 'to	communication skills for		-			
be' verbs.	day-to- day interactions.	Learning Outcomes:-				
Concept of		Basic:				
helping verbs and main						
verbs.		- Identifies plots and				
Identification		characters in a story and				
and usage of		retells it in the correct				
simple		sequence using				
present tense		vocabulary from the story Medium:				
and present						
continuous tense in a		- Interprets the intent of				
sentence.		the plot and characters in				
 Synonyms 		a story and retells the				

dictionary	story in a different form		
skills, usage,	Advance		
pronunciation			
of words	 Uses expanded vocabulary 		
	with intentional use of		
	action words, descriptive		
	words, tenses, etc.		
Revision of HY			
	CM/SNI Assistive Learning:		
	CWSN Assistive Learning:-		
Half Yearly			
Examinations			
Examinations	Visual Impairment students		
	assistance:		
	Record the specific points of the		
	chapter and		
	allow the child to listen separately.		
	Use embossed flash cards of tree,		
	lamp and		
	other objects which are specific in		
	the		
	lne		
	chapter.		
	Provide specific points of the		
	chapter in		
	Braille format.		
	blaille format.		
	Hearing Impairment students		
	assistance:		
	Add the videos with caption and		
	embed in your		
	presentations to support the child		
	to learn with the		
	to learn with the		
	rest of the class.		
	Make visible charts related to the		

			topic with						
			subtitles.						
			Refer apps for learning.						
			https://youtu.be/QCHXUXOibXc						
			https://youtu.be/79K60mNmPKE						
			https://youtu.be/AUz4m4hvhPw						
				TERM-II					
						1			
October	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(22-	Lesson6- World Animal Day	Prose:	Prose:	Collaboration	Make an animal		Space	assignments	
25Days)	(Prose-Fable)	Lesson6- World Animal Day	Lesson6	Critical thinking	mask from an origami paper.	English:	Classroom/	Worksheets based on	Project -based learning
(10.04		(Prose-Fable)	Lesson6- World Animal Day	Communication		Write three ways in	herbal garden /	Competency based	
(18-21 pds)	Skills-Listening, Reading and		(Prose-Fable)		Scientific	which we can show love, care and	School	learning	(Paste pictures of any 5
	Writing	Language and Literacy		Life skills :	temper:-	concern for animals.	Kitchen	skills.	Presidents of India)
	CONCEPT:-	development	C6.1				Garden//H ome	Think and answer	
	 Learning to love animals; kindness 		Shows care for and joy in engaging	Decision making	Critical Thinking		01110	Dictionary	
	to animals; living in harmony with	Socio- Emotional and Ethical Development	with all life forms	Vocabulary	Inquisitiveness			work	
	animals.	(Manomaya kosha)	10.5	Enrichment		Maths:-Make a pie- chart with three			Role Play
	 Reading picture stories and being 	(manomaya koshaj	Reads short stories and comprehends its meaning – by		Use Of Internet	shades of green.			
	observant about		identifying characters, storyline	Social Skills				Home	
	the background, characters, etc.		and what the author wanted to say – on their own	Responsibility	Video link			assignments:	
	Sub-Concepts: -	Curricular Goal:-		Inter personal Skill		EVS:-Different types			
	 Listening, reading, understanding and 	Lesson6			https://youtu.be	of plants.		Art	
	understanding and answering the	CG10	Learning Outcomes:-	Emotional Skills	/T-V5XS9F0e4			integrated activities and	
	questions orally	Children develop fluency in			(World Animal			activities and	

and in writing.	reading and writing in	Basic	Sensitivity	Day)	Music:	worksheets.	
Words – meanings,	English				Enjoying poem		
dictionary skills,					recitation on		
usage, pronunciation of		Does not harm plants		https://youtu.be	particular tune.		
words	CG6	andanimals unnecessarily.	Values /Ethics :	<u>/oplfmUaKpHQ</u>	particular tarior		
Learning to speak	Children develop a	Listensattentively to	values / Lunics .				
and converse		stories for ashort period of					
correctly.	positive regard for		Be kind to animals.	(A Role Model-			
	the natural	time.	De KITU to artifiais.	Dr. A.P.J. Abdul)			
		Medium					
	environment around		Work hard to				
	them	Shows joy inengaging	achieve your	https://youtu.be			
		with plants andanimals in	dreams.	/yVj2wGJR058			
		the local environment.		(How Many			
		Advance		Greens?)			
Lit:							
		Takes responsibility					Suggestive
Lesson7 - A role model- Dr.							Assessment :
A.P.J. Abdul Kalam		for tending to and					Assessment .
(Prose-Biography)		caring for animals					
		like kittens, puppies,					Worksheets
Skills-Listening, Reading and		chicken.					
Writing							Class Tests
							0.000 100.00
		Competency					
CONCEPT:-	DOMAIN:	Prose:					Dictations
Learning from the	Prose:						
life of a great	FIUSE.	Lesson7-A role model- Dr. A.P.J.					
Indian – the value	Lesson7- A role model- Dr.	Abdul Kalam					Suggestive
of biography.	A.P.J. Abdul Kalam	(Prose-Biography)					resources/Activit
Overcoming powerty failure	(Prose-Biography)						ies:
poverty, failure and setbacks to							
achieve	Language and Literacy	C 9.7					Book reading on
something	development						Indian Presidents
		Knows and uses enough words to					

valuable to	Curricular Goal:-	carry out day-to-day			
oneself and					
society and the		interactions effectively and can			Make a collage of
country; following	CG10	guess meaning of new words			different types of
one's dream.		by using existing vocabulary			leaves .
Sub-Concepts: -	Children develop fluency in	, 5 5 ,			
 Listening, reading, 	reading and writing in				
understanding and	English	C-10.7			
answering the		C 10.7			
questions orally		Reads and comprehends meaning			
and in writing.	CG9	of short news items, instructions			
Learning to speak	Children develop	and recipes, and publicity material			
and converse	Children develop				
correctly.	effective				
	communication				
	communication	Learning Outcomes:-			
	skills for day-to-day	Learning Outcomes			
		Basic			
	interactions in two				
	languages	• Listensattentively to stories for ashort period of			
		stories for ashort period of			
Poem- 5-How Many		time.			
Greens?		Medium			
		Medium			
		Engages in			
		Conversationsbased on events,			
(Literary Device ward		stories, or theirneeds and asks			
(Literary Device used – Personification)		stones, or theirneeus and asks			
1 crsonineationy		questions.			
CONCEPT: -		Advance			
		Advance			
		Begins "Independent			
Appreciating		Reading" of books of			
nature and		more textual content than			
the shades of		visual content			
greens.					
Trees as		Competency			
saviour and		Destau			
friends.		Poetry			
	1	I			

		Poem- 5-How Many Greens?			
Sub-Concepts: -		C10.6			
Sub-concepts		610.0			
		Reads short poems and begins to			
		appreciate the poem for its choice			
 Emphasizes 	DOMAIN:	of words and imagination.			
everyone's	Dalatas				
ability to bring	Poetry				
joy to the	Poem- 5-How Many Greens?				
world, no					
matter their	Language and Literacy	Learning Outcomes:-			
size.	development	Learning Outcomes			
		Basic			
	Socio Emotional and Ethical				
	Development	• Chause euriseitu in chaemine			
	Development	 Shows curiosity in observing 			
Grammar:	(Manomaya Kosha)	plants and animals			
		Medium			
Lesson-14 Tenses					
(Continued) Past Tense, Past	Curricular Goal:-	 Shows joy in engaging 			
Continuous Tense, Future		with plants and animals in			
tense	CG10	the local environment			
Lesson-8 Compound words.		Advance			
Lesson-o compound words.	Children develop fluency in	Talaa waxaa ilalliba faa			
	reading and writing in	 Takes responsibility for tending and caring for 			
	English	saplings and plants.			
CONCEPT: -		saplings and plants.			
 Understandin 					
g of					
Compound					
words.					
Understandin					
g of					
Contractions.					
Understandin					
g and					
Identification		Competency			
		· · · ·			

of tense in a		Grammar			
sentence					
		Lesson-14 Tenses (Continued) Past			
		Tense, Past Continuous Tense,			
Sub-Concepts: -		Future tense			
Identification		Lesson-8 Compound words.			
and usage of		Lesson-8 Compound words.			
simple past					
tense, past	DOMAIN:				
continuous	DOMAIN.	C-9.7			
tense and	Grammar				
future tense		Knows and uses correct language			
in a sentence.	Lesson-14 Tenses	to carry out day-to-day interactions			
Formation	(Continued) Past Tense, Past	effectively and can guess meaning			
and usage of	Continuous Tense, Future	of new words by using existing			
Compound	tense	vocabulary			
words.					
 Usage of 	Lesson-8 Compound words.				
Contractions.		Learning Outcomes:-			
Contractionor					
	Language and Literacy	Basic:			
	development				
		Uses vocabulary acquired			
		from specific themes, and			
	CG-9	topics introduced in class			
	66-9	in their conversations			
	Children develop effective				
	communication skills for	Medium:			
	day-to-day interactions in				
	two languages.	 Uses expanded vocabulary 			
	0 0 0	with intentional use of			
		action words, descriptive			
		words, tenses			
		Advance			
		Auvance			
		 Uses children's 			
		dictionaries to identify			
		meanings of unknown			
		words encountered in			
		texts			

	r	r	1			1		I	
			CWSN Assistive Learning: - Children with Autism (Learning						
			Assistance) 2 Use of pictures books to teach the chapter.						
			 Keep your sentences short & amp; simple. 						
			☑ Assign partners with whom they feel						
			comfortable while reciting poem or reading						
			chapter.						
			I Use storyboards.						
			Hearing Impairment students assistance:						
			I Use visual aids.						
			Ise chapter related videos with subtitle.						
			https://youtu.be/T-V5XS9F0e4						
			https://youtu.be/oplfmUaKpHQ						
			https://youtu.be/fnAF80C2PDw						
Novemb er		DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning Space	Class assignments	Suggestive Pedagogies
(22- 25Days)	Lesson 8 Humpty Dumpty the World	Prose: Lesson 8 Humpty Dumpty	Prose: Lesson 8 Humpty Dumpty	Creative thinking	Draw and colour a picture of a boy under the	English:		Discussion	Project -based learning
	(Prose- Story)	the World	the World	Communication	cherry tree	Story Telling	Home		
(21-24		(Prose- Story)	(Prose- Story)			Make sentences		Worksheets based on	(Make a Humpty -

					A 1 1 1 1	с. н. :			
pds)	Skills- Listening , Speaking,			Life skills :	Scientific	from the given	Classroom	Competency	Dumpty finger puppet)
	Reading, Writing	Language and Literacy	C-4.2		temper:-	words.		based	
		development				Make new words		learning	
		development	Recognizes different emotions and	Decision making		adding suffixes.		skills.	
	CONCEPT:-		makes deliberate efforts to			adding suffixes.			
			regulate them appropriately	Problem Solving					
		Socio Emotional and Ethical			Inquisitiveness			Think and	
	 Learning about a classic 	Development				Math:-Draw and		answer	
	story – 'Alice in	(Manomaya Kosha)		Social Skills		colour three objects			
	Wonderland' and its sequel	(,			Use of Internet	with oval shape.			Suggestive
	'Through the Looking		C-10.5					Dictionary	
	Glass'.	Curricular Goal:-	Reads short stories and	Inter personal Skill				work	Assessment :
		Cumcular Goal:-	comprehends its meaning – by		Video link				
	 Learning how to 		identifying characters, storyline			Music:Travel Songs			
	enjoy the		and what the author wanted to say	Emotional Skills		for children.			Worksheet
	imaginative use of	CG-4	– on their own			for children.			Multiple Choice
	language and	Children develop emotional	– on their own	Self -awareness				Home	
	ideas.	intelligence, i.e., the ability			https://youtu.be			assignments:	Questions
		to understand and manage			/D2aTSgFvLgc	Enjoying poem		Ŭ	
		their own emotions, and	Learning Outcomes:-			recitation on			
		respond positively to social			(Humpty	particular tune.		Art	
	Sub-Concepts: -	norms		Values /Ethics :	Dumpty)			integrated	Suggestive
	Importance of	norms	Basic					activities	resources/Activit
	 Importance of social 							activities	•
	behaviour.			Be polite and	https://youtu.be			Book	ies:
	 Importance of 	CG10	Recognizes simple	respectful to	/N2CnnoF6mZQ			Exercises	
	positive traits	Children develop fluency in	emotions	others.					
	in a society.	reading and writing in	(fear, joy, sadness).						Identifying oval shaped
		English			(A Song About				objects at home and
					Myself)				school surroundings.
			Medium		. ,				
			Medium						
			Describes their feelings						
			and their causes						
			Advance						
			 Consciously uses 				<u> </u>		

		strategiesto calm				
		themselves down				
Poem- 5-A Song About						
Myself						
		Competency				
(Literary Device used –	DOMAIN:	Deater				
Rhyme)		Poetry				
CONCEPT:-	Poetry	Poem- 5-A Song About Myself				
	Poem- 5-A Song About	(Literary Device used – Rhyme)				
	Myself					
• The	(Literary Device used –					
relationship of		C10.6				
the self with	Rhyme)	C10.6				
the nature		Reads short poems and begins to				
and universe.		appreciate the poem for its choice				
Understandin	Language and Literacy					
g Rhyming	development	of words and imagination.				
words.	development					
words.						
		C-4.2				
	Socio Emotional and Ethical					
	Development	Recognizes different emotions and				
Sub-Concepts:-		makes deliberate efforts to				
	(Manomaya Kosha)	regulate them appropriately				
• The						
 The identification 	Curricular Goal:-					
of the self						
	CG4	Learning Outcomes:				
with other						
selves.	Children develop emotional					
	intelligence i.e the ability to					
 Dhuming 	understand and manage	Basic:				
Rhyming	their own emotions and	Decide short a constant				
words.	respond positively towards a	Reads short poems and				
	social norm	narrates the literal				
		meaning of the poem				
		Medium:				
		Boads short pooms and				
	CG-10	 Reads short poems and infers the imagination of 				
		inters the imagination of	1	1	1	1
	Children develop fluency in	the poet Advance:				

Grammar:	reading and writing.	Able to frame a poem on their own.		
Lesson-12 Articles				
		Competency		
		Grammar		
CONCEPT:-		Lesson-12 Articles		
 Understandin g and usage of 				
articles.		CG-11.2		
Sub-Concepts:- • Usage of articles (a,an,the)in a	DOMAIN: Grammar Lesson-12 Articles	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		
sentence.		sentences		
	Language and Literacy development	Learning Outcomes:-		
	Curricular Goal:- CG-11	 Basic Reads simple two-syllable words that are familiar and with known letters. 		
	Children begin to read and write in Language2	Medium Writes down short words		
		Writes down short words on dictation		
		Advance		
		 Recognizes as sight words commonly used articles, pronouns, and connecting words 		

			CWSN Assistive Learning:-						
			Visual Impairment students assistance:						
			Specific points of the topics in audio form.						
			② Use of Bold and Large font pictures book.						
			⑦ Use of embossed flash cards of adverbs.						
			Words cutouts for formation of sentences.						
			Hearing Impairment students assistance:						
			https://youtu.be/D2aTSgFvLgc						
			https://youtu.be/N2CnnoF6mZQ						
			https://youtu.be/83ujFcGrxHI						
Decemb er	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning Space	Class assignments	Suggestive Pedagogies
	Lesson9- An Exciting Cricket Match	Prose:	Prose:		Role Play and Drama			Ŭ	
25Days)	(Prose- Narrative Essay)	Lesson9- An Exciting Cricket Match	Lesson9- An Exciting Cricket Match (Prose- Narrative Essay)	Collaboration Communication		English: Story telling	Home	Worksheets based on	(Cut a few pictures
(24-28		(Prose- Narrative Essay)		Critical Thinking	Draw and colour three items of a			conjunctions and	related
	Skills - Listening, Speaking, Reading and writing	1	C-3.2		cricket kit.	Fill in the blanks	Classroom	prepositions	to a cricket match from
		Language and Literacy development	Shows balance, coordination, and flexibility in various physical	Life skills :	Colontifi-	using appropriate preposition and	Playground		a newspaper and paste it in
	CONCEPT: -	Physical Development	activities	Decision making	Scientific temper:-	conjunction.		Value based questions.	your notebook)

			1	1			
•Learning about the spirit					Complete the word		
of sportsmanship – winning	Socio-	C-4.2	Social Skills	Critical Thinking	puzzle.		
and losing and how to take				orrection from the second			
both with dignity	Emotional	Recognizes different emotions and		Observational		Home	Dictation
 Learning about the spirit of 	and Ethical	makes deliberate efforts to regulate them appropriately	Commitment	Skill		assignments:	Class Tests.
sportsmanship and	Development		Cooperation				
how to take success and failure gracefully.	Manomaya kosha)	CG-10.4	Compassion	Use of Internet	Sports-Cricket match	Write names of the current	
Sub-Concepts: -		Read stories and passages with accuracy and fluency with	Emotional Skills	Video link		members of the Indian	
·	Curricular Goal:-	appropriate pauses and voice modulation.	Self -discipline			cricket team.	
 Listening, reading, understanding and 				https://youtu.be /2J72hm67qig			
answering questions orally	CG-3	Learning Outcomes:-		<u></u>		Book	
and in writing.	Children develop e		Values /Ethics :			Exercises	
Importance of	Children develop a		values / Ethics :	(An Exciting			
dedication and	fit and flexible body	Basic		Cricket Match			
teamwork.		Carries simple weights	Sportsman Spirit)			
 Cooperation and teamwork 	CG-4	andmoves with them					
bring its	Children develop emotional	 Recognizessimple emotions (fear, joy, 	Appreciation				Suggestive
positive	intelligence, i.e., the ability	sadness).	Appreciation				Assessment :
reward.	to						Dictation
	understand and manage	Medium					
	their own emotions, and respond						Reading Assessment
	positively to social norms	Shows willingnessto exert theirstrength for tasks that require use ofthe					
	CG-10						
		large musclegroups					
	Children develop fluency in reading and writing.	• Describes their feelings and their causes					
Grammar:							
							Suggestive

Lesson-16 Preposition		Advance	 Г	[resources/Activit
Lesson-16 Preposition		Advance			
Lesson-18 Conjunction					ies:
CONCEPT:- • Prepositions [position words] and conjunctions		 Shows strength and endurance inwork and play situations Consciously uses strategiesto calm themselves down. 			Discussion about Cricket.
[joining words]Unders tanding and their usage		Grammar Lesson-16 Preposition			
		Lesson-18 Conjunction			
Sub-Concepts:-					
 Identification and usage of conjunctions to join a sentence. Identification and usage of preposition in a sentence. 	DOMAIN: Grammar Lesson-16 Preposition Lesson-18 Conjunction	CG-11.2 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.			
	Language and Literacy development Curricular Goal:- CG-11	Learning Outcomes:- Basic Begins to visually recognize and connect letters to corresponding sounds			
	Children begin to read and write in Language2	 Recognizes as sight words their names and labels of objects in their environment 			

Advance		
 Recognizes as sight words commonly used articles, pronouns, and connecting words 		
CWSN Assistive Learning:-		
December		
Visual Impairment students assistance:		
Record the specific points of the chapter and		
allow the child to listen separately.		
I Use embossed flash cards of tree, lamp and		
other objects which are specific in the		
chapter.		
Provide specific points of the chapter in		
Braille format.		
Children with Autism (Learning		
Assistance)		
Teach the story and grammer using visual and		
concrete aids (flash cards, picture cards,		

			puppets).						
			I Use storyboards.						
			Refer apps for learning.						
			https://youtu.be/2J72hm67qjg						
			https://youtu.be/qVo6N4vMPfl						
			https://youtu.be/nNGiDfCX7PI						
January	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(22-	Lesson10-Birbal wins Again	Prose:	Prose:		Draw pictures		Space	assignments	
25Days)	(Prose- folk tales)	Lesson10-Birbal wins Again	Lesson10-Birbal wins Again	Critical thinking	according to the given	English:		Worksheets based on	Story –telling
		(Prose- folk tales)	(Prose- folk tales)	Communication	preposition.	Write five	Home	Competency	
(18-21	Skills - Listening, Speaking,					sentences about		based learning	Role play
pds)	Reading and writing	Language and Literacy	C-7.2	Life skills :		Birbal.	Classroom	skills.	
		development		LITE SKIIS .	Scientific			Think and	
	CONCEPT: -		Observes and understands cause and effect relationships in		temper:-	Write a leave application to your		answer	
		Cognitive Development	nature by forming simple	Analysis		Principal/Coordinat			
	 Learning about the 	(Vijnanamaya kosha)	hypothesis and uses observations	Problem Solving	Inquisitiveness	or.		Narrate any	
	stage and	(vijnanamaya kosna)	to		Critical			story related to Akbar-	
	enactment of plays.		explain their hypothesis	Social Skills	Thinking:			Birbal.	
	 Learning how to 	Curricular Goal:-							
	use one's wit wisely.		CG-9.5	Decision making	understanding				
	Sub-Concepts: -	CG-7	Comprehends narrated/read-out		to do and say				
	Importance of	Children make sense	stories and identifies characters,		right things at			Home assignments:	
	wisdom and problem-	of world around	storyline and what the author wants to say	Emotional Skills	right time.			-	Suggestive
	solving	through observation			Use Of Internet				Suggestive Assessment :
	techniques Applying 	and logical thinking	Learning Outcomes:-	Expression of emotions					
	presence of	0 0	Learning Outcomes:-		Video link			Worksheet based on	
	mind, and intelligence in	CG-9						adverbs.	Dictation
		Children develop effective			https://youtu.be				

coping with	communication skills for	Basic		<u>/9QMIjZFA6VU</u>	Book	Class Tests.
everyday	day-to-day interactions in				Exercises	
situations.	two languages		Values /Ethics :			
 Listening, reading, 		Listens to "Read Aloud"		(Birbal wins	Leave application	Reading and Writing
 Listening, reading, understanding and 		and responds to		Again	application	Assessment.
		questions posed by the	Importance of wit,			
answering		Teacher	wisdom and)		
questions orally		Medium	presence of mind.			
and in writing.						
			To make good			
		Participates in "Guided	decisions			
		Reading" along with the				
		Teacher and in				
		discussions about the				
		reading.				
		reading.				
		Advance				Suggestive
						resources/Activit
		Applies their				ies:
		understanding to solve				
		simple problems.				
		Reads and identifies				Role Play
		characters, plots,				
		sequences, and point of				
		view of the author				
Grammar:						
Lesson-15 Adverbs						
Formal Letter Writing						
		Competency				
		Competency				
Adverbs [they	DOMAIN:	Grammar				
add						
	Grammar	Lesson-15 Adverbs				
	Lessen 15 Adverte					
	Lesson-15 Adverds	Formai Letter Writing				
	Formal Letter Writing					
CONCEPT:- • Adverbs [they	DOMAIN: Grammar Lesson-15 Adverbs Formal Letter Writing	Competency Grammar Lesson-15 Adverbs Formal Letter Writing				

formal letter.		C-10.3			
Sub-Concepts:- Identification and usage of adverbs in a 	Language and Literacy development	Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words			
sentence • Writing a leave application.	Curricular Goal:- CG-10 Children develop fluency in reading and writing.	Learning Outcomes:- Basic Follows words from left to right and from top to bottom on a printed page Medium			
		Recognizes simple punctuation marks (full stop, question mark) Advance Uses simple punctuation marks			
		(full stop, question mark) appropriately CWSN Assistive Learning:- Visual Impairment students			
		assistance: 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			

			support material home.						
			Use Flash cards having larger						
			fonts to help the child						
			read the words.						
			I Use felt/flannel / alphabet cut						
			outs to help form the						
			words.						
			words.						
			Hearing Impairment students						
			assistance:						
			Take some videos of sign						
			language expert, videos						
			with captions which are related to						
			the chapter.						
			Use Visual aids like flash cards of different games,						
			unierent games,						
			siblings with captions .						
			Refer apps for learning.						
			https://youtu.be/9QMIjZFA6VU						
<u> </u>				5.0					
Februar	Grammar:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
У	Object Writing	Object Writing	Object Writing				Space	assignments	
(20-	Unseen Passage	Unseen Passage	Unseen Passage Comprehension	Communication		English:		Competency	Critical Thinking
25Days)	Comprehension	Comprehension	onseen rassage comprehension	communication			Home	based	
		and the second se			Technology:-	To be able to		worksheets	
			C-9.7	Life skills		answer the			
	CONCEPT:-	Language and Literacy				questions from the	Classroom		
		Development	Knows and uses enough words to		Online	given passage			
			carry out day-to-day interactions effectively and can guess meaning		Communication s.			Home	
	Reading with		of new words by using existing	Coniol Chille	з.			assignments	
	comprehension		or new words by doing childing	Social Skills				Book	
			1						

	Curricular Goal:-	vocabulary		Exercises	Suggestive
Sub Concepts:			Effective		Assessment :
Sub concepts.			communication		
	CG-9	C-11.2	skills		
Learning to	Children develop effective	Recognises most frequently			Class Test
communicate through	communication skills for	occurring letters of the alphabet of			Oral Quizzes
letters.	day-to-day interactions in	the script and uses this knowledge			
	two languages	to read and write simple words and			
		sentences			
Revision of Annual	CG-11				
Examinations	Children begin to read and	Learning Outcomes:-			
	write in Language2				
Annual Examinations		Basic:			Suggestive
		Uses vocabulary acquired			resources/Activit
		from specific themes, and			ies:
		topics introduced in class in their conversations			
					Practice of Letter
					Writing
		 Recognizes as sight words their names and labels of 			
		objects in their			Unseen Passage
		environment			Comprehension
		Medium:			
		Predicts meaning of			
		unknown words in texts			
		using picture and context			
		cues			
		Advance			
		 Uses children's 			

dictionaries to identify
meanings of unknown
words encountered in
texts
CWSN
Visual Impairment students
assistance:
assistance.
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
Hearing Impairment students
assistance:
https://www.he/0111460-465
https://youtu.be/8H14f0g4sfE
https://youtu.be/ePxNKUKWNDM

आर्मी पब्लिक स्कूल धौला कुआँ का केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा-तीन)

पाठ्य पुस्तक : गुंजन/व्याकरण वाटिका

प्रकाशक : मध्बन

R	Report Card w	<u>Term I</u> ill consist of 100 :	marks	<u>Term II</u> <u>Report Card will consist of 100 marks</u>					
(30% s	o <u>dic Test I- July</u> syllabus- MM 40) Report Card- 10 ma	(50% syl	Exam- September labus- MM 80) eport Card- 80 marks)	(30% sylla	est II- December abus- MM 40) port Card- 10 marks)) (Syllabus will) s	nnual Exam- March have 10% of Term I and entire yllabus of Term II) Report Card- 80 marks)		
अप्रैल - गंजन:पाठ१-उपवनकेप व्याकरण:हमारीभाषा,व	जनःपाठ१-उपवनकेफल		गकरण: संज्ञा,सर्वनाम	अक्टूबर - गंजन:पाठ८-आनंदहीआनंत व्याकरण:रचनात्मकलेखन	-	दिसंबर - गंजन:पाठ 11 पिको व्याकरण:महावरे,को	नेकपाठ 12 दीपसेदीपजलाओ (कविता) वेतालेखन		
मई - गंजन:पाठ२-रूपाडरीन पाठ३-तीनगड़िया (गैर	हीं	सितंबर- गंजनःपाठ७-डामनऔरपि व्याकरणःविरामचिन्ह,चि		नवंबर - गंजन:पाठ८- शन्य	ाकरणःविशेषण,क्रिया,पर्यायवा	व्याकरण:वाक्य,पत्रलेखन			
जलाई - गंजन:पाठ४-समयकाग पाठ७-राजेंद्रबाब	मोल (कविता)	(Weightag 2. Subject En	Note Book Submission MM 25 (Weightage 5 Marks) Subject Enrichment Activity MM 25 (Weightage 5 Marks)			फरवरी- गंजन:पाठ१७-सबसेबढकरहम(कविता) पाठ१६- माहक्रयोप्रेगरेव्याक्र्याम यो नकशहर अशर शिशोधान कहानी लेखन 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity MM 25 (Weightage 5 Marks)			
REPORT CA	ARD WILL CONS	SIST OF 100 MARKS	5	REPORT CAR	<mark>D WILL CONSIS</mark> '	T OF 100 MAH	RKS		
Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage		
Periodic Test [- 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	

	अवधि ३ गुंजन पाठ 9 ,10 ,11, 12	अवधि ४ गुंजन पाठ 13, 14, 15, 16			
वर्णऔर शब्द विलोम वर्णन, कविता लेखन , शब्द ,अनेक आर्थक शब्द , शब्द रचना	व्याकरण -विशेषण ,क्रिया ,पर्यायवाची कला:-	व्याकरण -वाक्यांश के लिए एक शब्द, मुहावरे, वाक्य, पत्र -लेखन ,योजक शब्द ,अशुद्धि शोधन ,कहानी लेखन अंग्रेजी भाषा:-	बगीचा	कक्षा कार्यः	परियोजना आधारित
21 दिन) पाठसंख्या - १ विकास उपयुक्त उतार-चढ़ाव गति प्रवाह सहित पुट के साथ सुनाते है। पाठकानाम -उपवन GG-10. Children develop fluency in reading and writing in language अधिगम परिणाम अवधारणा:-फूलों का महत्व GG-9.1Listens to and appreciates simple songs, rhymes and poems. मध्यम: परोपकार rhymes and poems. मध्यम: परोपकार rhymes and poems. प्रश्वे क्ये उपयोगिता के बारे में आधारभूत	कर्लाः- कागज के फूलों की क्यारी। खेल:- वैज्ञानिक स्वभाव:- विभिन्न प्रकार के फूलों, वनस्पतियों के बारे में जानकारी। प्रौद्योगिकीतकनीकीयूट्यूब लिकं का प्रयोग https://youtu.be/JStdsdkfyj Q	अंग्रजा भाषा:- फूलों की उपयोगिता का गद्यांश। गणित:- कलाकागज के फूलों की क्यारी। संगीत:-:- सुर और लय के साथ गायन। https://youtu.be/- RnOdKVWhDE	(एकलव्य पार्क)	कक्षा को चार समूहों में बाँटकर प्रत्येक समूह को एक- एक पद्यांश याद करने का कार्य। गृह कार्य :- तुकबंदी वाले शब्द।	परियोजनी अधिरित ज्ञानः- समस्या हल सांकेतिक मूल्यांकन • कार्यपत्रक • मूल्यपरक प्रश्न • वर्ण बदलकर शब्द बनाना

	हमारीभाषा, वर्णऔर शब्द	reading and writing	वाले शब्दों केबारेमेंजानसकेंगे							
	अवधारणा – भाषा के	in language	सुनी हुई रचनाओं की विषय- वस्तु घटनाओं,							
	अवधारणा – भाषा क अनेक रूपों से परिचय		पात्रों, शीर्षक के बारे में बातचीत करते हैं, प्रश्न							
			पूछते हैं, अपनी प्रतिक्रिया राय बताते हैं/ अपने							
	वर्णमाला का ज्ञान		तरीके से (कहानी) आदि भाषा में व्यक्त करते							
			हैं।							
	उपअवधारणा	भाषा और साक्षरता								
	भाषा के रूप	विकास								
	लिखित, मौखिक और	CG-7 Children								
	सांकेतिक	make sense of the	सीखने का परिणाम मूल रूप-							
	•	world around	मूल रूप-							
	स्वर तथा व्यंजन का ज्ञान	through	छात्रों का व्याकरण के नियमों से परिचय होना							
		observation and	छात्र सांस्कृतिक लिखित व मौखिक भाषा के							
		logical thinking.	स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों							
			को जान पाएंगे							
		CG-	माध्यमिक							
		9.5: Comprehends narrated/read out	माध्यामक							
		stories and	अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से							
		identifies characters,	परिचय होना।						Commen	ted [PG1]:
		storyline and what							Connici	
		the author wants to								
		say.	उच्चतर							
			देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं							
		कोश:	का ज्ञान छात्रों को होगा अक्षरों का शुद्ध							
		अन्नमय	उच्चारण करना सीख पाएंगे							
		অরন্দ								
मई (15 दिन)								कक्षा कार्य:		
(15 दिन)	पाठसंख्या - २						रोल ाले के लिए	(क) पाठ का पठन-		
		ज्ञान क्षेत्र :					रोल प्ले के लिए गतिविधि कक्ष ।	पाठन		
	कालांशोंकीसंख्या-			गाण्या को गलनावा जीवन में	कला:-26 जनवरी की परेडकेचित्रों			(ख) কঠিন शब्द		
	8	CG -	अधिगम परिणाम	समस्यां का सुलझाना जावन म आने वाली अनेक मुसीबतों का	का एक एलबम बनाना।			रेखांकित करना।		
	पाठकानाम - रूपा	10: Childrendevelop fluency in reading		सामना हँसकर	41 Sac Sciant a.II.III			(ग) पीछे का अभ्यास		
	डरी नहीं	and writing.	मूल रूप :छात्र उपहार एवंपुरस्कार में अंतर		खेल: चोर-सिपाही का खेल खेलना।	अंग्रेजी भाषा :- लड्का -लड्की	विद्यालय प्रांगण	(घ) प्रश्न/उत्तर	परियोजना आधारित	
		and mining.						(ङ) वाक्य बनाओ	ज्ञान:-	

अवधारणाः बहादुरी व निडरता वहादुरी व निडरता ध्रमख्र करेंगे। द-9.1Listens to and appreciates धर्व वहाद्वरी प्रिया प्रकार के वालकारी प्राप्त कर सुक्षेत्रेंगे। (क) द्रेय में दिए आने वाते राष्ट्रिय पुरक्ष करेंगे। किसित: (b देय में दिए आने वाते राष्ट्रिय पुरक्ष करेंगे। (b देय में दिए आने वाते राष्ट्रिय पुरक्ष ते आनकारी प्राप्त कर सुक्षेत्रें। परिवार पुरक्ष सं खेल ता जो परिवार पुरक्ष सं खेल ते ता तिकनी पुरक्ष सं खेल ता जा ते पुरक्ष सं खेल ता जा ते पुरक्ष सं खेल ता जा परिवार पुरक्ष सं खेल ता जा ते पुरक्ष सं खेल ता जा ते पुरक्ष सं खेल ता ना ते पुर्व करा में दिए जानकारी प्राप्त कर सुक्षेत्रे। तकनीकी प्रौधीतिका:- पुर्व सं खुलत ता कालिक पाषण पुरक्ष सं खेल ता जा परिवा पुरक सं खेला ना जो परिवार पुरक्ष सं खेल ता ना ते पुरक्ष सं खेला ना जो पुर्व करा और खेल खेलना जो परिवार पुर्व ते करा ते उसका सुक्ष सं खेल ता ना तिकनी प्रीधीतिका:- पुरक्ष सं खेल ता का तिकन ता सुत्य सर पुरक्ष सं खेल ता ना तिकन ता सुत्य सर पुरक्ष सं खेल ता का तिक माण के सहस्य के ता मात्तिक पाण्य प्रित्ति का प्रिक्त का सा के सहस्य के जा परिपाम मुल रूप- का वाकरण के नियमों से परिचय होना का जा वाकरण के नियमों से परिचय होना का जा वाकरण के नियमों से परिचय होना का जा ना परिंगे। छात्र नामा ये के जान पारंगे। महत के जा ना परिंगे। छात्र ना परिंगे महत के जा ना परिंगे। महत के जा ना परिंगे। अकरा के जा ना परिंगे। महत करा का को जान ना परिंगे महत करा का को जान ना परिंगे महत करा का के जाना परिंगे महत करा का का क
उपअवधारणाएँ उपअवधारणाएँ उपअवधारणाएँ अत्याय का विशेध अत्याय का विशेष अत्याय का विशेष अत्याय का विशेष अत्याय का विशेष अत्याय का विशेष अत्याय का विशेष का वाकरनाविकतित: (क) देश में दिए जाने वाते राष्ट्रीय पुरास कर संकेगो (ख) हर मुसीबत या मुश्किल के समय में साहस हिम्मत एवं निउरता से उसका सामनाकरना।खोज करना और खेत खेलाना जो परिवार एक साथ खेतते हैं। तकनीकी प्रौधोगिकी :- https://youtu.be/liM9VWZtk or amater or amate
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प्रिश- श्रश संहायतांकरनाappreciate the poem for its choice of words and imagination.साहस हिम्मत एवं निडरता से उसका सामनाकरना।प्रिहाय होना बहादुरी प्रस्कारों का एलबम बनाना।व्याकरण : विलोम शब्द अनेकार्थक शब्द शब्द रचनाC-10.8Writes a paragraph to express their outstanding and experiencesसीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र नाम वाले शब्दों को जान पाएंगे।सीखने का प्रारणा छात्र नाम वाले शब्दों को जान पाएंगे।संगत- संगीत:- https://youtu.be/Gv7jSiE4D NEसंगत- बहा- बहा- बहा- वाना।
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कुछ विलोम शब्द निर्षध उच्चतर वाची उपसर्ग लगाकर भी
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	४कालांशोंकीसंख्या	Demonstrates			बनाना	अंग्रेजी भाषा :- समय की कीमत			
	3	willingness and	मध्यम :एकता, प्रकृति प्रेम और समय के मूल्य		खेल:- दिनचर्या का चार्ट बनाकरमित्रों	का गदयांश			संकेतात्मक मूल्यांकन:-
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	समयकामहत्व	helping others	समझना।		रोशनीके आधार पर समय की				
	उपअवधारणाएँ :	कोषा: आनंदमय	विशेष आवश्यकता वाले बच्चे सहायक		जानकारी दी जाएगी।	संगीत:-			
					जानकारा दा जाएगा।	https://youtu.be/xJBek5XCe			
	हरछोटीचीजकामहत्व		যিঞ্চেण		तकनीकी प्रौद्योगिकी :-				
					https://youtu.be/7ZeVdzqe	<u>×w</u>			
			दृष्टिबाधित छात्रों की सहायता:						
			कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
			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 फ्लैश कार्ड का इस्तेमाल						
			ालए बड़ फान्ट वाल फ्लेश कांड का इस्तमाल						
			करें।						
			श्रवण बाधित छात्रों की सहायता:						
			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।						
अगस्त(२									
० दिन)		ज्ञान क्षेत्र :							
		•		सामाजिक एवं जीवन कौशल					
		CG -9 : Children					ए.वी. कक्ष-		
	पाठसंख्या –५	develop effective							
	कालांशोंकीसंख्या४						कक्षा	कक्षा कार्य:-	
	पाठकानाम –	communication						(क) पाठ का पठन-	
	पाठकानाम – राजेंद्रबाबू	skills for day to day						पाठन	
		interactions in two						(ख) कठिन	
	अवधारणाः-	languages						शब्दरेखांकित करना।	
	• बड़प्पन की	CG-1: Children						(ग) पीछे का	परियोजना आधारित
	भावना	develophabits that							ज्ञान:- भारत रत्न से
	उप अवधारणा	keep them healthy						अभ्यास	सम्मानित पाँच महान
	• सादगीपूर्ण		Socio emotional and ethical		कला:-			(घ) प्रश्न उत्तर	व्यक्तियों की जानकारी
	जीवन	and safe.	development		97011-			(ङ) वाक्य बनाओ	एकत्रित करें।
	0	पाठ्यक्रम लक्ष्य-			भारत के किन्हीं पांच राष्ट्रपतियों के				
		410497 4 (104-	अधिगम परिणाम					गुह कार्य :-	समस्या हल
	समानता					अंग्रेजी भाषाः-		So and the	विचारोत्तेजक
L		1				1			1991(11)99

		-							
		C-9.5	मूल रूप :		चित्र चिपकाइए।	भारत के पहले 5 राष्ट्रपतियों के नाम और उनका कार्यकाल का		(क) शब्दार्थ लिखिए।	मूल्यांकन:-
		:Comprehends	महानविभूतियों के विषय में जानना।					(ख) प्रश्न उत्तर याद करें।	• कार्यपत्रक
		narrated/read out			खेल:-	समय।कला:-			• मूल्यपरक
		stories and	मध्यम :		वैज्ञानिक स्वभाव:-	भारत के पाँच राष्ट्रपतियों के चित्र			นี้ผ
		identifies characters,	सामाजिक समानता का महत्व समझना।		भारत रत्नों की जानकारी	चिपकाकर उनके नाम लिखिए।			
						संगीत:-			विचारोत्तेजक संसाधन:-
		storyline and what	विकसित:		https://youtu.be/77jwBBPNMA	https://youtu.be/ZGtrHNla_			
		the author wants to	सादगी के साथ जीवन-यापन करना।		A	<u>CW</u>			
		say.कोषा:विज्ञानमय							
					तकनीकी प्रौद्योगिकी :-				
					गूगल, टेलीविजन अन्य पुस्तकें।				
			विशेष आवश्यकता वाले बच्चे सहायक						
			যিঞ্জি						
			दृष्टिबाधित छात्रों की सहायताः						
			कपरा। अध्यारा के मख्य बिंदओं को निर्दिष						
			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						
			और बन्चे को अलग से भी सनने दें। कपरंग दसे						
			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।						
			4781						
			श्रवण बाधित छात्रों की सहायताः						
			अवेण बाधित छात्रा का सहावता: आंक्रेकिस शाला निजेबनों के करन जीनियों नें						
			सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में						
			आर बच्च का बाका कक्षा के साथ साखन म						
			सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
			एम्बड करा विजुअल एड्स का प्रयोग करा						
	अवधि २								
अगस्त(२	गुंजन पाठ 6, 7 ,8								
० दिन)	पुणन पाठ <i>0, 1 ,</i> ठ	ज्ञानक्षेत्र :- Children							
	व्याकरण -संज्ञा	develop emotional							
	.सर्वनाम .विराम	intelligence, i.e, the							
	चिन्ह चित्र वर्णन,	ability to							
	कविता लेखन	understand and					विज्ञान		
	पाठसंख्या –६	manage their own		<u> </u>			प्रयोगशाला	कक्षा कार्य:-	
	कालांशोंकीसंख्या५	emotions and		शारीरिक विकास एवं			ए.वी कक्ष	(क) पाठ का पठन-	
	पाठकानाम - दूध का			जीवन कौशल			··· ·	पाठन	
	राठकानाम - दूध का रंग अवधारणा :-छात्र	responds positive to		वैज्ञानिक दृष्टिकोण				(ख) कठिन	
	रग अवधारणा :-छात्र दूध का महत्व	social norms						शब्दरेखांकित करना।	
	दूध का महत्व समझेंगे। उपअवधार	गाठाका सभ्य						(ग)पाठकेअंतमेंदियागया	
	समझगाउपअवधार णाएँ :स्वस्थ जीवन	पाठ्यक्रम लक्ष्य:	अधिगम परिणाम					(ग)पाउपग्रेशरानायपागपा अभ्यास-कार्य	परियोजना आधारित
	णाएः स्वस्य जावन शैली।	C-4.5 Understands						(घ) प्रश्न/उत्तर	
	RIGHT	responds positively	मूल रूप :दूध पीने के महत्व को समझना।						ज्ञान:- विचारोत्तेजक
		responds positively						(ङ) वाक्य बनाओ	

व्याकरणः	ŀ	to social norms in	मध्यम : वैज्ञानिक दृष्टिकोण का विकास।		कला:- दूध से बनी हुई चीज़ोंके चित्र				मूल्यांकन:-
पाठ-३ नाग		the classroom and			और सूची।			गुह कार्य :-	 कार्यपत्रक
संज्ञा		school.	विकसितः विवेकशीलतास्वस्थ जीवन शैली को			अंग्रेजी भाषाः-		(क) शब्दार्थ लिखिए।	• मूल्यपरक
			अपनाना।		खेल:-	गणित:-		(ख) प्रश्न/उत्तर याद	นู้ผ
पाठ -४ना	ाम की	C4.2 Understands	विकसित: छोटी-छोटी वस्तुओं का मूल्य					करें।	
जगह-		and responds	समझना।			<mark>कलाः</mark> -दूध से बनी हुईचीज़ों के चित्र और सूची।			
सर्वनाम		positively to			वैज्ञानिक स्वभाव:-	चित्र और सूची।			
		different thoughts	विशेष आवश्यकता वाले बच्चे सहायक		दूध की पौष्टिकताकेबारेमेंजानकारी।				
अवधारण	गा – भाषा के •पों से परिचय	preferences and	যিঞ্চেত						
अनक रू	ेपा स पारचय	emotional needs of	दृष्टिबाधित छात्रों की सहायताः						
उपअवधा	ारणा	other children.	हार्यायत छात्रा का सहापता. कारग अधारा के मज्य बिंटओं को निर्टिष						
· >		कोषाः आनंदमय	कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें		तकनीकी प्रौद्योगिकी :-				
संज्ञा के प्रव	किरि:	קאושו, טויועיוט	और बच्चे को अलग से भी सुनने दें। कृपया इसे		https://youtu.be/0UamOgZh				
व्यक्तिवाच	वक संज्ञा		सीखने में सहायक सामग्री के रूप में घर पर		<u>L6A</u>				
			भेजें।शब्दों को पढने में बच्चे कीमदद करने के						
जातिवाचव	क सज्ञा		लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल						
र भाववाचव	क संज्ञा		करें।						
न)		•							
		ज्ञानक्षेत्र :- भाषा और	श्रवण बाधित छात्रों की सहायता: संकेरिक भाषा निर्णेषनों के करन नीनियो नें						
		साहित्य का विकास	सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में						
		पाठ्यक्रम लक्ष्य:-	सहायता करने के लिए अपनी प्रस्तुतियों में						
		HOWN HOLE.	एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
पाठसंख्य	T lo	CG-5 Children							
	ना७ कीसंख्या५	develop a positive	सीखने का परिणाम						
पाठकान	फासख्याप ाम - डामन और	attitude towards	मूल रूप-छात्रों का व्याकरण के नियमों से				ए.वी कक्ष,		
पिथियस		productive work	परिचय होना।छात्र नाम वाले शब्दों को जान				कक्षा		
		and service or	पाएंगे						
अवधारण		'seva'		<u> </u>				कक्षाकार्य : शब्द	
•	मित्रता	CG-5.1	माध्यमिक	सहयोगिता एवं सामाजिक कौशल का विकास				शब्द ज्ञान,श्रुतलेख,मौखिक	
•	बलिदान	Demonstrates	संज्ञा की परिभाषा से परिचित होंगे	काशल का विकास				शान,श्रुतलेख,माखिक एवं लिखित प्रश्न उत्तर	
•	<u> </u>	willingness and	संज्ञा के भेदों की जानकारी होगी ।					,विराम चिन्ह गृहकार्य:-	परियोजनाआधारितज्ञान
उपअवधा	।रणाए : घर-परिवार से	participation in	व्यवाहरिक व्याकरण का ज्ञान					,विराम विन्ह गृहकाय:- कृष्ण और सुदामा के	पारपाजनाजावारितशान •
	वर-पारपार स प्रेम	age appropriate						पृष्ण जार सुदामा पर अतिरिक्त और किस-	17
		physical work	उच्चतर:संज्ञा शब्दों का दैनिक जीवन में प्रयोग		कला: -अपने प्रिय मित्र को एक कार्ड	अंग्रेंजी भाषा :-मित्रता निबंध		किस की मित्रता की	समस्याहल
		towards helping			बना कर देंगे उसमें लिखेंगे कि बच्चे	लिखवाया जाएगा। <mark>गणितः</mark> -		किस से प्रसिद्ध है	
व्याकरण:	[:-	others.			अपने मित्र को क्यों पसंद करते हैं।	कला:-कार्ड बनाना		लिखिए।	संकेतात्मक प्रत्यांक प्र
_ ~			योग्यता / अधिगमकापरिणाम						मूल्यांकनः- • कार्यपत्रक
पाठ-७ वि	राम-चिह्न	कोषा :-मनोमय			खेल:-	संगीत:-			
पात-१४२-	चनात्मक लेखन		CG10.6 लघु कथाएँ पढ़ना , कहानी के पात्रों की पहचान करना और लेखक स्वयं क्या कहना		वैज्ञानिकस्वभावः-दोस्ती का सम्मान	https://youtu.be/ugS9zW			 मूल्यपरकप्रश्न मौखिक और लिखित प्रश्न
			का पहचान करना आर लेखक स्वयं क्या कहना चाहता है, इसकी पहचान करना और इसका		करने के लिए मित्रता दिवस मनाया	PowfQ			
(चित्र-वर्णन	ন)		पारुता रु, इसका पहचान करना आर इसका		जाता है भारत में या गैस के पहले				उत्तर

पाठ संख्या -८ कालांश की संख्याः५ पाठकानाम :-आनंद ही आनंद अवधारणाः- आनंद भावना उपअवधारणाएँ:- मातृ स्नेह पशु व्यवहार सहानुभूति व्याकरण:- पाठ-१४ रचनात्मक लेखन कविता लेखन	अर्थ समझना।अधिगमकापरिणाममूलरूपमित्रतापू, र्ण व्यवहार करना।मध्यमघर-परिवार में सबसे मिलजुलकर रहना सीखेंगे। विकसित:समय का सदुपयोग। तरह- तरह की कहानियों रचनाओं की भाषा की बारीकियों (जैसे शब्दों की पुनरावृत्ति संज्ञा, सर्वनाम विभिन्न विराम -विन्ह का प्रयोग आदि)की पहचान और प्रयोग करते हैं। श्रान क्षेत्र Aesthetic and cultural development CG9.1Listens to and appreciates simple songs, rhymes पाठ्यक्रम लक्ष्य- CG1.2- Children develop abilities and sensibilities in visual and performing arts in meaningful and joyful ways. CG1.3Children develop habits of learning that allow them to engage actively informal learning environment like a CG10.6 लघु कथाएँ पढ्ना, कहानी के पात्रों की पहचान करना और लेखक रवयं क्या कहना चाहता है, इसकी पहचान करना और इसका अर्थ समझुना। अधिगमकापरिणाम	तकनीकी साक्षरता कौशल वातावरण एवं पशु पक्षों के बचाव में पहल उत्पादकता कलीकी प्राक्षरता कौशल तकनीकीप्रौद्योगिक कलीकीप्रौद्योगिक कला:-पालतू जानवरों एवं जंगली जानवरों का के चित्रों का एल्बम बनाएं। खेल:-घुड-दौड, स्लेज डाग दौड। वैज्ञानिकस्वभाव:- जानवरों के प्राकृतिक आवास के ब में जानवरों के प्राकृतिक आवास के ब में	प् अंग्रेजीभाषाः-चिड़ियाघर की सैर निबंध लिखवाया जाएगा। गणित:- र कला:-पालत् जानवर और जंगली जानवरों के चित्र चिपकाए और गठ गठना	र.वी कक्ष, इन्क्षा कक्षाकार्य: शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द। गृहकार्य :- चिड़ियाघर में कौन-कौन से जानवर देखे?उनकी सूची बनाइए। चित्र-वर्णन	सांकेतिक संसाधनः- परियोजनाआधारितज्ञान :- समस्याहल संकेतात्मक मूल्यांकन:- कार्यपत्रकमूल्यपरकप्रश्न मौखिक और लिखित प्रश्न उत्तरसांकेतिकसंसाधनः -
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नवंबर (22दिन) पाठसं	ग:- पाठ 9 ,10 ,11, CG-7 Ch रुरण :-विशेषण, sense of 1 ,पर्यायवाची around fi	सम वेज्ञानमय वेज्ञानमय वेज्ञानमय विष् अप हिश् कृप कर और सार भेजे fworld through ation and thinking. सम	नवर और जंगली जानवरों में अंतर मझना।सुनी हुई रचनाओं की विषय- वस्तु टनाओं, पात्रों शीर्षक, आदि के बारे में तचीत करते हैं। प्रश्न पूछते हैं ,अपनी तेक्रिया देते हैं ,राय बताते हैं, अपनी तरीके से पनी भाषा में व्यक्त करते हैं। श्रेष आवश्यकता वाले बच्चे सहायक क्षिण हेबाधित छात्रों की सहायता: पया अध्याय के मुख्य बिंदुओं को निर्दिष्ट रते हुए पाठ को अपनी आवाज में रिकॉर्ड करें रत हुए पाठ को अपनी आवाज में रिकॉर्ड करें रते हुए पाठ को अपनी आवाज में रिकॉर्ड करें रते हुए पाठ को अपनी आवाज में रिकॉर्ड करें हा बच्चे को अलग से भी सुनने दें। कृपया इसे खुने में सहायक सामग्री के रूप में घर पर जें।शब्दों को पढ़ने में बच्चे कीमदद करने के ए बड़े फॉन्ट वाले पत्लैश कार्ड का इस्तेमाल रें। वण बाधित छात्रों की सहायता: केतिक भाषा विशेषज्ञों के कुछ वीडियो लें र बच्चे को बाकी कक्षा के साथ सीखने में हायता करने के लिए अपनी प्रस्तुतियों में बेड करें। विजुअल एड्स का प्रयोग करें।		https://youtu.be/7OF- 9qYM2PQ	गणित प्रयोगशाला कक्ष	कक्षा कार्यः योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक गृह कार्य :-	परियोजना आधारित ज्ञानः- समस्या हल
अवधा छोटी व महत्व। उपअव समानत समानत	understa and effe वस्तु का relations विधारणा:- तता का भाव and use	ships in by forming hypothesis titions to their esis. वेज्ञानमय वियं	धिगम परिणाम त रूप ड्य भंडार में वृद्धि। ध्यम १ और लय में कविता।विकसित इ बंदी वाले शब्दों का ज्ञान। दी में सुनी गई बात, कविता आदि को अपने दी में सुनी गई बात, कविता आदि को अपने दी में सुनी गई बात, कविता आदि को अपने दी के और अपनी भाषा में कहने -सुनाने/ प्रश्न इने एवं अपनी बात जोड़ने प्रतिक्रिया देने के वसर उपलब्ध होंगे। शेष आवश्यकता वाले बच्चे सहायक क्षण	कलाः- शून्य के प्रयोग से चित्र बनाना। खेल:- अंको का खेल वैज्ञानिक स्वभाव:-तकनीकी प्रौद्योगिकी : https://youtu.be/ItD4ZVi68-k	अंग्रेजी भाषा:- गणित:- शून्य की उपयोगिता। कला:- संगीत:- कविता कागायन	विद्यालय परिसर का प्रांगण बगीचा (एकलव्य पार्क)	दिए गए अंकों के बराबर कोई वस्तु बनाओ व उस शब्द कीगिनती को हिन्दी मे	मूल्यांकनः- साकेंतिक संसाधनः- कार्य पत्रक मूल्यपरक प्रश्न वाक्य निर्माण गिनती

पाठ का नाम:- अनोखी चिड़िया अवधारणा • पर्यावरण संरक्षण उपअवधारणा • प्रकृति प्रेम • पक्षी प्रेम		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 फ्लैश कार्ड का इस्तेमाल करें। श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में	वातावरण एवं पक्षियों के बचाव में उत्पादकता	<mark>कला:</mark> - कागज के प्रयोग से मोर बनाना । खेल:- <u>https://youtu.be/7y4Q1WJPQa</u> <u>c</u>	<mark>अंग्रेजीभाषा:-</mark> कीवी पक्षी का अनुच्छेद गणित:- कला:- कागज के प्रयोग से मोर बनाना ।	पर आधारित कार्यपत्रक गृहकार्यः अपने घर के आस-पास आने वाले पक्षियोंकेचित्र एकचार्टपेपरचित्रचिपका ओ।	
		एम्बेड करें। विजुअल एड्स का प्रयोग करें। CG-6 Children develop a positive		<mark>वैज्ञानिक स्वभाव</mark> :- कीवी के रहन-सहन की जानकारी।	संगीतः-		परियोजना आधारित
	ज्ञानक्षेत्र:	regards for the natural environment around them.		तकनीकि प्रौद्योगिकीय:-	पक्षियोंके स्वरों को सुनना।		परियोजनी अधिरित ज्ञान:-
	CG-10	अधिगम परिणाम मूल रूप		पीपीटी,यू-ट्यूब लिंक			समस्या हल
	Children develop	 विभिन्न पक्षियों के बारे में जानकारी अर्जन 		https://youtu.be/QArM9hepT8l			मूल्यांकनः-
	fluency in reading	मध्यम • प्रकृति और पक्षी प्रेम जागृत					साकेंतिक संसाधन:-
	and writing in Language	विकसित					• कार्य पत्रक
	पाठ्यक्रमलक्ष्य-	विकासत • शुद्ध पठन, शब्द भंडार में वृद्धि				कक्षा कार्य:	 मूल्यपरक प्रश्न
व्याकरण	CG-6					अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका	• वाक्य निर्माण
<mark>पाठ-५:-कैसे या</mark> कितना -विशेषण	Children develop a positive regards for the natural	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				में लिखें।मुहावरो का प्रयोग करते हुए वाक्य बनाइए। गृह कार्य :-	וקאוט
पाठ-६:- करना या होना-क्रिया	environment around them.	किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क अपनी राय दे पाना आदि।				बनाइए। गृह काय :- वाक्य बनाना, शब्दकोश क्रम	
पाठ-८ :- शब्द भंडार	C-6.1	भाषा और साहित्य का विकास।					
(पर्यायवाची शब्द)	Shows care for and joy in engaging with	पाठ्यक्रम लक्ष्य-	मानसिक विकास				
अवधारणा	all life norms.	सीखने का परिणाम 	सहयोग				
 संक्षिप्तता सूक्ष्मता और 	कोषा: अन्नमय	मूल रूप • लघुकथा का महत्व उसकी लघुता में	वार्तालाप				
सांकेतिकता जो शब्द संज्ञा सर्वनाम या	CG-9. Children	है जो वह कथा को प्रदान करती है • पर्यायवाची शब्दों के अर्थ लगभग					

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	बताते हैं वह विशेषण	develop effective	समान होते हैं अतः उन्हें समानार्थी के						
	कहलाते हैं।	communication	रूप में पहचान सकेंगे।						
		skills for day to day							
	उपअवधारणाएं	interactions in two	विकसित						
	 কথানক 	languages.							
	शैली		 छोटी-छोटी बातों में बड़े अर्थ निकाल 						
	 उपदेश की 	CG-10. Children	पाएंगे और अपनी बात संदेश के रूप						
	प्रधानता।	develop fluency in	में कम से कम शब्दों में पाठक तक						
		reading and writing	पहुंचा पाएंगे						
		in language – 1.	 अर्थ में अंतर के कारण सभी 						
		कोश							
		पगरा आनंदमयी कोश	पर्यायवाची एक दूसरे के स्थान पर						
		जानदमया काश मनोमय कोश	प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे						
		मनामय पगरा							
		ज्ञान क्षेत्र:	उच्चस्तरीय						
		शान दात्र:	 लघु कथा का सौंदर्य उसकी अपनी 						
		CG-7 Children make	शैली बनावट कसावट कथ्य और						
		sense of world	शिल्प में निहित होता है।				0		
		around through	 पर्यायवाची शब्दों का प्रयोग सावधानी 				विद्यालय		
			से करना जान पाएंगे।				परिसर का		
		observation and					प्रांगण बगीचा		
		logical thinking					(एकलव्य पार्क)		
		पाठ्यक्रम लक्ष्य-							
			CG-10 Children develop fluency in					कक्षाकार्य:	
		C-7.2Observes and	reading and writing in Language						
		understands cause	C10.4 Children develop fluency in					शब्द ज्ञान,	
नवंबर	कालांशोंकीसंख्या-	and effects	reading and writing in language.					श्रुतलेख, प्रत्यास्मरण	
(22दिन)	६पाठ११पाठ का	relationships in	अधिगम का परिणाममूल रूप					मौखिक और लिखित	परियोजनाआधारितज्ञान
(नाम :-पिकनिक	nature by forming	छात्रों को परिवार के साथ पिकनिक का			अंग्रेजी भाषा :- पिकनिक के		माखिक जार लिखत अभिव्यक्ति	:-
	अवधारणा:-	simple hypothesis	अनुभव।			विषय में 5 पंक्तियां लिखें।		आमव्याक्त	•
			जनुमया मध्यम					गुहकार्य :-	समस्याहल
	परोपकार	and uses	गलत काम को रोकना।			गणित:-		Search .	
	उपअवधारणाएँ	observations to	गलत काम का राकना। विकसित:		कला:-जहाँ पिकनिक मनाने गए वहाँ			(क)समान तुक वाले	संकेतात्मक
	उपअवधारणाए	explore	जरूरतमंद लोगों की कैसे मदद की जाए।हिंदी		का चित्र बनाएं ।	कलाः-पिकनिक में जो भी दृश्य		য়ান্দ্র।	मूल्यांकन:-
	सूझ- बूझ	कोषा:-आनंदमय	में सुनी गई बात,कहानी आदि को अपने तरीके		वैज्ञानिक स्वभाव:- बैडमिंटन,	देखे गए उनके चित्र बनाएँ।			• कार्यपत्रक
		4/141.=VII114414	और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने		वशानक स्वमावः- बडामटन, चोर-सिपाही का खेल	संगीत:-		(ख) प्रश्नउत्तरयादकरें ।	• मूल्यपरकप्रश्न
	सहायता करना		एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर		વાર-ાલવાણ વગ હાલ				• मौखिक और
			एव अपना बात जाड़न प्राताक्रया दन के अवसर उपलब्ध होंगे।		तकनीकीप्रौद्योगिकी <u>https://yout</u>				लिखित प्रश्न
			विशेष आवश्यकता वाले बच्चो के लिए		u.be/mDp9zUpVVVo				उत्तर
			विशेष अविश्वकती वाल बच्चा के लिए सहायक शिक्षण	नेतृत्व तार्किक चिंतन एवं	<u>a.be/mbp320pvvv0</u>				उत्तर
			सहायक शिक्षण	जीवन से आगे बढ़ते हुए आई					
			दृष्टिबाधित छात्रों की सहायताः	समस्या को सुलझाना।					सांकेतिकसंसाधन:-
			अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको						
			अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों						
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शेपालेप्रे व्याप्र केप्र स्ट्रीय संकर्भगे। पार्वप्र प्र वर्ष्य कार्य प्र		श्रवण बाधित छात्रों की सहायता:				
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हाने के परियार के साथ फिलीक का अनुमवा मसम गतत काम को रेकना। विकसित: जरूरतमंद लोगों की केसे मदद की जाए। विकसित: जरूरतमंद लोगों की केसे मदद की जाए। विदे में सुनी गई बात, बहानी आदि को अपने तरीक और अपनी भाषा को करने सुनाने/ प्रश्न युछने पर्व अपनी बाता जोड़न प्रतिक्रिया देने के अवसर परलब्स होंगा विदे में सुनी गई बात, बहान के लिए सहार्यक सिक्षण हष्ट्रीवाधित छात्रों की सहम्यता: अग्यायकेम्प्रखीय[युक्तीन]दिहरूरतेषुएपारको अन्यायकेप्रखीन्द्रियोगीनियिंहर रातेष्ट्रपारको केल्पमेयरपरभी मेंगों। क्रानक्षेत्र अन्य कि महम्यता: प्रती कहाय कि सहम्यता: प्रती कहाय कि प्रहा कि प्रहा कि प्रहा कि प्रहा का कि प्रहा कि कि प्रहा कि प्रहा कि प्रहा कि कि प्रहा कि						
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कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे। श्रवण बाधित छात्रों की सहायता: शब्दोंकोपटनेमेंबन्चेकीमटटकरनेकेलिपबडेअक्ष		अध्यायकेमुख्यांबेंदुओंकोनिदिष्टकरतेहुएपाठको आन्ध्रे यात्राज्योरिकॉर्टकरेंगे थेएटबिन्धरान्यूच्ये				
ज्ञानक्षेत्र: शब्टोंकोपटनेमेंबन्चेकीमटटतकरनेकेलिपबडेअक्ष		कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री		ए.वी कक्ष		
ज्ञानक्षत्रः श्रान्द्रींकोपदनेमेंबन्चेकीमददकरनेकेलिपबडेअक्ष		केरूपमेंघरपरभीभेजेंगे।				
श्रान्टोंकोपटनेमेंबन्चेलीपटटकरनेलेलिएबडेअक्ष	चाउधेव.	श्रवण बाधित छात्रों की सहायता:				
LCC 7Children make		शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबडेअक्ष				
	CG-7Children make					J

पाठ१२कालांशकी संख्या२ पाठकानामः-दीप से दीप जलाओ अवधारणा • साफ सफाई और सजावट से प्रेम उपअवधारणा • भारतीय संस्कृति से प्रेम स्वस्थ जीवन शैली	sense of world around through observation and logical thinking. पाठयक्रमलक्ष्य- C-7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore कोषा:-आनंदमय	रोंवालेफ्लेशकाईकाइस्तेमालकरेंगे। चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।		कलाः-दिया और मोमबत्ती से संबंधित चित्र बनाएं। खेलः-बचे हुए बचे हुए दिए से छोटे- छोटे तराजू बनाएंगे। वैज्ञानिकस्वभावः-नेपाल में दिवाली 5 दिनों तक मनाई जाती है पहले दिन काग तिहार दूसरे दिन कुकुर तिहार तीसरे दिन लक्ष्मी पूजा चौथे दिन नव वर्ष और <u>पांचवे</u> दिन भाई टिका मनाया जाता है। तकनीकीप्रौद्योगिकी:- https://youtu.be/mYJ5wy6h bWc	अंग्रेजीभाषा:- दीपावली की विशेषता बताते हुए गद्यांश लिखवाया जाएगा।गणित:- कला:-कंदील बनवाना।संगीत:- यू-ट्यूब लिंक https://youtu.be/vhGsu898 QFA			परियोजनाआधारितज्ञान :- समस्याहल संकेतात्मक मूल्यांकन:- . कार्यपत्रक . मूल्यपरकप्रश्न . मोखिक और लिखित प्रश्न उत्तर
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	गुंजन पाठ 13, 14, 15, 16	ज्ञानक्षेत्र:	CG10.7 Reads and comprehends	नवाचार,महत्व सोच, वैज्ञानिक	कला:-वृक्षों की उपयोगिता बताते हुए	अंग्रेजीभाषा :-पौधों के विषय में	विद्यालय	कक्षाकार्य:	परियोजनाआधारितज्ञान
	व्याकरण -वाक्यांश	CG-10	meaning of short news item	दृष्टिकोण	चित्र बनाएं।	5 पंक्तियां लिखें।	परिसर का	शब्द ज्ञान,	:-
	के लिए एक शब्द,		instructions and recipes and publicity		खेल:-बगीचे में खेलते हुए कोई पेड़	गणित:-	प्रांगण	श्रुतलेख,मौखिक एवं	समस्याहल
	मुहावरे, वाक्य, पत्र -लेखन ,योजक	Children develop	material.		पौधे ना टूटे उसका ध्यानरखेंगे।			लिखित प्रश्न उत्तर	तमत्पाहरा
	शब्द ,अशुद्धि	fluency in reading	अधिगमकापरिणाम			कला:-सूखे पत्तों से छोटे-छोटे		,अनेक शब्दों के लिए	संकेतात्मक
	शोधन ,कहानी	and writing in	मूलरूप		वैज्ञानिकस्वभाव:-प्रकाश - संशलेषण की जानकारी। भारत के	जानवर और फूल बनाना।		एक शब्द।	मूल्यांकनः-
संबर	लेखन	Language	वृक्षारोपण करना सीखेंगे।		वैज्ञानिक जगदीश चंद्र बोस ने	संगीत:-			• कार्यपत्रक
3 दिन)	पाठसंख्या१३	पाठ्यक्रमलक्ष्य-	मध्यम पेड पौधों के बारे में जानकारियां।		दुनिया को बताया कि पौधे भी हमारी				 मूल्यपरकप्रश्न मौखिक और
	कालांश की संख्या-४	CG-6	पड़ पांधा के बार में जानकारिया। विकसित:		तरह सांस लेते हैं सोते जागते हैं ।उन्हें				 माखिक आर लिखित प्रश्न
			बच्चे वृक्षों के महत्व को समझेंगे।		भी दर्द होता है अगर उन्हें काटा जाए			गुहकार्य :-	उत्तर
	पाठकानाम :-पौधों का जीवन	Children develop a	आसपास होने वाली गतिविधियों/ घटनाओं और		तो मर भी सकते हैं।उन्होंने एक ऐसा			· · ·	Our
	জাবন	positive regards for	विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में		यंत्र बनाया जो पौधों की वृद्धि को			अनाज के छोटे छोटे	
	अवधारणा:-	the natural	बताते , बातचीत करते और प्रश्न पूछते हैं।		नापता है इस यंत्र का नाम क्रेस्को			पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम	
	प्रकृति प्रेम	environment around them.	विशेष आवश्यकता वाले बच्चे सहायक शिक्षण		ग्राफ है।			पर लगाकर उनक नाम लिखिए।	
	प्रकृति प्रम उपअवधारणा :-	ulem.	राकण दृष्टिबाधित छात्रों की सहायताः		https://youtu.be/5pyRxOZQqH			ופושעו	
		C-6.1	कपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट		ohttps://youtu.be/UTZiHlee76				
	• वैज्ञानिकद्य	Shows care for and	करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें		ĝ				
	ष्ट्रिकोण • पर्यावरण	joy in engaging with	और बच्चें को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर		तकनीकीप्रौद्योगिकी :-				
	 पयावरण संरक्षण 	all life norms.	साखन में सहायक सामग्रा के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के		https://youtu.b/aN8yhLaYY				
	\I\QI*I		लिए बडे फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल		MY				
	व्याकरण	कोषाः अन्नमय	करें।						
	पाठ-८ :- शब्द भंडार	CG-9. Children	श्रवण बाधित छात्रों की सहायताः						
		develop effective	सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में						
	(वाक्यांश के लिए एक शब्द)	communication	अरि बच्च की बोकी कक्षी के साथ सेखिन में सहायता करने के लिए अपनी प्रस्तुतियों में						
		skills for day to	रहायता करने के लिए जपना प्रस्तुतिया म एम्बेड करें। विजुअल एड्स का प्रयोग						
	<mark>पाठ-११</mark> :- मुहावरे	dayinteractions in	करें।CG10.4 Reads stories and passages						
	अवधारणाः-	two languages.	with accuracy and fluency with						
		CG-10. Children	appropriate pauses and voice						
	जब कोई वाक्यांश अपने	develop fluency in	modulation. अधिगमकापरिणाम						
	सामान्य अर्थ को छोड़कर	reading and writing							
	किसी विशेष अर्थ में रूढ़ हो जाता है उसे मुहावरा	in language – 1.	मूलरूप	सामाजिक कौशल, अधिगम					
	हा जाता ह उस मुहावरा कहते हैं ।		मुहावरों का अर्थ उनके वाक्यार्थ से भिन्न होता है मध्यम	कौशल	कला :-चिट्ठी डालने का लिफाफा	अंग्रेजीभाषा :-पत्र लेखन		कक्षाकार्य:	
-	40000	आनंदमयी कोश	मध्यम किसी विशेष अर्थ में रूढ़ हो जाता है ।		बनवाया जाएगा।			হাৰু ৱান,	परियोजनाआधारितज्ञान
ानवरी		मनोमय कोश	विकसित:		खेल:-			श्रव्य साम, श्रुतलेख,मौखिक एवं	14 C
21दिन)	पाठ संख्या -१४	ज्ञान क्षेत्र: Language	मुहावरों के प्रयोग से भाषा में सौंदर्य एवं चुटीलापन आ जाता है ।	विभिन्न उद्देश्यों के लिखते हुए अपने लेखन में शब्दों के		गणित:-		लिखित प्रश्न उत्तर	

	कालांश की संख्याः	and Literacy		चुनाव, वाक्य संरचना और	वैज्ञानिकस्वभाव:-	कला:-			समस्याहल
	દ્	development		लेखन के स्वरूप (जैसे दोस्त	विश्व का सबसे बड़ा पुस्तक मेला	संगीत:-	<u> </u>		संकेतात्मक
	पाठ कानाम :	पाठ्यक्रम लक्ष्य-	CG10.4 Reads stories and passages with accuracy and fluency with	को पत्र लिखना पत्रिका के	जर्मनी में लगता है इसका नाम है	A 4110:-	विद्यालय		मूल्यांकनः-
			appropriate pauses and voice	संपादक को पत्र लिखना) को लेकर निर्णय लेते हुए लिखते	फ्रैंकफर्ट पुस्तक मेला।		पुस्तकालय	गृहकार्य :-	 कार्यपत्रक
	विश्व पुस्तक मेला	CG-10Children	modulation.	तप्रेर निगय सत हुए सिखत हैं।				ईमेल कैसे भेजते हैं ,पता	• मूल्यपरकप्रश्न
	अवधारणाः-	develop fluency in reading and writing	अधिगमकापरिणाम		https://youtu.be/sAfy-kHqxN4			लगाओ।	• मौखिक और
	• किताबों का	in Language.	मूलरूप		तकनीकीप्रौद्योगिकी :- पत्र भेजने के				लिखित प्रश्न
	महत्व	C10.3-Recognise all	पजल खिलौने की उपयोगिता को समझेंगे।		नए तरीके इंटरनेट और ई-मेल को बच्चे जान सकेंगे।				उत्तर
	उप अवधारणाएँ:-	the letters of the							
	-	alphabets of the	मध्यम		https://youtu.be/WP1L2S0-				सांकेतिकसंसाध
	• व्यवहारिक	script and uses this	अपना स्वरूप खोते जा रहे पत्र की जानकारी		<u>1Qg</u>				
	ज्ञान • मेले का	knowledge to read	ग्रहण कर सकेंगे।						
	आनंद	and write words.	विकसित:						
	 उपहार देना 	C10.8Writes a	मेले का आनंद और उपहार देना बच्चे सीख						
		paragraph to	मल को जानद जार उपहार दना बच्च साख पाएंगे।						
		express their understanding and							
	व्याकरण	experiences	विशेष आवश्यकता वाले बच्चे सहायक						
	पाठ-१० वाक्य	कोषाः विज्ञानमय	যিঞ্চেण						
	पाठ-१४ रचनात्मक लेखन	Language	दृष्टिबाधित छात्रों की सहायता:						
		and Literacy	कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
	(पत्र-लेखन)	development	करते हुए पाठ का अपना आवाज में रिकार्ड कर और बच्चे को अलग से भी सुनने दें। कृपया इसे						
	अवधारणाः-	पाठ्यक्रमलक्ष्य-	सीखने में सहायक सामग्री के रूप में घर पर						
	किसी भाव या विचार	CG-9Children	भेजें। शब्दों को पढ़ने में बच्चे कीमदद करने के						
	को पूरी तरह से	develop effective	लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।						
	व्यक्त करने के लिए	communication skills for day to day	971						
	हम वाक्योंका प्रयोग	interaction in two	श्रवण बाधित छात्रों की सहायताः	`````````````````````````````````````					
	करते हैं ।	languages.	सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में	नेतृत्व लचक एवं नवाचार कौशल				कक्षाकार्यः	
		C9.5 -Understand oral instruction for a	सहायता करने के लिए अपनी प्रस्तुतियों में			अंग्रेजीभाषा:-सजीव और			
ञ् रवरी		complex task and	एम्बेड करें। विजुअल एड्स का प्रयोग करें।		कला:-सजीव निर्जीव चीजों के चित्र	निर्जीव चीजों के बारे में लिखो।		अपनी तर्कशक्ति से प्रश्नों के उत्तर कार्य पुस्तिका	
22दिन)		gives clear oral		तरह -तरह की कहानियों	बनाओ।	गणित:-		में लिखें।	
	पाठसंख्या१५	instructions for the same to others.		रचनाओं की भाषा की बारी	खेल:-क्रिकेट ,वालीबॉल आदि गेंद से	कलाः-मानव शरीर का चित्र एक		-	परियोजनाआधारितज्ञान
	कालांश की	same to others.		कियों (जैसे शब्दों की पुनरावृत्ति संज्ञा ,सर्वनाम	खेले जाने वाले खेल।	चार्ट पेपर पर बनाएं।			19 (F
	संख्या :२			पुनरावृत्ति संज्ञा ,सवनाम विभिन्न विराम- चिन्हों का	वैज्ञानिकस्वभाव:-	संगीत:-	विद्यालय परिसर का	गृहकार्य :-	समस्याहल
	पाठकानाम : -सबसे			प्रयोग आदि) की पहचान और	वशाानकस्वभाव:-	https://youtu.be/q9pzGjws	पारसर का	वाक्य बनाना, शब्दकोश	संकेतात्मक
		I						,	संकतात्मक

बढ़कर हम(२)	ज्ञानक्षेत्र: Language		प्रयोग करते हैं ।	हमारी जीभ पर स्वाद कालिकाएं होते	dAg	प्रांगण	क्रम,	मूल्यांकन:-
	and Literacy			हैं। जिनकी सहायता से हम खाने का	-			• कार्यपत्रक
अवधारणाः-	development	C-9.3Converse fluently and can hold a		स्वाद लेते हैं जी बोलने में सहायक			सही गुणों का चयन	• मूल्यपरकप्रश्न
 क्षमताओं का ज्ञान 	पाठ्यक्रमलक्ष्य-	meaning full conversation. अधिगमकापरिणाम		होती है ,साथ ही दांतों निकालकर दांतो की सफाई भी करती है ।शरीर				 मौखिक और लिखित प्रश्न
	CG-9Children	मूलरूप		के अन्य अंगों की तुलना में जीभ पर				उत्तर
उप अवधारणा:-	develop effective			लगी चोट जल्दी ठीक हो जाती				
	communication	कविता का लय युक्त वचन		है। <u>https://youtu.be/PkOshBFLy</u>				2.0
 प्रसन्नता उत्साह 	skills for day to day	मध्यम		<u>6A</u>				सांकेतिक
• २५॥६	interaction in two languages.	सजीव निर्जीव चीजों का ज्ञान।		तकनीकीप्रौद्योगिकी :-				
	C9.5 -Understand oral instruction for a	विकसित: बच्चे अपनी क्षमताओं को जानेंगे।		<u>https://youtu.be/W0 K-</u> g <u>5sBeQ</u>				
	complex task and gives clear oral instructions for the	विशेष आवश्यकता वाले बच्चे सहायक शिक्षण						
	same to others. कोषा:-मनोमय	दृष्टिबाधित छात्रों की सहायता : 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 फ्लैश कार्ड का इस्तेमाल करें।						
		<mark>श्रवण बाधित छात्रों की सहायता:</mark> 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।						

फरवरी	पाठसंख्या - १६	ज्ञानक्षेत्र : Language	CG-10.4Reads stories and passages with	व्यावहारिक कौशल का	कलाः-भारतीय पाँच महान वैज्ञानिकों	अंग्रेजीभाषा :-माइकल फैराडे	ए.वी कक्ष	कक्षाकार्य:	परियोजनाआधारितज्ञान
(22दिन)	पाठसंख्या - १६ कालांशोंकीसंख्या४	and Literacy	accuracy and fluency with appropriate	विकास लक्ष्य की प्राप्ति करने	के नाम चार्ट पेपर पर सचित्र लिखें।	की जीवनी	··· · ··		:-
(,,	पाठकानाम –	development	pauses and voice modulation.	में आई समस्या को सुलझाने				হাৰু হ্বান,	
	माइकलफैराडे	dereiopinent	'	का निरंतर प्रयास।	खेल:-			श्रुतलेख, प्रत्यास्मरण	समस्याहल
	- ing t d t d o	पाठ्यक्रमलक्ष्य-	अधिगमकापरिणाम			गणित:-		श्रुतलेख, प्रत्यास्मरण मौखिक और लिखित	
	अवधारणा	CG 10Children	मूलरूप: माइकल फैराडे के बारे में जानकारी			100		माखिक और लिखित अभिव्यक्ति	
	• परिश्रम और		मूलरूपः माइकल फराड क बार म जानकारा		वैज्ञानिकस्वभाव:-	महान गणितज्ञ आर्यभट्टऔर		आमव्याक्त	संकेतात्मकमूल्यांकन:-
	• पारश्रम जार धैर्य	develop fluency in			https://youtu.be/Aesm5mXkow	रामानुजन के बारे में जानकारी।		गृहकार्य :-	
		reading and			w	5		-	 कार्यपत्रक
	उपअवधारणा	writing in	मध्यम: -बिजली से संबंधित सभी जानकारियां।					(क)समान तुक वाले	• मूल्यपरकप्रश्न
	•	Languages.	विकसित:			कलाः		যান্দ ।	
	वैज्ञानिकदृष्टिको	CG-7 Children				AT XII.		(ख) प्रश्नउत्तरयादकरें ।	संकेतात्मक संसाधन:-
	ग्रा	make sense of	बिजली का बल्ब,ट्यूबलाइट पंखे ,प्रेस आदि						
	 कभी हार ना 	world around	कैसे काम करते हैं सब के बारे में जानकारी			संगीत :-यू-ट्यूब लिंक			
	मानना।	through	प्राप्त कर सकेंगे।		तकनीकीप्रौद्योगिकी :-	सगात:-यू-टयूब लिक			
	•11.1.11	observation and	विशेष आवश्यकता वाले बच्चे सहायक		तकनाकाप्राधागका :-				
		logical thinking	विशेष अविश्वकता वाल बच्च सहायक शिक्षण		https://youtu.be/hEKgtsfBC				
	व्याकरण				W8	https://youtu.be/hEKgtsfBC			
	जाकरण	C7.2 Observes and	दृष्टिबाधित छात्रों की सहायताः			<u>W8</u>			
	पाठ-९ योजक शब्द	understands cause	कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट						
		and effect	कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
	पाठ-१२ अशुद्धि शोधन	relationship in	और बच्चे को अलग से भी सुनने दें। कृपया इसे						
	पाठ-१४रचनात्मक लेखन	nature by forming	सीखने में सहायक सामग्री के रूप में घर पर्						
	(संवाद लेखन,कहानी	simple hypothesis and uses	भेजें। शब्दों को पढ़ने में बच्चे कीमदद करने के						
	लेखन)	observations to	लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें।						
		explain their	कर।						
		hypothesis.	श्रवण बाधित छात्रों की सहायता:						
		nypotnesis.	सांकेतिक भाषा तिशेषज्ञों के कब वीड़ियो लें						
			सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में						
			सहायता करने के लिए अपनी प्रस्तुतियों में						
		कोषाः-विज्ञानमय	एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
				1					

APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class:...III.....

Subject: Maths

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

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

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

	* 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 bassed 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- disciplinar Y integratio n	Peri ods	Learnin g 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		Classro om Maths lab Surrou ndings	Class assignments Book exercises Home assignments Write in roman numerals a) A century	Project - based learning Problem solving Suggestive Assessment :- Quiz, google form,

Month	*Addition of Roman Numerals upto 10 UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	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. Domain & Curricular Goals (mapping with Foundational stage)	Medium (CG7) Usage of roman numerals Advance (CG8)Addition of Roman numerals" Competency & Learning Outcome	CWSN	21st Century skills	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 movemen t in Roman numerals Art:- Use colourful strips to write roman numerals from 1 to 10 Music:- Nil Inter- disciplinar Y integratio n	Peri ods	Learnin g Space	and 20 more can be written in Roman as b) Your age ; c) I am thrice of 5	worksheet Suggestive resources/A ctivities Liveworksh eets.com Games on wordwall.n et 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 neighbour s. Art:-		Classro om Maths Lab	Class assignments : Book Excercises 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 two numbers *Addition Facts *Word Problems *Estimating the su *Framing Word Problems		*Vijnanamaya kosh emphasized to eng meaningfully with the cognitive a conscious aspects of experience." *Anandmayakosha experience of trans is best addressed fo group through art a culture.	age and of human ,or scendence or this age	Basic :Add th numbers Medium -Ab solve the pro related to ac Advance:Fra addition stor based on dat situations	e to blems dition ne the jes					Technology:-N a PPT of 5-7 sl about addition facts	ides abacu	is dd iven eers c:- ed to		Suggestive resources/A ctivities: Liveworksh eets Games on wordwall
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Goals	in & Curricular (mapping with lational stage)	Competend & Learning Outcome	cy CWSN	21st skills	Century	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	Develo Develo Learni Curric CG-7 (sense aroun observ thinki CG-8 (mathe under abilitiv recogn throug quant Kosha	Children develop ematical standing and es to nize the world gh ities.(Numbers)	Competence C-7.3 Uses appropriat tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 4-digit numbers fluently using flexit strategies of compositio and decomposi on	concept e and commun ation amongst children through play activities and real life example	Comi on, C think Colla Life s Prob	kills: lem ng, cal	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 -base learning Problem sol Suggestive Assessment : Quizzes Mult Choice Quest Suggestive resources/Ac ies: Liveworkshee Games on wordwall	lving :- tiple tions ctivit		

	problen								- بالديم		relate		-			
	problen		hasized to e			-			g the							
			ningfully		Learnin	•			numl		subtra	actio				
			the cognitiv		Outcom	nes:-			seen	In	n					
			cious aspec		Basic				the surro	: ام مد						
			an experien ndmayako:		:Subtra	at the				unai						
			•	-		ct the			ngs.							
			rience of cendence i		given numbe				Task	nolog						
			essed for th		numbe	rs.			v: Ma	•						
			through a	0	Mediur	m .			PPT c							
		cultur	•		Able to				slides							
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					Advanc	:e:Fra										
					me the											
					subtrac	tion										
					stories	based										
					on daily	y life										
					situatio	ons.										
Month	UNIT/	Domain & Cu	urricular	Competen	ncy (CWSN		21st Centur	у	Integra	ation	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON No	Goals (mappi	ing with	&				skills				disciplinar		Space	nts	Pedagogies
	:-	Foundational	l stage)	Learning								у				
	Lesson			Outcome								integratio				
	Name:-											n				
	Concept &															
	Sub concept									-						
August	Unit	Domain: Cog		Competen			concept and	C's		Arts:-		Language		Classroo	Class	Learning by
	Number -5	Development		C-8.7		commun		Creativity	,	Drawin	-	English-:-		m	assignme	doing
Half	Name-	Developing P		Recognise			<u>children</u>	Communica		square	-	Reading		Mathem	nts :	Duchlass
yearly	Multiplicatio	Learning Hab	DITS	multiplica	-		play activity	learners ex		for lat		and		atics Lab	Discussio	Problem
	n.	Curricular Go	a a lu	as repeate addition	ea 🧧	and real	life examples.	multiplicati		multip on.	Dicati	vocabular		Playgrou nd.		solving
	Concept -	Curricular Go CG-7 Childre		addition C-8.13		Activity	Children will	properties) Critical Thir		011.		y developm		nu.	problems related	Suggestive
	Multiplicatio	sense of the		Formulate	-		ed in equal	Collaborati		Sports		ent		1	to	Assessment/Act
	n as	around throu		and solve	-	groups a		Conaboratio		Learni		ciit		1	multiplic	ivities :-
	repeated	observation a	0	simple		finding o		Life skills -		multip	0	EVS :-			ation.	1.Worksheet
	addition	logical thinki		mathemat	-		of students	Decision ma	aking	on thre		Multiplica		1		
		CG-8 Children	•	problems	-	using rep		Self awarer		repeat	-	tion is the		1		2. Multiple-
	Sub	develop		related to	-	addition		Problem so		additio		basic			Home	choice
	Concepts -	mathematica	al	basic conc	-		ation as well.			using b	-	operation			assignme	questions
L			-		- m - 1 -			1					1	1		

	*Multiplicati on of 2,3&4 digit number by 1digit number *Multiplicati on of 2&3 digit number by 2 digit number *Word Problems *Lattice multiplicatio n.	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,o r experience of transcendence is best addressed for this age group through art and culture.	of multiplication Learning Outcome Basic : Revise basic terms and rules related to multiplication Medium : Read, identifies and solve the problems given in the book using gained knowledge. Advance : Frame and	CWSN ASSISTIVE LEARNING : https://youtu.be/BZ41 Fh2MEVw		Scientific temper:- Framing word problems related to multiplicati on. Technolog y:- Solving online worksheet s related to multiplicati on.	used to find distance if speed and time is given. Art:- Drawing square grids for doing lattice multiplica tion Music:- Learning tables 2 to 10 in rhythmic way.			nts : Framing word problems related to multiplic ation.	3. Lower order thunking skills questions 4. HOTS questions Suggestive Resources/Activ ities liveworksheets. com
Month	UNIT/ LESSON:-	Domain & Curricular Goals (mapping with	problems related to multiplication Competency &	CWSN	21st Century skills	Integration	Inter- disciplinar	Periods	Learning Space	Assignme	Suggestive Pedagogies
	Number- Lesson No Name:- CONCEPT:-	Foundational stage)	Learning Outcome				y integratio n				
August Half Yearly	Unit Number -6 Unit Name- Division Concept - Division as repeated	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:- CG-7 Children make sense of the world	Competency C-8.7 Recognises division as equal sharing and repeated subtraction Learning	Develop concept and communication amongst children through play activities and real life examples. Activity : Few	C's Creativity Critical Thinking, Collaboration. Life skills : Decision making Problem Solving.	Arts:- To find the division facts using 10by 10 multiplicati on grid. Use of	Language English-:- Reading and understan ding the theme of Unity in	9	Classroo m Mathem atics Lab	Class assignme nts : Discussio n of problems related to	Project based learning (Discussing real life problems) Keeping a specified number of chocolates in a

subtraction/	around through	Outcomes	eatables / stationery	Paper	Strength	division	carton
equal	observation and	Basic:	items such as toffees	folding	and the	given in	and dividing
sharing	logical thinking.	Understands	/ scale etc will be	activities,	implicatio	the book.	them equally
	CG-8 Children	meaning of	displayed on a table.	Tangram	ns of	Home	among the
Sub	develop	division and	The child will be	activities,	division (assignme	students
Concepts	mathematical	terms	asked to start	Cake	eg the	nts :	present
*Meaning of	understanding and	associated		slicing	story of a	Framing	in the class.
Division and	abilities to	with division.	dividing the items	activities,	bundle of	word	How many
terms	recognize the world	Medium:	equally among two	to	sticks)	problems	does each get?
associated	through quantities.	Experience	children.	emphasize		related	Problem
with division	Kosha -	equal sharing	*Youtube video,	the	EVS- To	to	solving
*Dividing	*Vijnanamaya kosha,	and grouping	explaining the	concept of	share	division	Suggestive
2&3 three	is emphasized to	and	concept of division	Division.	food	and	Assessment :-
digit	engage meaningfully	connecting	through animation,		items like	solving	
numbers by	with the cognitive	them	taking real life	Sports:-	cake,pizza	online	1.Worksheets
1 digit	and conscious	mathematicall	examples.	Using balls	etc.,	workshee	
number	aspects of human	y in their	https://youtu.be/wb	(or	equally	ts	2. Multiple-
(with and	experience."	own context.	kHv9zcGhl	members	among	available.	choice
without	*Anandmayakosha, o	For example,	KHV92CGIII	in a team)	friends,	Printed	questions
remainder)	r experience of	sharing of		to explain	family	workshee	
*Dividing	transcendence is best	equal		the		ts, having	3. Lower order
2&3digit	addressed for this	number of		concept of	Art:-To	easy,	thinking skills
numbers by	age group through	sweets among		division as	find the	medium	questions
1 digit	art and culture.	children.		repeated	division	and	For example:
number by		Advance:		subtractio	facts	complex	Draw 10
regrouping.		Solve real life		n.	using 10	problems	cherries. Make
*Division by		problems			by 10	of	groups(by
10.		using division		Scientific	multiplica	Division.	drawing circles)
*Word		facts like how		temper:-	tion grid. (to divide these
problems		to handle		Relationshi	Colouring		equally among 5
*Framing		money,how		p between	as per a		children.
word		to get equal		multiplicati	division		4.HOTS
problems		share etc.,		on and	pattern to		questions
				division,	get		Suggestive
				Finding out	different		resources/Activi
				division	patterns		ties
				facts from	in the		Live
				given	grid)		worksheets.com
				multiplicati			
				on facts.	Music:-		
				Discussing	Learning		
				various	multiplica		
				real life	tion		
				situations	tables		

Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	and identifying which out of the two, Multiplicat ion/ Division would be used. Technolog y:-PPT, Video links. Integration	from 2 to 10 in rhythmic way. (Dividing a song into different segments and singing in a collaborat ive manner) Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:- Number- Lesson No Name:-	Goals (mapping with Foundational stage)	& Learning Outcome:		skills		disciplinar Y integratio n		Space	nts	Pedagogies
Septe mber 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 *Compariso n 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 natureby forming simple hypothesis and uses obsevations 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:- Communi cating 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		Classroo m Maths Lab	Class assignme nts : Book exercises Home assignme nts : Make a fraction wheel	Project -based learning : Model of fraction Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activi ties : Liveworksheets. com Games on wordwall

				1							
	Fractions	*Anandmayakosha,o	C-7.3 Uses			and	given				
	*Ascending	r experience of	appropriate			identify	fraction.				
	and	transcendence is best	tools and			fractions in					
	descending	addressed for this	technology in			nature.	Music: A				
	order	age group through	daily life				song				
		art and culture.	situations				related to				
			Learning			Technolog	fractions.				
			Outcomes:-			y:-PPT and					
			Basic :			related					
			Understands			videos will					
			the basic			be shown.					
			format of the								
			fraction (
			Numerator,								
			Denominator)								
			-								
			Medium :								
			Differentiate								
			between like								
			and unlike								
			fractions, find								
			equivalent								
			fraction and								
			compare the								
			given								
			fractions.								
			inactions.								
			Advance: Use								
			the								
			knowledge of								
			-								
			fractions in								
			day to day life								
			and solve the								
			given								
			questions on								
			their own.								
Month:	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills		disciplinar		Space	nts	Pedagogies
	Number- 8	Foundational stage)					У				
	Name:-		Learning				integratio				
	Measureme		Outcome				n				
	nts										

Octobe	No 8	Domain:	Competency -	Develop concept and	C's :	Arts:-	Language	Maths	Class	Project -based
r	Unit Name :	Cognitive	C-7.1	communication	Creativity	Draw two	English:-	Lab	assignme	learning
	Measureme	Development	Observes and	amongst children	Communication	objects	Reading	Classroo	nts :	
РТ-2	nts	Developing Positive	understands	through play	Critical thinking	each	word	m,	Book	Problem solving
	CONCEPT:	Learning Habits	different	activities and real life	Collaboration	measured	problems	surroun	Exercises	
	Measureme	Curricular Goal:-	categories of			in		dings		Suggestive
	nt od	CG-7 Children make	objects and	examples Please ask	Life skills:	centimetre	EVS:-		Home	Assessment :
	Length,	sense of the world	relationships	the Special Educator	Problem solving	, grams	Measure		assignme	Worksheet,
	Mass and	around through	between	by means of Story		and	the height		nts:	Measure length
	Capacity	observation and	them.	telling and use of		millilitres	of family		Estimate	of your dining
	Sub	logical thinking.	C-8.9	visuals			members		the	table and bed
	Concepts:-	CG-8 Children	Performs			Sports:-	using		length of	
	*Units of	develop	simple			Relay Race	Handspan		different	Suggestive
	Length	mathematical	measurement			to be			objects	Resources
	*Conversion	understanding and	s of length,			organised	Art:- Draw		using non	/Activities
	s of units of	abilities to	weight and			for the	and		standard	Liveworksheets
	Length	recognize the world	volume of			concept of	colour the		units	Measuring
	*Addition,	through quantities.	objects in			length	objects			Activities,
	Subtraction,	Kosha -	their			•	measured			Byju's videos
	Multiplicatio	*Vijnanamaya kosha,	immediate			Scientific	in			available on
	n and	is emphasized to	environment.			temper:-	cm,grams			YouTube
	Division of	engage meaningfully				Estimating	and ml			
	units of	with the cognitive	Learning			the				
	Length	and conscious	Outcomes:-			measurem	Music:			
	*Word	aspects of human				ents,	Composin			
	Problems	experience."	Basic:(CG7)			weighing	g and			
	based on	*Anandmayakosha,o	Identifies			different	singing a			
	four basic	r experience of	units of			objects in	poem on			
	operations	transcendence is best	length, mass			math lab	Measure			
	of units of	addressed for this	and capacity.				ment			
	length	age group through				Technolog				
	*Units of	art and culture.	Medium:			y:-Make				
	Weight		(CG8) Add,			PPT on				
	*Conversion		subtract,			Non				
	s of units of		multiply and			Standard				
	Weight		divide units of			Units of				
	*Addition,		length, mass			Measurem				
	Subtraction,		and capacity.			ent,				
	Multiplicatio					Activity to				
	n and		Advance:			measure				
	Division of		(CG8) Solves			the length				
	units of		word			of maths				
	Weight		problems			lab with				
	*Word		based on			Standard				

							r		1		· · · · · · · · · · · · · · · · · · ·
	Problems		units of			and non					
	based on		length, mass			standard					
	four basic		and capacity.			methods					
	operations					of					
	of units of					measurem					
	Weight					ent					
	*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										
Month:	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills	•	discipinar		Space	nts	Pedagogies
	Number-	Foundational stage)					y .		•		0.0
	Name:-	0,	Learning				integratio				
			Outcome				n				
Novem	Unit No 9	Domain:	Competency	Develop concept and	C's:	Arts:-	Language	6	Class-	Class	Project -based
ber	Unit Name:	Cognitive	C 8.8	communication	Creativity	Drawing of	-	Ũ	room	assignme	learning
NC1	Geometrical	Development	Recognises		Critical thinking	shapes	English:-		Maths-	nts -	Learning by
PT-2	Shapes	Developing Positive	basic	amongst children	Communication	with real	Vocabular		lab	*Discuss	doing
	*Plane	Learning Habits	geometric	through play	skills	objects	y		Playgrou	the	uome
	shapes		shapes and	activities and real life		Draw a	developm		nd	objects	Problem
	* Solid	Curricular Goal:-	their	examples.	Life skills:	joker using	ent,			having	solving-
	Shapes	CG-7 Children make	observable	Activity : The child	Problem solving	different	reading			different	matching of
	* Tiling	sense of the world	properties	will be asked to pick	soleni solving	shapes	. counts			shapes	shape with real
	* Tangrams	around through	C8.12	up specific coloured		shapes	EVS:-			*To join	life objects.
	1 41161 41113	observation and	Develops	object around and		Sports:-	Find			the	ine objects.
	Sub-	logical thinking.	adequate	tell its shape, use the		Using	buildings			different	
	Concepts	CG-8 Children	vocabulary for	•		shapes of	in your			tangram	Suggestive
	concepts		vocabulary ior	tangram pieces to		suapes of	in your			Cangrain	Juggestive

 *2-	develop	comprehendi	make a design	blocks	surroundi	pieces to	Assessment :-
Dimensional	mathematical	ng concepts	Illake a uesigli	available	ng which	make the	Class test,
shapes	understanding and	and		like cones,	have	animals	online guizzes
*3-	abilities to	procedures	HI	rectangles,	different	such as	onnie quizzes
Dimensional	recognize the world	related to	VI	balls and	shapes	goat,	Suggestive
shapes	through quantities.	shapes.	LD	make a		dog,	resources/
* Edges,	Kosha -		Autism	hurdle race	Art:-	camel	Activities :
corners,	Vijnanamaya kosha,	Learning	Cerebral palsy		Drawing	etc.	*Sorting the
faces of	is emphasized to	Outcomes:-	Speech diability	Scientific	ofa	Art	given objects
shapes	engage meaningfully	* Basic: (CG7)		temper:	scenery	integrate	according to the
*Compariso	with the cognitive	Determine		Helping	using	d activity	category of 2D /
n of shapes	and conscious	about Line		students to	different	,	3D shapes.
*Examples	aspects of human	segment, Ray,		develop	shapes	Home	* Use tangram
of 2-D and	experience.	curved lines,		scientific	Use	assignme	pieces to make
3-D shapes	•	Straight line		temper for	Mandala	nts-	a flower of your
•		etc		shapes by	art	*Make	choice.
		Demonstrate		finding	Draw a	any one	
		and apply the		shapes in	joker	tiling	
		concepts with		their	using	pattern	
		daily life		surroundin	different	found in	
		situations		gs,	shapes	your	
		*		buildings,	-	surroundi	
		Medium:(CG7		objects.	Music:-	ngs.	
)Identify and		-	Poem	*Collect	
		differentiate		Technolog	based on	two	
		between 2D		y:-Make a	shapes	examples	
		and 3D		PPT of	will be	of each	
		shapes		shapes	recited.	cuboidal,	
		around				conical	
		themselves ,				and	
		compare the				spherical	
		third				shapes.	
		dimension					
		added to					
		shapes					
		*Advance:					
		(CG 8)					
		Measure					
		different					
		shapes usning					
		standard and					
		non standard					
		measures					

Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills		disciplinar		Space	nts	Pedagogies
	Number-	Foundational stage)					У				
	Name:-		Learning				integratio				
			Outcome:				n				
Decem	UNIT/	Domain: Cognitive	Competency :		C's :	Arts:-	Language	10	Classroo	Class	Project -based
ber	LESSON:-	Development	C-8.10	Explain the concept	Communication	Show	English:-		m	assignme	learning :
	Number- 10		Performs	of Time	Collaboration	beautifully	Reading		Maths	nts :	Make a model
	Name:- Time		simple	with the use of real	Creative	the names	Time and		Lab	Book	of the clock.
	Concept:		measurement	clock and	thinking	of all the	Calendar		Activity	Exercises	Make calendar
	Telling Time		s of time in	taking real life	Critical thinking	months in	EVS-		Room	l	of your
	Sub	Curricular Goal	minutes,	situations.	Connectedness	a year.	Planning			Home	birthday
	Concepts:	CG-7 Children make	hours,		126-1211-1	- Use red	day-to-			assignme	month.
	*Minute hand and	sense of the world around through	day, weeks, and months		Life skills : * Problem	colour for the	day activities			nts : Plan	Problem solving
	Hour hand	observation and	C-13.1		solving	months	activities			vour	Suggestive
	* Telling	logical thinking.	Attention and		* Analytical	having 31	Art:-			day,	Assessment :-
	Time to the	CG-13 Children	intentional		thinking	days.	Colour			mentioni	Worksheet with
	correct 5	develop habits of	action:		* Time	- Use blue	the birth			ng time	all the concepts
	minutes	learning that allow	Acquires skills		management	colour for	dates of			at which	explained
	* Reading	them to engage	to plan, focus	Activity : To show	management	the	your			you will	explained
	Time to the	actively in formal	attention, and	different		months	family			carry out	Suggestive
	next hour	learning	direct	times on the model		having 30	members			all the	resources/Activi
	* Concept of	environments like a	activities to	of clock.		days.	on			activities.	ties :
	'to' and	school	achieve			- Use	calendar.				Quizzes
	'past'	classroom	specific goals			brown					Story telling
	* am and	Kosha -				colour for	Music:				
	pm	*Vijnanamaya kosha,	Learning			the month	Poem on				
	* Time	is emphasized to	Outcomes:-			having	'Time'				
	Conversions	engage meaningfully	Basic : Use of			28/29					
	-	with the cognitive	vocabulary			days.					
	Hours into	and conscious	about Time								
	minutes	aspects of human	and Calendar								
	-	experience."	through								
	Minutes	*Anandmayakosha,o	discussion			Sports:-					
	into	r experience of	and			Note the					
	seconds	transcendence is best	story telling.			time taken					
	· ·	addressed for this				to					
	Hours into	age group through	Medium : To			complete					
	seconds	art and culture.	read a clock			1m race					
	* Reading A		and calendar.			in					
	Calendar		Advance *			minutes.					
	- The	1	Advance: *	1		Convert					

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

	r					1			1		
	-		numbers.			temper:-	coins and				
		Kosha -				Understan	have fun				
	Identificatio	*Vijnanamaya kosha,	Learning			ding					
	n of various	is emphasized to	Outcomes:-			money	Music:				
	denominatio	engage meaningfully	Basic : (CG			operations	Sing 2				
	ns	with the cognitive	7)To be able			in daily life	songs				
	* Adding up	and conscious	to identify			situations>	from				
	given	aspects of human	various			Children	bollywoo				
	denominatio	experience."	denomination			can do role	d having				
	n in	*Anandmayakosha,o	s of money			play or	the word				
	rupees/coin	r experience of	available in			scene of a	"paisa" in				
	s	transcendence is best	the market			marketplac	it				
	* Writing	addressed for this				e where					
	given	age group through	Medium :			one of					
	amount in	art and culture.	(CG8)To be			them is a					
	figures		able to			shopkeepe					
	* Writing		understand			r and					
	given		and do basic			another					
	amount in		operations on			one is a					
	words		money			customer.					
	*										
	Conversion		Advance:								
	of money		(CG8)To be								
	* Addition		able to make								
	and		bills and read			Technolog					
	subtraction		data.			y: Make a					
	of money					PPT to					
	* Word					show coins					
	problems					and					
	* Making					denominat					
	bills					ions used					
	* Data					in earlier					
	Interpretati					times					
	on										
Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills	<u> </u>	disciplinar		Space	nts	Pedagogies
	Number-	Foundational stage)					y				
	Lesson No		Learning				, integratio				
	12		Outcome:				n				
	Name:-										
			1	1	1		1				

Jan	UNIT/	Domain:	Competency :	Explain the concept	C's :	Arts:- Draw	Language	Maths	Class	Project -based
Annual	LESSON:-	Cognitive	C-7.1	of symmetry and	Collaboration	a flower ,	English:-	Lab	assignme	learning :
Exam	Number- 12	Development	Observes and	, ,	Critical Thinking	tree and	Speak on	200	nts :	Problem
LAUIII	Name:-	Developing Positive	understands	patterns with real life		smiley,	importanc	Surroun	1103 .	solving
	Symmetry	Learning Habits	different	situations.		draw a line	e of	dings	*Complet	5011115
	and Patterns	Learning Habits	categories of		Life skills :	of	symmetry	ungs	e the	Suggestive
	Concept:	Curricular Goal	objects and	Activity : A sheet	Problem Solving	symmetry	, patterns		given	Assessment :-
	Importance	CG-7 Children make	relationships	with a half drawn	Decision	to divide in	in our		pattern	Worksheet
	and usuage	sense of the world	between	butterfly will be	Making	two parts.	lives and		*Solve	with all the
	of Symmetry	around through	them.	provided to the	Creative	two parts.	communic		the book	concepts
	and Patterns	observation and	C-8.2	students , the child	thinking	Sports:-	ate on the		exercises.	explained
	in day to day	logical thinking	Identifies and	to draw the other	tilliking	The	topic.		exercises.	explained
	life.	CG-8 Children	extends	half of butterfly on		students to	EVS-		Home	Suggestive
	Sub	develop	simple	,		do	Collecting		assignme	resources/Activi
	Concept -	mathematical	patterns in	dotted line and		skipping	and		nts :	ties :
	* Line of	understanding and	their	colour as per their		for odd	pasting		Take	Quizzes
	symmetry	abilities to recognize	surroundings,	choice.		and even	leaves		some	Quizzes
	* Symmetry	the world through	shapes, and			number of	and petals		easily	
	in English	quantities, shapes,	numbers.			times , and	with		available	
	Alphabets	and measures.	numbers.			announce	symmetry		material	
	* Patterns		Learning			the highest	and also		such as	
	in numbers.	Kosha -	Outcomes:-			scorer as	form a		buttons/	
	* Patterns	*Vijnanamaya kosha,	Basic : To be			the	pattern		black	
	in	is emphasized to	able to			winner.	out of it .		gram/	
	alphabets.	engage meaningfully	identify						Kidney	
	* Patterns	with the cognitive	symmetrical			Scientific	Art:-		beans	
	in designs	and conscious	objects and			temper:-	Draw a		etc. and	
	* Odd and	aspects of human	patterns			The	tiling		start	
	even	experience."	around in			students to	pattern in		making	
	numbers	*Anandmayakosha,o	surroundings.			enlist the	notebook		pairs of	
	* Rules with	rexperience of				patterns	and		it. Count	
	odd and	transcendence is best	Medium :			seen in	colour it .		the	
	even	addressed for this	Enlist			nature.			number	
	numbers.	age group through	symmetrical						of pairs	
		art and culture.	alphabets,						and	
			numbers and			Technolog			arrange	
			complete the			y: The			ina	
			patterns in			, students to			pattern	
			alphabets ,			make			on a	
			numbers ,			pattern			sheet of	
			designs.			using			paper.	
			5			shapes on			• •	
			Advance:			desktop.				
			Solve the							

Month	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	given problems on their own related to symmetry and patterns . Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	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,o r 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,ba r 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 ,basketball s to be kept. Related questions will be asked. Scientific temper:- Explaining the students about the importanc	Language English:- A story to be formed on the given pictograp h data with a moral value. EVS- Age of family members will be shown on graph by taking a proper scale. Art:- Collect the informati on of liking of different tiffin items of your 5		Maths Lab Surroun dings	Class assignme nts : Book exercises Home assignme nts : Write the names of your 10 friends . Write the number of times the vowels are appearin g 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/Activi ties : Mental Maths worksheet

3	ge group through	related	e of	friends.		
		questions.	knowledge	Draw a		
	it and calture.	Advance:	of the	pictograp		
		Representing	graphs in	h and		
		the given data	life.	colour it.		
		using				
		pictograph				
		and bar	Technolog			
		graph.	y: An			
			exercise of			
			Compu			
			Maths			
			given in			
			textbook			
			to be			
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			Learning			
			Maths 3			

Class<u>: III</u>

Subject: <u>EVS</u>

<u>Ter</u> <u>Report Card will co</u>			<u>m II</u> onsist of 100 marks
<u>Periodic Test I- July</u> (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Half- Yearly Exam- September (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	

	Leaves in Our Live	Sen-Lesson	-8 Cooking Food	Nov-Lesson-11 T	he Water we Drink	Jan- Lesson-14	Making Pots
Lesson-4Anima		s Sep-Lesson	-o Cooking Poou				
Lesson-4Anima July-Lesson-5				Lesson-12 Going	Places	Feb- Lesson-15	Toytilog
Feather Frien						red-Lesson-15	Textiles
Lesson-6 The V	Vork Around Us						
		MN Mai 2. Sub Act	e Book Submission I 25 (Weightage 5 rks) oject Enrichment ivity MM 25 eightage 5 Marks)			MM 25 Marks) 2. Subject Activity	ook Submission (Weightage 5 Enrichment MM 25 tage 5 Marks)
REPORT (CARD WILL	CONSIST OF	100 MARKS	REPORT	CARD WILL	CONSIST OF	100 MARKS
	CARD WILL 9 % syllabus	CONSIST OF Maximum marks	100 MARKS Weightage	REPORT Evaluation	CARD WILL (% syllabus	CONSIST OF Maximum marks	100 MARKS
Evaluation Periodic		Maximum				Maximum	
Evaluation Periodic Fest I- July Note Book	% syllabus	Maximum marks	Weightage	Evaluation Periodic Test	% syllabus	Maximum marks	Weightage
REPORT C Evaluation Periodic Test I- July Note Book Submission Subject Enrichment Activity	% syllabus 30%	Maximum marks 40 marks	Weightage 10 marks	Evaluation Periodic Test II- December Note Book	% syllabus 30%	Maximum marks 40 marks	Weightage 10 marks

	of Term II	
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Month	UNIT/	Domain &	Competency	21st	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
	LESSON	Curricular Goals	&	Century	Initiatives	integration	Space	(Observation, Checklist,	(Suggestive)
		(mapping with	Learning Outcome	skills			(Suggestive)	Worksheets, Rubrics, Portfolios)	
		Foundational							
		stage)							

April 22- 25Days 8 to 9 periods	Lessonno.1 Name- My Family Concept: Family and Friends Sub- Concepts- Families and their types. Family members ,valuesand habits. Hereditary features. Old and physically challenged people.	Domain: Socio Emotional and Ethical Developmen t Curricular Goal: CG-4: Children develop emotional intelligence	PANCHKOSHAVIKAS: MANOMAYAKOSHA C4.1 Starts recognizing 'self' as an individual belonging to a family and community Learning Outcome: Basic: Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree. Medium: Exhibits values and habits appreciate qualities and skills of family members. Advance: Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.	LifeSkills: Social skills Communica tion skill Flexibility	Arts: Identifying traditional art forms as a family tradition and culture in India. Sports: Exploring and playing games that family play together. Scientific temper: Exploring family believes and applying rational thinking. Technology: Analyze the hereditary traits of family members in physical appearance.	English: Change the gender of given relations Maths: Find the birth year of all the family members and calculate their age in years. Music: Play antakshari with family members.	Classroom Assembly area or activity room for role play	Classroom Activity: Making a Thank you card for grandparents. Home Assianment: Exploring from elders about extended family, narrating stories related to festivals. Flipped classroom: Giving notes to study at home for discussion in class	Project-based learning Problem solving Role-playing Suggestive Assessment:- Reading Worksheet Multiple-choice questions Lower order thinking skills questions HOTS questions
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Month No of Periods April 8 to 9 periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage) Domain: Cognitive Domain CG-7: Children make sense of world around through observation and logical	Competency & Learning Outcome PANSHKOSHAVIKAS: YIJNANAMAYAKOSH A C-7.1: Observes and understands different categories of objects and relationships between them MANOMAYA KOSHA C4.6 Shows kindness and helpfulness to others	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os) Classroom Activity: Discussion onusesofplants. Home Assignment: Exploring new plants in the locality and collect their leaves	Pedagogies (Suggestive)
	Types of plants around us. Uses of plants. New plants grown in India.	thinking Domain : Socio- Emotional and Ethical Development Curricular Goal: CGG6 Children develop a positive regard for the natural environment around them	(including animals, plants)when they are in need. LearningOutcome: Basic: Identifies plants according to their size ,shape ,colour ,Aroma and where they grow. Medium: Gives examples for different types of plants. List uses of plants Advance: Grows plants, nurtures them and protects them.		based on Simple characteristics of a plant. <u>Technology</u> : Take photos of plants around your home and write their names	Music: Sing a song or Poem on plants in assembly		Flipped classroom: Giving notes to study at home for discussion in class	Assessment - 1.Reading2. Worksheet 3. Multiple- choice questions. 4. Lower order thinking skills questions. 5. HOTS question s (PI refer to Revised Bloom's Taxonomy)
Month No of	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)

Periods		stage)							
MAY (20 Days - 22 Days) 8 to 9 periods	Lesson-3 Name: Leaves in Our Lives Concept: Leaf Diversity and its Function s Sub- Concept S: • Parts and Function s of Leaves • Variety of Leaves Around Us • Uses of Leaves	Domain: Cognitive Domain CG-7: Children make sense of world around through observation and logical thinking Domain : Socio- Emotional and Ethical Development Curricular Goal: CG6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C-7.1: Observes and understands different categories of objects and relationships between them C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Represents the parts of leaves through a real example or diagram. Medium: 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 Advance: Analyse the reasons as why some plants do not have green coloured teaves Shape of the leaf depends on topography (hills/ deserts etc.)	LifeSkills Social Skills Creative Initiative Critical Thinking	Arts: 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. Scientific temper:Experiment on Photosynthesis:Su nlight Is Necessary For Photosynthesis- Covering leaf with black paper partially Observation ,Collection of different leaves, smelling different plant leaves.	English: Opposites (eg Simple/ Compound, Rough/ Smooth} Maths:Make a pattern using leaf Music:	Assembly area for a role play or song on importance of plants. Classroom for quiz activity. Botanical garden for showing different types of plants	Classroom Activity: 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. Home Assignment: Collect leaves of different shapes in sizes. paste them on colourful sheets Flipped classroom : Giving notes to study at home	Brainstormin g sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2. Worksheet 6. Multiple- choice questions. 7. Lower order thinking skills questions. 8. HOTS question s (PI refer to Revised Bloom's Taxonomy)

Month	UNIT/ LESSON	Domain & Curricular Goals	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli	Pedagogies (Suggestive)
No of							(- 285-14)		
Periods MAY (20 Days - 22 Days) 8 to 9 periods	Lesson 4 Name: Animal Around Us Concept: Diversity inAnimal s : Small and Big Sub- Concept Different types of animals on the basis of the food they eat. Different types of animals accordin g to their shelter • Taking care of pets and domestic animals •Unwant ed animals in our house	stage) Domain: Socio- Emotional and Ethical Development Curricular Goal: CG 6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Differentiates the animals On the basis of their habitat Differentiates the animals into herbivores, carnivores, omnivores and Scavengers. Medium: Gives example of different types of animals Advance: Interrelate the relationship between plants and animals and their dependency on each other. Becomes sensitised to be kind and friendly towards animals by caring for them.	Life Skills: Social Skills Initiative Critical Thinking	Arts: Make standing figures of animals to decorate the Classroom. / Mask Making Sports : ,Animal Race (eg Rabbit, Frog , Elephant Race) they must try to find their partner by making the sounds of their particular animal Scientific temper: Observation ,Collection of different plant leaves, smelling different plant leaves. Technology Take photos of yourself while caring and helping the stray animals and share the experience in class.	Language: English: Compose a poem on your favourite animal. Math Find age span of animals (eg Dog, Bat, Fish, Lion etc) Music: Poem on animals in assembly	Assembly area for a role play showing care and empathy for animals Classroom for games Activity. Field area for games	Classroom Activity: Discussion on the their pets ,how they take care of them Home Assignment: Notice the animals around your house and watch programmes based on animals on Discovery channel, Animal Planet Or BBC Earth Flipped classroom : Giving notes to study at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 9. Multiple- choice questions. 10. Low er order thinking skills questions. 14.HOT S question s
Month No of	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)

Periods		stage)							
ULY 22 bays-24 bays) bo of erriods= 0 Im t fea of Su Cc S Cc n Im t fea of Su Cc S Cc S Cc S Cc S Cc S Cc S Cc S C	commo Birds round s Part of ird's ody Types of eathers ieaksof ieathers ieaksof iards Feet nd claws of iirds Flight	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG 6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Recognizes and name the common birds around them Medium: Differentiate the feathers in their types. Summarizes the uses of beaks Advance: 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	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	Arts: Make a bird feeder with waste water bottles for your garden or balcony. Draw and colour your favourite bird Scientific temper: Analyze the Physical features of birds for adaptation	Language: English: Narrate a story on birds with a moral value Math Find the weight of five birds and arrange them in ascending order Music: 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.	Classroom Activity: 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. Home Assignment: 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 Flipped classroom : Giving notes tostudy at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 11. Multiple -choice questions. 12. Low er order thinking skills questions. 14.HOT S questions 14.HOT S question s

Month No of Periods	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,Portfoli os)	Pedagogies (Suggestive)
August (23 days-25 days) No. of Periods= 9	Lesson:6 The Work Around Us Concept: Occupati ons and their importan ce Sub- Concept s:Comm u nity Helpers • Social Worker • Family at Work • Leisure Time Activitie s • Games We Play • Child Labour • Ways to Help Working Children	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG-5 Children develop a positive attitude towards productive work and service or 'seva'.	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others. Learning Outcome: Basic: Recognizes and names the community helpers and the work they do. Medium: Acknowledge the work done by family members and feel gratitude for them. Advance: Understand the Dignity of Labour by showing kindness, generosity and moral courage towards all occupations. Criticize the disadvantages of child labour	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	Arts: Prepare a one minute performance for performing or creative art on our helpers. Sports : Kho-Kho Match between two teams of a class Scientific temper: To analyze the personality traits of any one famous personality and his profession Technology Prepare a daily routine chart for yourself using software applications.	Language: English: Speak few lines about dignity of labour and its importance for society (Morning Assembly) Maths : Find the number of players in outdoor ball games and also compare the size of ball. In various games (Hockey, Basketball)	Assembly area for performance of best performer of the class Classroom for discussion on time chart. School Playground to play Kho-Kho Match	Classroom Activity: Share your views on Child Labour Home Assignment: Interview your house help / Guard at colony gate / gardener	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 13. Multiple -choice questions. 14. Low er order thinking skills questions. 14.HOT S question s

Month	LESSON	Curricular	Competency & Learning Outcome	Integrating /		Space	Pedagogies (Suggestive)
No of		Foundational					

Destad		at a set							
Periods		stage)	DANSHKOSHA	1.16-	Auto				
August No. of Periods= 9	Lesson-7 Name:Th e Food We Eat Concept: Food Sub- Concept S : Importan ce of food •Nutrient s in Food •Nutrient s in Food •Differen t types of food groups •Value of milk, water androug hage in the diet •Food habits of people •Balance d 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 foodand 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 sensitize 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 ina 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	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 15. Multiple -choice questions. 16. Low er order thinking skills questions. 14.HOT S question s
Month No of Periods	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,Portfoli os)	Pedagogies (Suggestive)
SEPTEMB ER 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: Collabor Ative Adaptabi	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 .	Brainstormi ng sessions Joyful learning Project-

9	Concept: Food Sub- Concept S: • Food from Plants and Animals • Raw and Cooked Food • Methods of cooking food • Vessels used for cooking in a family • Cultural Diversity in food	Children develop habits that keep them healthy and safe. SDG-2 Improved Nutrition	and does not waste food Learning Outcome: Basic: Observe and Identify different cooking methods used in their homes Medium: List the stoves used for cooking and fuel used in them. Categorise the vessels used for cooking according to the cooking methods. Advance: 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	Sports : Guess the ingredient : Children will interchange their lunch boxes and will guess the name of the main ingredient of the dish . Scientific temper: Selects correct quantity of ingredient to make a dish Observe different tooking styles and different temperatures needed for cooking in different styles and the utensils used	Maths : Find the correct quantity of ingredients needed to prepare your favourite dish	Room : Learn and write the Hindi and English names of the spices shown to you .	Home Assignment: Prepare a banana chaat and Use your creativity to garnish and to decorate the plate. Flipped classroom : Giving notes to study at home for discussion in class	based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 17. Multiple -choice questions. 18. Low er order thinking skills questions. 14.HOT S question s (PI refer to Revised Bloom's Taxonomy)
Month No of Periods		Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)		Pedagogies (Suggestive)
Octob er21- 24 Days	Lesson9 Name-Th e House We Live In. Concept: House Diversity.	Domain:Cog nitiveDomain Curricular Goal: CG-7 Childrenmakesen se of theworld	PANCHKOSHAVIKAS:VI JNANAMAYAKOSH C-7.1 Observes andunderstandsdiffere ntcategoriesofobjectsa ndrelationshipsbetwee nthem.	Collaborat ion Communi cation of thoughts Critical thinking	Arts: DrawA sketch of your house. Scientifictemper:	Maths: Find the height of tallest sky scraper of the world Music: Sing a song onthe importance	Classroomf or quizactivity Assemblyarea for aroleplayorso ngontheimport	ClassroomActivity: Quiz On Types Of houses. Make blue and green dustbin and write their usage. Discussion on the importance and types of houses and the	Joyful method Project-based learning Problem solving Roleplaying
No.	Sub-concepts	aroundthem throughobservati	LearningOutcome:		Analyze different	ofcleanliness.	anceofCleanli ness	ways to keep it clean.	

ofPeriods		onand		materials used for	Technology:		HomeAssignment:	Peer
=7	Importance	logicalthinking.	Basic:	building houses at		Field	Know your peer-prepare four	
	Of			different geographical	Make ahouseusing	tripinside	questions each related to house	teaching
				places.	3Dpaint.	theschool	and ask your friend.	teaching
	houses.		IdentifyHouseson the		Sopanit.	toshowdiffere	and ask your menu.	
			basis ofmaterialused.			ntstructuresan		Suggestive
	Different					d		Assessmen
	types of		Medium:			propermanage		ti-
	houses.		Identify			ment of	Flippedclassroom:	1.Reading2
			Housesdependingupont			wastein	Giving notes tostudy at home	.Worksheet
	Some		he culture andclimate of			theschool.	fordiscussioninclass	3.Multiple-
	Unusual		theplace.					choice
			inepiace.					
	houses.							questions
			Advance:					4. Lower
	Decorating		Understand theneed of					order thinking
	and cleaning		a cleanandidealhouse					skills
	our houses.		and shelter for all other					questions.
			creatures					5. HOTS
			creatures					questions
								4

Month No of Periods	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,Portfoli os)	Pedagogies (Suggestive)
October No. ofPeriods =9	Lesson10 Name- Our Neighborhoo d. Concent: Mapping my neighbourhood Sub-concents Neighbourhood, Places	Domain:C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKA S:VIJNANAMAYAKO SH C-7.3 Usesappropriatetools andtechnology indaily lifesituationsandforlearni ng. LearningOutcome: Basic: Identify theplaces in theirneighbourhoodand be able tofind	Inform- ationlitera cy Criticalthi nking creativity	Arts: Drawamapof the routefrom yourhouse tothe nearestshop. <u>Scientifictemper:</u> Observeand make alist of thelandmarksin yourlocalityandalsowri	Maths: Write their ownhouse addresswithPINcode Music: Sing a song ontheimportanceofk eeping yourneighbourhood neatand clean	Classroomf or mapwork. Schoolgro und forfindingo utthedirecti ons. Field tripinside theschool toshow thedifferentpla ces inthe plan	ClassroomActivity: Look around in your classroom and write who is sitting in four directions. Discussion on the neighbourhoodservices, plan ,sketch and map. Mapwork. Find out the cardinal points using magnetic compass, sunrise.	Joyfulmethodofle arning Project-based learning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:-

inourneighbour	out	tthecardinal	te theirdirections.	of the school.	HomeAssignment:	1.Reading2.
hood	poir	intsusing				Worksheet
	diffe	ferentmethods.	Technology:		Draw a sketch of your	3.Multiple-choice
Directions,sketc		dium:			classroom and mark the	questions
hesandmaps.		ners will beable	Locateyourschool on		directions of the object in	4.Lower
		lifferentiatebetweensketch anandamap	Google map		the classroom.	orderthinkings
	,pia	anandamap				killsquestions
	Adv	vance:				5.HOTSqu
		arners will beable to make			Flippedclassroom:	estions
		an of aparticular place			Givingnotes tpstudy at home	
		d also be etomakeamapoftheir			fordiscussioninclass	
		onyincluding all				
		neighbourhoodservices				(PI refer
		5				toRevisedBloom'sTa
						xonomy

Month No of Periods	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,Portfoli os)	Pedagogies (Suggestive)
Novem ber 21DAYS No. ofP erio ds= 12	Lesson11 Name- TheWaterWe Drink. Concept: conservation water for all. Sub-concepts Importance andsourcesof water. Waterforplant sandanimals. How tosavewater ? Rainwaterharves ting, storageofwater.	Domain: Cognitive and Socio- Emotional andEthicalDeve lopment Curricular Goal: CG6 Childrendevelo papositiverega rdfor the naturalenviron mentaroundthe m. SDG-6 Ensureavailability andsustainablema	ANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-6.1 Show care forand joy inengagingwithallifeform s. LearningOutcome: Basic: Learners will beable to identifythe uses andsourcesofwater. And save water Medium: Learners will beable to examinetheimportanceof drinking safewater and thewaystoconservewater. Advance: Learners will be able to take initiative and create awareness about the conservation of water in	Collaborat ion Adaptabili ty Leadershi p Initiative Criticalthi nking Creativity	Arts: Make aposter onsavingwater andplaceitonthe waterpoints. Scientifictemper: Make waterfiltersusingcotton, garden soil,sand andpebbles. Takeinitiative tobecomeJalMitra tocreateawarenesson theimportanceofdrinking cleanwaterin theirlocality	Enalish: Write fivesentencesont heimportance ofwater for plantsandanimal s. Maths: Activity How many glasses of water will fill a jug?	Classroomf or postermaki ngand mathsactivi ty. Field tripinside theschool tosee theproperwate rmanagement in theschool.	ClassroomActivity: Postermakingand mathactivity. Groupdiscussiononsources, usesof water andstorage ofwater. HomeAssignment: Makeawaterfilter. Flippedclassroom: Giving notes tostudy at home fordiscussion in class	Joyfulmethodofl earning Project- basedlearning Problemsolving Role- playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu

	their localities.			estions
andsanitation	Also be come			
forall.	sensitive towards the			(PI refer
	sustainable usage of			toRevisedBloom'sTa
	resources.			xonomy)

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
Novembe r No. ofPeriods =9	Lesson12 Name-Going Places Concept: means of transport Sub-concepts Need fortravel Means to transport for far and near by places Newer ways of travelling Some special means of transport. Modern transport and pollution	Domain:C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-Z.3 Observes andunderstandsdifferent categories ofobjects andrelationships betweenthem. LearningOutcome: Basic: Identify differentmeans oftransport withtheirexamples. Medium: Learners will beable tounderstand theuses of all thethree means oftransport. Alsoidentify newerandsomespecialmeans oftransport. Advance: Learners will beabletosensitisetowardsj udicious usageof means oftransport. Also be able tofindoutthewaysto reduce traffic pollution.	Initiative Responsi bility. Critical thinking Adaptability	Arts: Draw anexample ofeachtypeof means oftransport. Scientifictemper: Observation of activities atthe station,airport,andbu sstop.	Maths: Write down themeans oftransportinor derof their speedfrom the slowesttothefa stest. Music: Poemonmeansoft ransport.	Classroomfor drawing. Observationa trailwaystatio n,airport,bus stand. Homeasapla ce forlearning. Assemblyhall forpoems.	ClassroomActivity: Discuss withstudentsabouthowtheytrav elto and fromschool. HomeAssignment: Collectpictures of differentmodes oftransport andclassify thedifferenttypes oftransport. Writedownthemeans oftransport inorder of theirspeedfromtheslowest to thefastest. Flippedclassroom: Giving notes tostudy at home fordiscussioninclass	Joyfulmethodofl earning Project- basedlearning Problemsolving Role- playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
Decem ber 20Days No. ofPeriods =9	Lesson13 Name- Communication Concept: MeansofCommu nication. Sub-concepts Talkingwithout speaking. Mailing aletter. Othermeansofcom munication.	Domain:Cogni tiveDevelopm ent CurricularG oal: CG-7 Children make sense of the world around them through observation and logical thinking	PANCHKOSHAVIKAS:VIJN ANAMAYAKOSH C-7.3 Usesappropriatetools andtechnology indaily lifesituationsandforlearning. LearningOutcome: Basic: Identify differentmeans ofcommunicationwith theirexamples. Medium: Learners will beable to telltheuses of all thethree means ofcommunication. Advance: Learners will beable to learnaboutthecultureand traditions ofother countriesthrough meansofcommunication.	Criticalth inking Adaptabi lity Commu nication Socialskills	Arts: Draw anexample ofeachtypeof means ofcommunication Sports: Play Dum charades Technology: Findoutthe namesofIndian satellite currentlyworking oncommunication.	English: Be a news anchor and present news on current topics. Art: Use differenthand gesturestosho w differentmotio ns. Music: Communitysingin g indifferentlanguag es.	Classroomfor drawing. Homeforlear ning. Assemblyhall forcommunity singing. Computerlab AV Roomforprojecti on	ClassroomActivity: Play dumbcharades. Discussionandspeaking. Computer lab:how to usevariousapplicationsforonlin eclasses. HomeAssignment: Write down thecity code alongwiththecountrycode. Flippedclassroom: Giving notes tostudy at home fordiscussioninclass	Joyfulmethodofle arning Project- basedlearning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
January 22Days No. ofPeriods=7	Lesson14 Name- Makingpots Concept: Thingswe make anddo. Sub-concepts Sub-concepts To meetbasicnee ds ofhumanbein gsmakething s. Art ofpottery Uses ofpots Steps ofmakingpots	Domain:Aestheti candCulturalDe velopment CurricularG oal: CG-12 Childrendevelopabilit ies andsensibilities invisual andperformingartsan d expresstheir emotionsthrough art inmeaningfulandjoyf ulways.	PANCHKOSHAVIKAS: Anandamavakosha C-12.1 Explores and plays with a variety of materials and tools to create two dimensional and three dimensional art works in varying sizes. LearningOutcome: Basic: Learners will be able to define pottery and identify some of the pottery. Medium: Learners will be able to explain the process of making pots and tell some of the uses of different pots. Advance: Learners will be able to sensitise towards the usage of earthen pottery items and handmade decorational items as it provides ivelihood to the local artisans.	Criticalth inking Adaptabi lity Respons ibility Problems olving creativity	Arts: Draw andcolourthethi ngsmade ofclay. Scientifictempe I: Experimenting andcreatingnew potsand colourthem.	Maths: Identify differentshape sandsizesofth epots. Art: Observeanddr awdesigns onpottery itemsfamousin Khurja.(UP) Music: Beatand createmusic usingearthenpots.	Classroomfor groupdiscuss ion Exhibitiononh andmadepotte ryitemsand metalhandicra fts. Alsodisc ussthem AV Roomforproj ection. Field tripto theschoolground tocollectdifferent types ofsoil.	ClassroomActivity: Extempore onwhyweshoulduse earthenpottery. Groupdiscussion onhow clay itemsaregoodfortheenvironmen t. HomeAssianment: Makingdifferenttypes of potsusing wheel,pinch, slab, andcoiled methods.with the help ofplasticine clayor mouldingclay. Flippedclassroom: Giving notes tostudy at home fordiscussioninclass.	Joyfulmethodofle arning Project- basedlearning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

Month		Competency &	21st Century		Interdisciplinary integration		Assignments(Suggestive) (Observation,Checklist,	Pedagogies (Suggestive)
		Learning Outcome	skills	Initiatives		· · · · ·		

No of Periods	Lesson15	with Foundational stage)	PANCHKOSHAVIKAS:		Artor	English:	Classroomf		Joyfulmethodofle
repru ary No. ofPeri ods =9 to 10	Lessonts Name- Textiles Concept: Thingswe make anddo. Sub-concepts: Importance ofclothes. Differentways ofmakingclot hes. Ways ofmakingpatt erns. Wearingcloth es. Unstitchedclothe s.	Domain:Ae stheticand CulturalDe velopment Curricul arGoal: CG-12 Childrendevelo pabilities andsensibilities invisual andperforminga rtsand expresstheir emotionsthroug h art inmeaningfulan djoyfulways.	Anandamayakosha C-12.1&C-12.5 Explores and plays with a variety of materials and to create two dimensional and three 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. LearnineOutcome: Basic: Learnerswillbeabletoidentify different types of fabrics. Name different processes involved in making clothes. Medium; Learners will be able to colour the clothes in dyes. Make patterns using vegetable blocks and tie and dye art. Appreciate and respect the cultural diversity seen in clothes seen in different states of our country.	Criticalth inking Adaptabi lity Creativit y Socialskills	Arts: Makingdiffere ntdesignsand patternsonclo thes. Scientificte mper: Observeand createpattern susingvegeta bles. Technology UsingPaintmake adigitalfloral pattern	Encush: Writethenamesof clothes wornby men andwomeninIndia. Alsonamesomeunsti tchedclothes worn bypeople. Maths: Observe theshapeandsizeofk nittingneedles. Make differentshapes andpatterns on handkerchief using stencils Art: Collect informationabout the specialclothesofIndi a. Kanjivaramsarees.Pash mina shawlBanarasisarees	Assembly hallfordan ceperform ance. AV Roomforproje ctionon theprocess ofmakingcloth eslikespinning ,weaving,knitti ngetc.	ClassroomActivity: 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 HomeAssignment: Observe the shape and size of knitting needles. Make different shapes and patterns on handkerchief using stencils. FlippedClassroom: Giving notes tostudy at home fordiscussioninclass	Joyrulmethodorie arning Project- basedlearning ProblemsolvingR ole-playing Peerteaching SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

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

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

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundationa 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)
6. Period	ic tests(5 marks)			6. Periodio	c tests(5 m	arks)			

APRIL 2023 (22 days) No of Periods = 8	1Computer and its components CONCEPT:- • Computer System • Computer and its working • Characteristics of a computer	Domain: Cognitive Development Kosha:Annamaya Kosha Curricular Goal: CG 8- Children Develop understanding of the different parts of the computer	Competency:C - 8.7Recognises and used the different parts of the computer system Learning Outcomes: Basic • Identifies the different parts of a computer Medium • Identify the parts of a computer and	 Recalling Skills Effective Skills Fine Motor Skills Cognitive Skills 	Technology Creating a story on Ms word, and saving it in the computer storage	English: Narrating the story created in the class Art: Creating a story through drawing / collage and replicating	Classroom Computer Lab Library for reading different stories	Class Assignment: Individual activity of Identify and name the icon of MS office, Windows Observation Checklist Teacher will observe and	Pedagogy: Explanation & Discussion, Contextual Examples Suggestive Assessment: • Multiple choice questions Identify and name the icon of MS office, Windows (individual activity)
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	Software		name the				the same			note the learners'	
			systems of a				in computer			level of	
			computer				practical			understandin	
			Advance				class			g	
			 Identify the 							Rubrics:	
			components of							Separate	
			both hardware							rubrics for	
			and software							different	
			 Able to express 							learning outcomes	
			the uses of the							levels	
			components of								
			the computer								
			CwSN Assistive								
			Learning:								
			Identify the monitor and								
			the keyboard and try to type								
			туре								
MAY 2023	Name: Lesson	Domain:	Competency:C-7.3	•	develop	Technology		•	Computer	Class/ Lab	Pedagogy:
(21 days)	2Windows Operating	Cognitive Domain	Uses appropriate tools		organizational	Understandi		•	lab	Practice	Explanation
No of Periods	System	-	and technology in daily		and fine motor	ng the		•	Audio visual	Start an app	and discussion
= 8	Concept	Kosha:Vijnanama	life situations and for		skills in the	functionality,			room	in windows	Contextual
	 Functions of a 	ya Kosha	learning		students	applicability		•	At home	by using all	understanding
	 operating system User Interface 	Curricular Goal: CG 7-	Learning Outcomes: Basic:	•	Thinking skills	and usage in daily life			(PC,	the three	(in the
	 User Interface Windows10 	Children make	Shows inclination to	-		activities			Laptop, Tab etc)	methods	practical
	Windows to Working on	sense of the world	use simple applications						eic)	mentioned	classes)
	Desktop screen	around through	of the windows							in the	Activity:
	 Starting an 	observation and	operating system							chapter.	Select, Deselect and
	application	logical thinking	Medium:							chapter.	,
	Program		Is able to use at least								arrange various icons.
			two/ three applications of the Windows								Start an app in
			Operating System								windows by using all
			Advance:								the three methods
			Shows fluency, comfort								mentioned in the
			and competency in								chapter.
			using the applications								
			of the Operating System								Suggestive
			CwSN Assistive								Assessment:
			Learning:								 Observation by
			Observe the Windows								teacher
l			Screen and the icons								

JULY 2023 (23 days) No of Periods = 8	Name: Lesson 3Paint 3D Concept Identify 2D and 3D shapes Paint 3D window component Draw 2D shapes and 3D objects Add stickers, 3D	Domain Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal C-7	(with resource room assistance) Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes Basic Understands and able to identify 2D and 3D	 Creativity and innovation Intellectual skill Recognising skill 	Arts Learners will learn to add different elements to make a scenery	Maths Identify the 2D shapes and name them, also mention the number of sides, angles etc	 Classroom environment Computer lab for practical experience Home environment 	Class Assignment: Create different designs, objects of your choice on paint 3D	Methodology:Explanat ion & Discussion, Contextual Examples Activity: Make a list of hardware and software devices. Explore system software on
(23 days) No of Periods	Concept Identify 2D and 3D shapes Paint 3D window component Draw 2D shapes and 3D objects 	Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal	Uses appropriate tools and technology in daily life situations Learning Outcomes Basic Understands and able to identify 2D and 3D shapes on a computer	innovation Intellectual skill Recognising 	Learners will learn to add different elements to make a	Identify the 2D shapes and name them, also mention the number of sides,	 environment Computer lab for practical experience Home environment 	Assignment: Create different designs, objects of your choice	ion & Discussion, Contextual Examples Activity: Make a list of hardware and software devices. Explore

			Pays attention to thematic detail, materials,properties,sp ace and situations while creating and viewing works of art.						
AUGUST 2023 (23 days) No of Periods = 8	Name: Ch-4 Word Processors (MSWord 2016) • Word Processor • Types of word processor • The Word Window • Creating a New document • Selecting text in a document Saving a document	Domain Cognitive Development Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking	Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcome Basic • Uses tools and implements with some degree of effectiveness in work situations Medium • Shows simple usage of digital technology of using MS word in learning situations Advance • Shows	 Systematic skills. Effective Skills Cognitive Skills Organising and presentation of given information in a systematic manner 	Technology Children understand the use and applicability of technology in their everyday life	English: Type a paragraph on 'Importanc e of Reading' in MS Word using all the features	Classroom Computer lab • Home environment	Class Assignment: Create a word document and show the use of the different features Teacher's observation checklist	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: 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

SEPTEMBER	Revisions and Lab		dexterity in using simple tools for drawing, typing, colouring, saving a document CwSN Assistive Learning:					
2023 (21days) No of Periods = 8	Practicals							
OCTOBER 2023 (15days) No of Periods = 7	Name: Lesson 5Internet Concepts: • Meaning and usage • Terms used in internet	Domain Cognitive Development Kosha:	Competency C-7.3 Uses appropriate tools and technology in daily life situations	 Self- directed learning skill Skills of exploration and organisation 	Technology : Children understand the usage and applicability	Classroom Computer lab Home environment	Class Assignment; Lab practical activity Teacher's	Methodology:Explanat ion & Discussion, Contextual Examples, Experiential Learning. Lab Activity:
	incriter	Vijnanamaya Kosha	Learning Outcome	organisation	of technological inventions in daily life		observation checklist Rubrics for	With the help of your teacher in the school, open the web browser and find the
		Curricular Goal CG-7	Basic Reads a short set of				analysing and assessing	and find the information on "Ten Famous Indian foods" and type the same on
		Children make sense of the world around through	simple, written instruction and follows them				learner's understandi ng	MSWord.

		observation and logical thinking	Medium Reads short items and uses information in work situations					
			Advance Reads short pieces of information and explains the content					
			CwSN Assistive Learning					
NOVEMBER20	Name	Domain	Competency C-8.2	Cognitive skills		Classroom	Class	Methodology:
23 (23 days) No of Periods = 8	Ch-6Algorithm and sequence Concept • Understand algorithm and sequencing • Branching if- then	Cognitive domain Kosha: Vijnanamaya Kosha	 Identifies and logically sequences simple patterns of different situations in their surroundings 	 Logical Thinking Spatial Skills Development of sorting, sequencing and spatial 		Computer lab Home environment	Assignment: Understand about algorithm and sequencing. Learn about	Explanation & Discussion, Contextual Examples Activity: Write an algorithm to
	situations Abstractions Debugging 	Curricular Goal CG-8 Children develop logical thinking and understanding and abilities to	Learning Outcomes Basic Recognises and repeats the sequence	intelligence			branching (if then) statement Learn about abstraction and	make Maggie Noodles.

recognise the	of a given situation			debugging.	
world through the					
world through the use of sorting and					
sequencing	Medium				
	Describes the				
	sequence of the given				
	situation and creates a				
	new situation				
	Advance				
	Describes the rule of				
	the sequence and				
	applies it on abstract				
	situations				
				l	

DECEMBER202 3 (19 days) No of Periods = 8	Name Chapter 7- Scratch 3.0 Concepts • Meaning of Scratch • Components of Scratch 3 Window • Work with Scratch blocks Working on a Scratch Programme	Domain Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal CG-8 Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures	Competency C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements Learning Outcomes Basic Creates a variety of visual imagery and sound explorations to symbolize objects, people and emotional experiences Medium Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas Advance Pays attention to thematic details, material properties	 Creative Thinking Skill of Aesthetic Appreciation Programming skills. Cognitive skills Understanding skills. 		Classroom Computer lab Home environment	Teacher's observation rubrics Understand the meaning and advantages of scratch. •Understan d components of scratch 3 window. • Identify and work with scratch blocks. • Create run a scratch program. • Save a scratch project.	Methodology:Explanat ion & Discussion, Contextual Examples, Experiential Learning. Activity: • Draw and Label the components of scratch window.
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JANUARY 2024 (21 days) No of Periods = 8	Name: Lesson 8– AI Vs Human Intelligence Concepts • Meaning and features of Human Intelligence • Difference between AI and Human Intelligence Weak AI and Strong AI	Domain Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world through observation and logical thinking	Competency C-7.2 Observes and understands different categories of objects and relationship between them Learning Outcome Basic Identifies and describes common objects/ people on their own Medium Notices and describes details of characteristics of common people and compares with the characteristics of robots Advance Identifies and describes finer details of the characteristics of humans and comparison of the same with characters created through artificial intelligence	 Critical thinking Creativity and Innovation Spatial Understanding Technological Literacy 	Technology : Children understand the usage and applicability of technological inventions in daily life		Classroom Computer lab Home environment Atal Tinkering Lab	Teacher's observation rubrics Understand the meaning and features of human Intelligence. Differentiate between human Intelligence and AI. • Learn about weak AI and Strong AI. • Understand how to play quick, Draw.	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity:Demonstration of quick, draw! and familiarization of various tools
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FEBRUARY 2024 (19days) No of Periods = 8	Revisions and Lab Practicals		•			

APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: III

Subject: Art and Craft

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

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT ART AND CRAFT)

Class: 3 Curricular Competencies Syllabus-**Competency Based (Graded)** CwSN Suggested Innovative Suggested Goals Pedagogies Assessment Learning (As per Prescribed (CG12) book subject -(Tasks/Activities assigned for (Use of Assessment Month-C12.1 Assistive Learning Tools & CW & HW) Art and craft) Activity Based Learning-**Observation**) April - May (In consultation with Name of the book Special Educators) Sun Flower Craft (Basic Level) Name of Publisher & Use of IE Room (Approx No of Introducing Art and Craft by Teaching Days) **Experiential Learning-**Involving kids in some art activities. **CwSN** -Assistive 22- 25 Art and Craft Learning:-(Listening Skill) Asignments given to the students PM Publisher Pvt.LTD HI students-Theme-Based Learning-(Medium Level) Intruducing Art and Craft with the help of (Speaking Skill) Flash Cards. No of Periods: 2-3 (Advanced Level) Learning Spaces **VI Students** (Reading Skill) Real objects related Indoor Outdoor Play dough to make sunflower Craft (Writing Skill)

Lesson 1- INTRODUCTION OF ART AND CRAFT, SUN FLOWER CRAFT

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

Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER

Class: 3	Curricular	Competencies	Syllabus-	Competency Based (Graded)	CwSN	Suggested	Suggested
						Innovative	

Month- April - May (Approx No of Teaching Days) 22- 25	Goals (CG) CG12	CG12.1	(As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD	Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Observe the different patterns Making paper plate flower (Listening Skill	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Helping students to make different patterns with lines.	Pedagogies Theme-Based Learning- Making paper plate flowers Learning Spaces- Indoor	Assessment (Use of Assessment Tools & Observation) Asignments given to the students
No of Periods: 2-3					VI Students Use a large font to make pattern. LD students Making paper plate flowers Autism		

Lesson 4 FUN WITH LETTERS, KNOW ABOUT SHAPES

Class: 3 Month-June- July (Approx No of Teaching Days) 22- 25 No of Periods: 2	Curricular Goals (CG) CG12	Competency CG12.1	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD	Competency Based (Graded) Learning (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)	CwSN 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	Suggested Innovative Pedagogies Theme-Based Learning I Learning alphabets through Art Experiential Learning- Helps students to know about shapes in Maths. Learning Spaces- Indoor Outdoor Playground	Suggested Assessment (Use of Assessment Tools- Observatio Asignments given to the students
					Sorting naming words in different boxes.		

Lesson 5- SKETCHING OF DIFFERENT OBJECTS , PAPER FOLDING ORIGAMI

Class: 3	Curricular	Competencies	Syllabus-	Competency Based	CwSN	Suggested Innovative	Suggested
	Goals	C12.3 B1	(As per	(Graded) Learning	Assistive Learning	Pedagogies	Assessment
Month- June- July	(CG) CG12		Prescribed book subject –	(Tasks/Activities assigned for CW & HW)	(In consultation with Special Educators)		(Use of Assessment Tools
ound outy			Art and craft)		& Use of IE Room	Activity Based	&Observatis
/A N			Name of the book	(Basic Level)	CwSN -Assistive Learning:-	Learning-	
(Approx No of Teaching Days)			Name of	Learn to draw a cat and	HI students	Paper folding activity	Asignments given to the
19 - 21			Publisher	do colouring	Help the students to dwar cat in easy way	Experiential Learning-	students
			Art and Craft	Making different objects	Showing and explaining	Feed and take care of	
No of Periods:			PM Publisher	with paper folding eg Cat, Dog, Rabbit,	information about pet animals.	animals in your locality	
			Pvt.LTD	Butterfly.	Colouring worksheets on pet	when injured.	
2				(Listening Skill)	animals.		
					Wordsearch activity		
				(Medium Level)	VI Students	Learning Spaces	
				(0 1: 01:11)	Using a flash card and 3d picture (show and explain)	Indoor Outdoor	
				(Speaking Skill)	Large font worksheet		
				(Advanced Level)	LD students		
				Making origami	Use a assistive technology		
				objects on students	Showing a video		
				imagination based	Autism		
				(Reading Skill)	Puzzle on animals		
				(Writing Skill)	Draw and speak about your favourite animal.		

<u>LESSON 6 –</u>

<u>FLAG</u>

DRAWING, RAKHI MAKING, DRAWING, CARD MAKING

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

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

Lesson 8 DIYA DRAWING, DIYA DECORATION, GREETING CARDS MAKING

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

LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING

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

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

PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

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

APS Syllabus Bifurcation Overview

Academic Session 2023-24 (Summary)

Class: III

Subject: Physical Education

\checkmark Class – 3rd

- ✓ 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	Apr to Jun Jul to Sep		Jan to Mar	

Introduction of warmup and instant activity.	Introduction of Indoor games (Chess, Carrom	Introduction of Yoga and meditation Introduction and practice of cricket
Introduction of Movement and	board& Snake Ladder)	Aerobic exercises Yoga and meditation.
fitness activity.	 Introduction of Marching and march pass. 	(Running & • Practice of term-1 Jogging, Cross Country)
 Introduction of Games (Football, Kho-Kho & Kabaddi) and practice. 	 Introduction of Track and Field events in Athletics. (100 	 Lezim and dumbbells exercises. Introduction and practice of Basketball.
Introduction of mental health exercises	mtr race, 200 mtr race, Long Jump, Relay- race)	Annual Sports Meet

Term I	<u>Term II</u>
Month- content coverage	Month- content coverage
Apr- L-1 Introduction of Physical Education and adaptive	October –Implementation of Indoor games. There rule
physical edu. Importance of physical activities in daily life	terminology etc. Classwise matches to further nurture and
Gross motor skills and fine motor skills for all categories	train good students for future competions as per age
of students (CWSN) through inclusive edu.	categories and practise Annual Athletic meet
May-Introduction of Yoga in play way method,	November –Rehasarls for drills and athlectic events and
And Adaptive Yoga for (CWSN) students and	conduct of Annuanlathlectic meet
introduction of lazium and Dumbbells	
June – Celeberation of Yoga Day(21 June)	December Meditational Yoga to enhance the concentration
Introduction of indiginiuos&Outdoor games to	level of the students to perform well in the exams
enhance psychomotor skills, cognitive ability and	
assertiveness in child (kho-kho , pithuu, dog and the bone,	
postman football, basketball ,cricket etc)	
July- implementation of Basic rules of all indigenious	January Inter and Intra class matches of indoor and outdoor
games to develop speed strength coordination flexibility	games
and endurance .Fitness test for students	
August- Medical test to check Postural deformities in	February, Fun and frolic activities, yoga session and maas
children at early stage of life (knock Kness, flat foot, Bow	PT to keep students fresh and active for upcoming exams
legs etc.) and	
September- Introduction of indoor games chess	March – Annual Exams begins
carom,etc)Practise and Prepration for Athlectic meet	

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

Lesson 1- Physical Education and Yoga

Class: 3	Domains	Curricular Goals	Competencies	Learning Outcomes	Competency	CwSN	Suggested	Suggested
		(CG)	(C:)	Graded Learning	Based (Graded) Learning		Innovative Pedagogies	Assessment
Month-		CG3	C3.2	outcomes:-	(Tasks/Activities	Assistive Learning		(Use of Assessment
April - May				Students will able to	assigned for CW & HW)	(In consultation with Special Educators)		Tools & Observation
		To use body as	Learning about gross motor skills	learn about the importance of		& Use of IE	Activity Based Learning-) (TOOLS)
(Approx		the main tools	(introduction of use of big muscles for	physical education in their daily life.	(Basic Level)		Pictures, videos,	Fitness
No of Teaching Days)		for educationg the students and to teach them	locomotion and doing big	Students will able to learn about the basic	Children will try to practise		live demonstration by the teacher.	testing
08		how the sports	movements) and fine motor skills	rules to do yoga asanas as per the	implement and .the topic taught	CwSN -Assistive Learning:-	Theme-Based	Skill
	Learning-	can help the students to	(use of small muscles in our	age category for eg.Padmaasana, tad	to them through demonstration		Learning-	assessment
	Cognative or mental	become good citizen of	hands and writs to do daily activity like	asana	Medium Level	In addition to being an	1. To enable the	Reflection and
	skills related to the	country and shoulder the responsibility of	holding,and writing etc.	,vajarasanatrikonasa naandpaschimustaas ana etc.	Children will able to do the basic	excellent form of exercise.	student to have good health.	feedback
No of Periods:	knowledg e of	society and nation through			postures with little or no difficulties.	Physical activities and Yoga are powerful	2. To practice mental hygiene	Portfolios
4 -8	movement and assertive	Sports and games.which provide the			(Advanced Level)	form of therapy for children with disabilities.	3. To possess emotional stability.	
	ness	Holistic development to the child .			Students will able to do the postures in prefect way as	They get more curiosity to know about	4.To integrate moral values.	
					taught by the trainner	the history Yoga (through pictures and videos.		

Lesson 2- Summer Sports and Fitness Program And Rules

Class: 3 Domains Month-	Curricular Goals (CG)	Competencies (C:) C3.1	Learning Outcomes Graded Learning outcomes:-	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessme nt (Use of
June - Team July Safety and first	CG-3 Promoting	Physical fitness: Children should	(LO 1- Basic level)	(Tasks/Activitie s assigned for CW & HW)	(In consultation with Special Educators) & Use of IE Room.	Activity Based Learning-	Assessme nt Tools & Observatio n)
And first aid, Focusing on specific skills, Decesion 08 No of Periods: 4-8	Promoting physical fitness, Developing sports skills, enhaching speaking skills, cultural activites, tracking and evaluating progress.	be able to develop their endurance, strength, flexibility, and balance through physical activity. Coordination:Chi ldren should be able to develop their coordination and control of their movements, such as eye-hand coordination, foot- eye coordination, and balance.	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.	(Basic Level) Students will be introduced techniques related to physical activity. (Medium Level) Students will build upon skills learned at the basic level. (Advanced Level) Advanced yoga mastery explained in	& Use of IE Room. CwSN -Assistive Learning:- 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	This pedagogy involves learning through hands- on experiences and participation in physical activities. Theme Based Learning- This pedagogy involves incorporating a theme into the program and designing learning activities around	n) Skill-Based Assessme nts, Safety Assessme nt, Peer and Self- Assessme nt.

		complex tasks.	Special Educators.	

Lesson 3- Health and Fitness Activities

Month- August- Septembe r	Domains Physical health, mental health, social health,	Curricular Goals (CG) CG-3 Develop	Competencies (C:) C -3.2 Physical Competency:	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) 1. Develop an	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies Activity Based Learning-	Suggested Assessment (Use of Assessment Tools & Observation)
No of Teaching	emotional health, environme nt health.	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	The ability to perform various physical activities with proper form and technique, including cardiovascular and muscular endurance, flexibility, and balance. Leadership Competency: The ability to take initiative and provide guidance to others during physical activities.	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.	Health and Wellness Competency: Students will be able to identify basic health and wellness concepts such as proper nutrition, hydration, and sleep. (Medium Level) Students will demonstrate medium proficiency in various physical activities, including cardiovascular and muscular endurance, flexibility, and balance. (Advanced Level) Students will demonstrate mastery in advanced physical activities such as competitive sports, advanced yoga poses, or high-intensity interval training	CwSN -Assistive Learning:- Adapted equipment, such as hand pedals for bikes, can enable students with physical disabilities to participate in physical activities Peer support: Pairing students with special needs with peer buddies can provide support and encouragement during physical activities.	Outdoor learning: 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. Fitness challenges: Incorporating fitness challenges, such as timed runs or obstacle courses, can add an element of fun and friendly competition to physical activities.	Fitness assessments, Self- assessment, Skill assessments, Teacher observation.

Lesson 4- Annual Sports meet and indoor Games implementation

Creativity y and innovati onCreativity y and innovati onCreativity y and innovati onAthletic skills and abilities (C2)and games (C2)and games (C1).2:CWSN -Assistive Learning:-Induot games and abilities, activity-based (C3)Induot games activity-based (C3)Induot games activites and addiferent types of athletic events and gamesCVSN -Assistive and games are competitive in nature, there may not be specific assistive learning strategies for this can includeInduot games activity-based (C4)Induot games activities and events and games08To promote physical fitness and encourage regularSortsmanship and fair play (C5)Demonstrate basic skills and everts and follow rules and follow rules and follow rules and gamesCMSN -Assistive addifferent their basic rulesCMSN -Assistive and gamesInduot games activities and events and addifferent types of athletic events and addividual and team-building <th>Month- October - Novembe r</th> <th>Domains Sportsm anship, Cultural awarene ss,</th> <th>Curricular Goals (CG) CG-3 To provide</th> <th>Competencies (C:) C3.4 Physical fitness and health (C1)</th> <th>Learning Outcomes Graded Learning outcomes:- BASIC LEVEL; LO1.1: Identify different types of athletic events</th> <th>Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) Basic Level (BL):</th> <th>CwSN Assistive Learning (In consultation with Special Educators)</th> <th>Suggested Innovative Pedagogies Activity Based Learning- For the annual athletic meet and indoor games</th> <th>Suggested Assessment (Use of Assessment Tools & Observation)</th>	Month- October - Novembe r	Domains Sportsm anship, Cultural awarene ss,	Curricular Goals (CG) CG-3 To provide	Competencies (C:) C3.4 Physical fitness and health (C1)	Learning Outcomes Graded Learning outcomes:- BASIC LEVEL; LO1.1: Identify different types of athletic events	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) Basic Level (BL):	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies Activity Based Learning- For the annual athletic meet and indoor games	Suggested Assessment (Use of Assessment Tools & Observation)
	(Approx i No of Teaching Days)	y and innovati	develop their athletic skills and abilities in a supportive and encouraging environment. To promote physical fitness and encourage regular exercise among	(C2) Teamwork and collaboration (C3) Sportsmanship and fair play (C4) Leadership and responsibility	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	BL: Identify different types of athletic events and games and their basic rules (Medium Level) Analyze and evaluate different types of athletic events and games Advance Level: Effectively lead and communicate with teammates and opponents during athletic events and	Learning:- 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	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	checklists, performanc e assessments Observatio ns: Practice, competition s Focus: Individual and team performanc e, sportsmans hip Feedback ,

Lesson 5. Improving Academic Performance and Physical Health

Class: 3	Domai ns	Curricular Goals (CG3)	Competencies (C:)	Learning Outcomes Graded Learning	Competency Based (Graded) Learning (Tasks/Activities	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment (Use of
Month- December- January (Approx No of Teaching Days) 4-6	Acad emic achie veme nt and succe ss. Skill devel opme nt and profic iency	A chakkar is a spinning circle or a turn or pirouette. It is an importatnt part of the Kathak dance steps in the Lukhnow 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.	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.	assigned for CW & HW) (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	(In consultation with Special Educators) 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	Assessment Tools- Observation) Formative Assessment and Self- Assessment.

Preparing for Exams with Fun and Fitness

ISS: 3	Domains	Curricular Goals (CG)	Competenci es (C:)	Learning Outcomes Graded Learning	(Tasks/Activities assigned for CW & HW)	Competency Based (Graded) Learning (Basic Level)	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessment (Use of
nth- pruary- rch oprox of aching ys)	Physical Fitness, Time Managem ent, Study Habits, Goal Setting, Learning Strategies, Test- Taking	CG-1 Improving performance in specific exam-related subjects or areas CG-2 Boosting self- confidence and reducing	C- 1 Test-taking strategies C- 2 Study skills C-3 Self- motivation C-4	outcomes:- (Basic level) level) Students will be able to describe different types of physical activities that can be incorporated into their exam preparation	CW: 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	Create a competency goal related to the exam material and one related to physical activity. (Medium Level) Create a more complex competency goal related to the exam	(In consultation with Special Educators) CwSN -Assistive Learning:- Adapt physical activities to meet the needs of students with physical	Project- based learning Flipped classroom Collaborati ve learning Collaborati ve learning	Assessment Tools & Observation) Performanc e-based assessment, Formative assessments Summative assessment
	Strategies.	exam-related anxiety CG-3 Improving memory retention and recall abilities	Goal-setting	routine Students will be able to apply different relaxation techniques to manage exam stress and anxiety	each day. HW: Fitness Challenges - Assign students to complete fitness challenges at home, such as doing a certain number of push- ups or squats each day.	material and one related to physical activity (Advanced Level) For advanced-level reflection on progress towards the competency goals, and incorporate self- evaluation, peer feedback, and mentorship.	disabilities or impairments. Use multisensory learning activities that incorporate different senses to help students with different learning styles.		Observation

CENTRALISED SYLLABUS BIFURCATION FOR APSs (CLASS-III)

Subject: MUSIC

Frequency: Weekly One Period

Term I (APR-SEP)	Term II (OCT-MARCH)
Month- content coverage	Month- content coverage
<u>Apr-</u> Introduction of Music and Swars	Oct-(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.	Nov-Motivational Songs and Music Preparation for Annual- Function2023-24.
15 May to 20 June 2023 (35 Days) Summer Vacation (Tentative)	Dec- Knowledge of Taala

June–Music Alankars.	Jan- (25 Days Winter Vacation: 20 Dec 2023-15 Jan2024) Knowledge saptak
July Folk Music and listening to certain songs and local Instrumental tunes	Feb- Evaluation individually.
popular in the locality.	
Aug-The major families of musical instruments	March-Annual Examinations
Sep-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

<mark>STAGE – SUBJECT MUSIC</mark>

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

ss:3	Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth-	(CG)		(Tasks/Activities assigned	Graded Learning outcomes:-	Assistive Learning		(Use of
il - May		0040040	for CW & HW)	(LO1-Basic level)	(In consultation with	A stick Deced	Assessment Tools
prox No of	CG12	CG12.2 A2	(Basic Level)	Training for singing in shorup	Special Educators) & Use of IE Room	Activity Based Learning-	& Observation)
ching Days)	CG12		Introduction of Music and	Training for singing in chorus will be provided to the	a use of its room	Singing Musical Notes	
25			Swars.	students during class.			
-				students during class.	CwSN -Assistive		Asignments given
				(LO2- Medium level)	Learning:-		to the students
			(Listening Skill)	After training these students			Writing names of
of Periods:				will perform during morning	HI students-		musical notes in
ds/month			Demo of singing swaras of Music in music class	assembly	Introducing swaras of	Experiential Learning-	music copy
					Music with the help of	Singing training of	
				(LO3- Advanced level)	Flash Cards.	musical notes	
				Students will be added in	VI Students		
				school choir.	Singing in chorus or		
			(Medium Level) (Speaking Skill)		individully		
			(Speaking Skill)		individuity		
			By Involving kids in singing				
			activities.		LD students	Learning Spaces	
					Plyaingswaras of Music	Indoor	
					on instruments	Outdoor	
					Autism		
					Showing related Videos		

Lesson 2- - NATIONAL-ANTHEM. NATIONAL SONG AND MARCHING SONGS

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

Lesson 3- - MUSIC ALANKARS

ss:3	Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools &
ith- ə-July	(CG)	CG12.2 A2	(Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:-	Assistive Learning (In consultation with		Observation)
prox No of	CG12		,	(LO1-Basic level)	Special Educators) & Use of IE Room	Activity Based Learning-	
ching Days)			(Basic Level)	Atleast 3 to 4 Alankars	Curchi Assisting Learning		Asignments given to the
25			Introduction of Music Alankars	will be dictated in the class	CwSN -Assistive Learning:-	Listening alankars	students Writing Alankars in Music copy
				(LO2- Medium level)	HI students- To be included in Action	individually	
			(Listening Skill) Listenig and andWriting	students will be given training to sing with	songs/by colourful writing Alankars.	Experiential Learning-	
of Periods: ds/month			of these Alankars in Music copy	proper timing	VI Students Singing in chorus or	Training for creating alankars	
				LO3- Advanced level)	individully		
			(Medium Level)	Singing of these alankars will be done	LD students Plyaing these Alankars on instruments	Learning Spaces	
			(Speaking Skill) Singing alankars with	with Harmonium/ Keyboard	Autism	Indoor Outdoor	
			Taala /timing during Music class.		Showing related Videos or audios		

Lesson 4- -LISTENING TO CERTAIN FOLK SONGS AND LOCAL INSTRUMENTAL TUNES POPULAR IN THE LOCALITY

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

Lesson 5- - THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS

ss:3	Curricular	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative	Suggested Assessment (Use of Assessment
nth-	Goals		(Tasks/Activities assigned for	Graded Learning outcomes:-	Assistive Learning	Pedagogies	Tools & Observation)
I-Sep	(CG)	0040000	CW & HW)	(LO1-Basic level)	(In consultation with		
prox No of		CG12.2 C2		Knowledge of four major	Special Educators) & Use of IE Room	Activity Based Learning-	
ching Days)	CG12		(Basic Level)	families of instruments		Visit to music room	Asignments given to
25			Names of different Musical		CwSN -Assistive		the students
			instruments		Learning:-		Preparing project file by pasting pictures of
				(LO2- Medium level)	HI students-		instruments
				Difference between each	Playing of video	Experiential	(15-30 Sep-Half Yearly
			(Listening Skill)	category of instruments	tracks of	Learning-	Exams)
of Periods:			Major categories of Instruments		instruments	Recognizing sounds/tunes of	
ds/month				LO3- Advanced level)	VI Students	instruments	
			(Medium Level)		Playing of Sound	categorically	
			(Speaking Skill)	Recognizing sounds of	tracks of		
			Reciting names of instruments	instruments categorically	instruments		
			category wise		LD students		
					Through pictures of	Learning Spaces	
					instruments	Indoor	
					Autism	Outdoor	
					Showing related		
					Videos or audios		

Lesson 6- - EVALUATION INDIVIDUALLY AND PREPARATION FOR ANNUAL FUNCTION PROG

CG12 oprox No of aching Days) 25 of Periods: ds/month	12.2 E2	assigned for CW & HW) Evaluation of Term- 1 Preparation of patriotic/ motivational song for Annual Function (Oct/Nov- 2023)	(LO1-Basic level) Dictation of songs (LO2- Medium level) Practice sessions of songs	 (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Involvement in action song VI Students Singing of selected songs LD students Involving in school choir 	Activity Based Learning- Participation in school choir Experiential Learning- Motivating and guiding students to participate in school choir Learning Spaces Indoor	Asignments given to the students Writing songs to be presented during Annual Function
			Practice sessions of			

Lesson 7- - KNOWLEDGE OF TAALA & SAPTAK

Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative	Suggested Assessment (Use of Assessment
(CG)	C12.2 C2	(Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:-	Assistive Learning (In consultation with	Pedagogies	Tools & Observation)
CG12		Basic Level) Introduction of Taala and Saptak	(LO1-Basic level) Definition of Taala and Saptak	Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Activity Based Learning- Basic training of Rhythm	Asignments given to the students Pasing of Rhythm instruments in project file.
		(Listening Skill) To develope listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music	(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and Kehrva	HI students- Involvement in showing bol of taala with hand (sam, Khali and tali)	Experiential Learning- Training of taalas on Rhythm	instruments in project file.
		(Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental, Dadra and Kehrva	(LO3- Medium level) Speaking beats of taalas with	VI Students Reciting bol of taalas (sam, Khali and tali)	instrumments	
			actual matra	LD students Showing/playing beats on Tabla	Learning Spaces Indoor Outdoor	
	Goals (CG)	Goals (CG) C12.2 C2	Goals Learning (CG) C12.2 C2 CG12 Basic Level) Introduction of Taala and Saptak (Listening Skill) To develope listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music (Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental,	Goals (CG) CG12Learning (Tasks/Activities assigned for CW & HW)Graded Learning outcomes:-CG12Basic Level) Introduction of Taala and Saptak(LO1-Basic level) Definition of Taala and Saptak(Listening Skill) To develope listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and Kehrva(Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental, Dadra and Kehrva(LO3- Medium level) Speaking beats of taalas with	GoalsLearning (Tasks/Activities assigned for CW & HW)Graded Learning outcomes:- (Lot-Basic level)Assistive Learning (In consultation with Special Educators) & Use of IE RoomCG12Basic Level) Introduction of Taala and Saptak(LO1-Basic level) Definition of Taala and SaptakCwSN - Assistive Learning:-(Listening Skill) To develope listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and KehrvaHI students- Involvement in showing bol of taala with hand (sam, Khali and tali)(Medium Level) (Speaking Skill) Dadra and Kehrva(LO3- Medium level) Speaking beats of taalas with actual matraVI Students Reciting bol of taalas (sam, Khali and tali)	Goals (CG) CG12Learning (Tasks/Activities assigned for CW & HW)Graded Learning outcomes:- (Lo1-Basic level) Definition of Taala and SaptakAssistive Learning

Lesson 8- - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.

iss:3 nth- o-March oprox No of aching Days)	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	Learning Outcomes Graded Learning outcomes:- 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	Suggested Assessment (Use of Assessment Tools & Observation) Annual Examinations in March-2024
of Periods: ds/month						Experiential Learning- Learning Spaces Indoor Outdoor	

Class: III

Subject:Kathak Dance

APS Syllabus Bifurcation Overview

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

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

Lesson 1- History of Kathak +(Mudras)

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

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

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

Lesson 3- Mudras, Teen taal on hands with bolas in ekgunlaye

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

<u>Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal</u>

nth- ober - vemberTaal 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.Taal-(LO 1- Basic level)(LO 1- Basic level)Assistive Learning (In consultation with Special Educators)Activity Based Learning-(Use of Assessment Tools & Observation)prox No reaching ys)Takar: the dance syllables that are good thing.Tatkaar: ari is an integral what anchors a composition.Tatkaar: the dance syllables that are produced from footwork are called Tatkaar. Tatkaar is veryTatkaar: tatkaar is veryTatkaar: tatkaar is veryTatkaar: tatkaar is veryTatkaar: tatkaar is veryTatkaar: tatkaar is veryTatkaar: tatkaar is very(Medium Level)Assistive Learning- & Use of IE RoomLive demonstration by the teacher step by step. Using the speakers for tatkaar and beats.Use of assessment Tools & Observation)number of the ing teachingTatkaar: tatkaar: the bolas verbly only which is a good thing.Tatkaar: tatkaar: tatkaar: tatkaar: tatkaar is veryTatkaar: tatkaar is veryMedium Level)Tatkaar: the will listen up to the bolas and instructions. Further they will do the same.Medium Level)The will listen up to the bolas and instructions. Further they will to the same.Medium Level)Assistive Learning- tatkaar.Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.Use of assessment tatkaar.number teach	iss: 3	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
beneficial as it is the Riyaz. this Practice Adavanced Level: appreciated and then a fundamental footwork from session increases between the session increases between the session increases which all other foot sounds and stamina and a com-plete They will themselves speak out attract them towards compositions are created. form of work out. the bolas and also perform the itself.	nth- tober - vember oprox No Teaching	(CG12) 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	(C12.2) Taal- It helps to find out the composition similarly the time signature in Indian musical dance the cyclic journey is what anchors a composition. Tatkaar: 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	Graded Learning outcomes:- (LO 1- Basic level) Students can interrelate taal with their day to day, hour to hour work. Tatkaar: it is an integral part of Kathak. 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 com-plete	Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Students look and listen whatever the teacher is doing and speaking. Then further they will further hey will do as same as the teacher. (Medium Level) They will listen up to the bolas and instructions. Further they will do the same. Adavanced Level: They will themselves speak out	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- Footwork: 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	Pedagogies Activity Based Learning- Live demonstration by the teacher step by step. Using the speakers for tatkaar	Assessment (Use of Assessment Tools & Observation) Use of assessment and Tools: speakers for tabla

Lesson 5. Half rotation in teentaal with ekgun to duguntatkaar

iss: 3	Curricular Goals (CG 12)	Competencies (C12.2)	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth- cember- iuary		(012.2)	outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning (In consultation with Special Educators) & Use of IE Room	Activity- Based Learning- Live demonstration by	(Use of Assessment Tools- Observation)
pprox No Teaching ys)	A chakkar is a spinning circle or a turn or pirouette. It is an importatnt part of the Kathak dance steps in the Lukhnow Gharana.	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 spectacls	(LO 1- Basic level) 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.	 (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. 	& Use of IE Room CwSN -Assistive Learning:- 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.	the teacher step by step. Using the speakers for tatkaar and beats	Use of assessment and Tools: speakers for tabla beat.

Revision + Practices

nak gives hasisonposes, ressions, grace, d, eye and body	(C12.2) Kathak is characterised by intricate footwork and precise rhythmic patterns that the dance	Graded Learning outcomes:- (Basic level) level) It helps to make the body of	(Tasks/Activities assigned for CW & HW) (Basic Level) They perform individually on the stage. Which also removes the	Assistive Learning (In consultation with Special Educators) & Use of IE Room	Pedagogies Activity Based Learning-	(Use of Assessment Tools & Observation)
hasisonposes, ressions, grace, d, eye and body	by intricate footwork and precise rhythmic	level)	They perform individually on the	Educators)	,	Observation)
hasisonposes, ressions, grace, d, eye and body	by intricate footwork and precise rhythmic	level)	They perform individually on the	& Use of IE Room	,	
hasisonposes, ressions, grace, d, eye and body	and precise rhythmic	,				
	patterns that the dance		stage fear.		Speaker for the tatkaar (table beat)	Uses of assesments and Tools: Speakers for
e together in	articulates by controlling about 100	an individual strong. It further helps in strengthening the muscle.	(Medium Level)	CwSN -Assistive Learning:-	The students perform by	table beat.
revision.	ankle bells.		The student can choose its own partner to perform with he or she is comfortable to perform.	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 chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.	themselves.	
			(Advanced Level)			
			group to dance or perform with and then checked that he or she is coordinating or not.			
				The student is being sent in a group to dance or perform with and then checked that he or	(Advanced Level)her friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.The student is being sent in a group to dance or perform with and then checked that he orher friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.	(Advanced Level)her friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.The student is being sent in a group to dance or perform with and then checked that he orher friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.