

ENGLISH

Listening and Speaking

Listening and Speaking are important skills at each stage as children get exposure to language use in various situations. They capture the correct pronunciation and the spoken idiom. They respond to classroom activities/tasks and are able to use language in their immediate environment.

Learning Outcomes:

Children will be able to:

- ☑ adopt classroom practices e.g., listening to others and taking turns speaking about the topics and texts for discussion;
- ☑ build on conversation by responding to comments;
- ☑ recite simple poems with appropriate actions;
- ☑ comprehend a text read aloud by asking and answering questions about key details;
- ☑ respond to simple questions based on stories;
- ☑ ask questions/make enquiries to clear confusion/ doubt;
- ☑ describe people, places, things as per their interpretation / context;
- ☑ express ideas and feelings clearly;
- ☑ use words and phrase acquired through conversation, reading and being read to, and responding to texts;
- ☑ produce complete sentences as appropriate to task and situation;
- ☑ give and follow simple two-step directions.

Listening and Speaking

| Suggested Areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ Poems for recitation on themes related to a child's life ➤ Stories for narration and speaking about events, characters etc. ➤ Picture reading ➤ Listen and talk about familiar places, persons, objects etc. ➤ Talk about self, family, friends etc. ➤ Take and give simple directions. ➤ Ask questions and respond as per situation/context. ➤ Contextual dictation e.g. on fruits, on animals etc. | <ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Creating learning situations to listen and talk about themselves, e.g. clothes they like to wear, their likes and dislikes, their surroundings, people, places, ➤ Discussing topics such as: Where do they like to go/play and why? What is their favourite colour? Why are friends important to them? ➤ Playing audio recordings of poems, stories, anecdotes, etc. and asking children to answer and raise questions. ➤ Drawing children's attention towards new words and using them in their context to peers and elders. ➤ Reciting poems on different themes and encouraging children to recite/sing with them with actions & expressions. | <ul style="list-style-type: none"> ➤ Age appropriate selection of audio/video clips of poems/stories for children to listen and speak. ➤ Picture books, big books etc. to show children pictures and to encourage them to talk about it and connect it to their own life experiences. ➤ Realia/Flash cards/Posters /Charts/puppets/toys/ games etc. to stimulate language. ➤ Worksheets/activities/ tasks. |

Listening and Speaking

| Suggested Areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
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| | <ul style="list-style-type: none">➤ Giving simple directions (verbal and written short messages) for children to follow e.g. we will go out and then turn left, go straight and reach the auditorium to watch a movie.➤ Providing opportunities and context to speak with and listen to each other, e.g. My Family. My Friend. My Pet. My toy. What did I do last evening?➤ Giving dictation of some familiar words to enable the children to listen and write (listening is linked to speaking and writing) on paper / computer | |

NOTE: Recitation should form an integral part of the school class-table and may be evaluated and included for Internal Assessment.

Reading and Writing

Reading and writing skills need to be developed keeping in view the interest of children. They need to be provided a variety of reading material and encouraged to write small sentences with an understanding.

Learning Outcomes:

Children will be able to:

- read with the help of pictures (print/tactile forms);
- engage in group and individual reading with an understanding and meaning;
- draw or add visual displays to descriptions wherever appropriate, to clarify ideas, thoughts, and feelings;
- identify who is telling the story at various points in the passage;
- read grade appropriate text with fluency and pauses at the appropriate places;
- write (using print and tactile letters), words and sentences;
- begin a sentence with a capital letter and end it with a full stop;
- draw and write on a familiar topic (e.g. “my teacher”, “my surrounding”, etc.);
- narrate with the help of pictures and charts a single event or several linked events, in the order in which they occurred and describe a reaction to what happened;
- respond to questions and suggestions from peers and add details to improve writing as required;
- recall information from experiences/gather information from provided sources to answer a question;
- take dictation - three and four letter words and small sentences;
- write stand-alone sentences of 8-10 lines on a given topic (e.g. “I love ice cream...”).

Reading and Writing

| Suggested Areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ Poems, stories on themes such as birds, animals, environment, self, family, friends etc. ➤ Picture reading. ➤ Drawing/ colouring. ➤ Write words, sentences on familiar topics e.g. trees, self, games. ➤ Use of capital and full stop. ➤ Dictation (contextual). | <ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing contextual pictures for learners to read, interpret, comprehend and speak ➤ Providing short stories, small poems to read with the help of pictures. ➤ Creating learning situations to talk about an incident relating to a character in any story, including their personal experiences. ➤ Giving dictation on familiar words and small sentences e. g. picnic list. ➤ Sharing idea/s and asking children to add more information from their own experiences and write 5-6 sentences (e.g. “my teacher”, “my surrounding”, etc.) | <ul style="list-style-type: none"> ➤ Age appropriate selection of poems/stories for children to read ➤ Picture books, big books, etc. to share and read. ➤ Flash cards/Posters/ /Charts/ puppets /toys/games/ etc. to read and comprehend. ➤ Worksheets /activities (tasks). |

Grammar and Vocabulary in Context

Grammar and vocabulary are developed in context and in a phased manner. Children learn to use basic concepts which is reflected in their writing.

Learning Outcomes:

Children will be able to:

- make contextual use of naming, action, describing and position words with their opposites, as the case may be;
- get acquainted with the concepts of number (one and many) and gender (she/he);
- learn the use of 'a', 'an' and 'the';
- write all upper and lower case letters;
- use gender neutral common, proper and possessive nouns;
- use singular, plural nouns and opposites with matching verbs in basic sentences. (e.g. she hops/ we hop);
- use verbs in context to convey a sense of simple past, simple present and simple future;
- use frequently occurring adjectives, conjunctions, determiners, and prepositions;
- use capital letters for proper nouns (names of people, places, etc.);
- learn to use commas, full stops, question marks and exclamation marks appropriately;
- spell untaught words phonetically, drawing on phonetic awareness and spelling conventions;
- rearrange words in alphabetical order (first letter only, e.g. names of fruits, proper nouns, places, etc.);
- use vocabulary appropriate to their age level;
- spell: three and four letter words.

Grammar and Vocabulary in Context

| Suggested Areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ➤ Grammar items such as: nouns, adjectives, verbs, prepositions, articles, pronouns etc. ➤ Gender and number. ➤ Tenses: <ul style="list-style-type: none"> ☛ <i>Simple past, present and future</i> ➤ Vocabulary in context. ➤ Use of punctuation e.g. <ul style="list-style-type: none"> ☛ <i>Full stop, question mark, use of capital, comma</i> | <ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Providing visuals/ verbal clues to introduce use of grammatical elements at this level e.g. for number understanding 'let me in', 'let us in.' ➤ Providing worksheets with pictures, illustrations etc. to help learners use grammar in context e.g. this cat is small, that cat is big. ➤ Drawing attention of the children to the use of punctuation. | <ul style="list-style-type: none"> ➤ Age appropriate worksheets /activities/tasks for grammar in and vocabulary in context. ➤ Pictures with activities. ➤ Charts/ posters / flash cards for doing activities. ➤ Online activities. |

HINDI

थीम 1: सुनना और बोलना

बच्चे अपने घर-परिवेश से जो भाषा लेकर विद्यालय आते हैं, धीरे – धीरे उसमें परिष्कार होता जाता है। कक्षा एक के बच्चों से अपेक्षा की जाती है कि वे परिचित संदर्भों में परस्पर वार्तालाप, कविता, कहानी आदि को ध्यानपूर्वक सुनकर समझ सकें तथा बेझिझक होकर अपनी बात स्पष्ट रूप से कह सकें।

अधिगम उपलब्धियाँ (Learning outcomes):

- ✓ अपने परिचित परिवेश के संदर्भ में सुनी गई बातों को समझ सकेंगे।
- ✓ विद्यालय में औपचारिक, अनौपचारिक स्थितियों में अपने सहपाठियों, अध्यापकों तथा अन्य सहायक कर्मियों की बात समझते हुए सुनेंगे और समझ के साथ प्रतिक्रिया दे सकेंगे, अपनी तरफ से बात आगे बढ़ा सकेंगे।
- ✓ सरल भाषा में बोले गए निर्देशों, आदेशों को सुनकर, समझकर अनुसरण कर सकेंगे।
- ✓ अपने परिचित परिवेश के खेल गीत सुनकर उनका आनंद ले सकेंगे। स्वयं अकेले में, समूह में मिलकर, खेलते हुए गाएँगे। अपरिचित खेल गीत सुनकर दोहरा सकेंगे।
- ✓ सरल तुकबंदी वाली कविताओं को आनंद लेते हुए सुन सकेंगे और समझेंगे। सुर, लय, प्रवाह आदि का ध्यान रखते हुए दोहरा सकेंगे।
- ✓ अध्यापक द्वारा सुनाई गई कहानियों और रोचक प्रसंगों को सुनकर समझेंगे और उस पर प्रश्न कर सकेंगे।
- ✓ सी०डी०/ टेप आदि उपकरणों से सुनाई जा रही कविता, कहानी को सुन सकेंगे, दोहरा सकेंगे। प्रसंग अनुसार मुद्राएँ बना सकेंगे, अभिनय कर सकेंगे।
- ✓ प्रोत्साहित करने पर अपने परिचित परिवेश के बारे में बता सकेंगे।
- ✓ विद्यालय में दिन प्रतिदिन के कार्य-कलापों में भाग लेंगे और कार्यकलाप की प्रकृति अनुसार बातचीत कर सकेंगे।
- ✓ कहानी/कविता आदि से मिले शब्दों को अपनी भाषा में अपनी तरह से प्रयोग कर सकेंगे।
- ✓ परिचित-अपरिचित शब्दों को तरह-तरह से बोलकर तथा तुक वाले शब्द बनाकर उनका आनंद ले सकेंगे।
- ✓ नए शब्दों को संदर्भ में समझते हुए अनुमान से उनका प्रयोग कर सकेंगे।
- ✓ प्रोत्साहन देने पर अपने अनुभव सुना सकेंगे।
- ✓ किसी बात, आदेश या निर्देश पर अपनी सहमति या असहमति प्रकट कर सकेंगे और छोटे-छोटे निर्देश दे सकेंगे।
- ✓ हिंदी की बहुप्रयुक्त ध्वनियों को सुनकर उनमें अंतर कर सकेंगे। ध्वनियों का सही उच्चारण कर सकेंगे।

सुनना और बोलना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>➤ विद्यालयी परिवेश जैसे प्रातः कालीन सभा, खेल का मैदान, कक्षा, अवकाश का समय से संबंधित आदि</p> | <p>➤ सीखने के सहज-सरल परिवेश की उपलब्धता जिसमें बच्चे निःसंकोच अपनी बात कहने के लिए तत्परता प्रकट करते हैं।</p> <p>➤ बच्चे के घर की भाषा के प्रति सम्मान और स्वीकृति का भाव दिखाएँ जिससे बच्चों को</p> | <p>➤ घेरा समय</p> <p>➤ गोल दायरे में बैठकर मुक्त वार्तालाप और उसमें बच्चों के परिवेश से संबंधित चित्र।</p> <p>➤ चित्रों के स्रोत-</p> |

सुनना और बोलना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
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| <ul style="list-style-type: none"> ➤ अपने सहपाठियों, अध्यापकों व अन्य विद्यालय कर्मियों द्वारा कही-सुनी गई बातें ➤ विद्यालय में दिन-प्रतिदिन की बातचीत ➤ सरल तुकबंदी वाली रोचक बातें / कविताएँ ➤ परिवेश से जुड़ी बातें, खेल गीत ➤ परिचित परिवेश जैसे पार्क, उद्यान, पेड़-पौधे, पशु-पक्षी, खेल-खिलौनों, गुड़ियाघर पर बातचीत, प्रश्न-उत्तर ➤ अध्यापक द्वारा सुनाए व पढ़े गए रोचक प्रसंग एवं कहानियाँ ➤ सी०डी० द्वारा कविता श्रवण ➤ सी०डी० आदि द्वारा कहानी का श्रवण ➤ अपने परिचित परिवेश, घर, परिवार आदि का वर्णन ➤ नई शब्दावली का प्रयोग ➤ प्रश्न और प्रतिक्रिया ➤ विचारों, इच्छाओं की अभिव्यक्ति ➤ पूछे गए प्रश्नों के उत्तर ➤ पशु-पक्षियों, परिवेश की वस्तुओं आदि के चित्रों के नाम का उच्चारण | <ul style="list-style-type: none"> अपनी बात अपने तरीके से कहने में संकोच ना हो। ➤ गोल घेरे की गतिविधियों का आयोजन करें। ➤ नियोजित कार्य-कलापों के अनुसार एक-दूसरे को छोटे-छोटे निर्देश देने के मौके दें, जैसे:- <ul style="list-style-type: none"> • अपने साथी से कहो कि वह धीरे-धीरे चले। • अपने साथी से बोलो कि अपनी कॉपी मेज़ पर रखे। ➤ कक्षा-कक्ष एवं खेल के मैदान में सामूहिक खेलों का आयोजन करवाएँ। ➤ खेल के साथ उन्मुक्त भाव से खेल गीत गाने की स्वतंत्रता दें। ➤ बच्चों के उच्चारण के प्रति स्वीकृति का भाव रखें। ➤ व्यक्तिगत अनुभवों और संबंधों पर बातचीत करें। <ul style="list-style-type: none"> • चित्रों पर बातचीत करें। • चित्र जानी-पहचानी स्थितियों के हों। • चित्र सुनी गई कहानियों पर आधारित हों। • चित्रों को हाथ लगाकर इधर-उधर करके देखने, अनुमान लगा कर बोलने की अनुमति / स्वतंत्रता हो। ➤ कहानी कहना / कथा वाचन। हाव-भाव और अभिनय के साथ कहानी सुनाएँ। ➤ पशु-पक्षी, परी, तितली, फल-फूल, खेल, झूला, राजा-रानी आदि की कहानियाँ। ➤ एकल एवं सामूहिक रूप से खेल गीत/ कविता गायन, तुकबंदी वाली कविताएँ बुलवाएँ। ➤ कविताओं और कहानियों का अभिनय करवाएँ- | <ul style="list-style-type: none"> ➤ पाठ्य पुस्तकें ➤ चित्रात्मक बाल साहित्य ➤ चित्रों के फ़्लैश कार्ड ➤ चार्ट पेपर (ये चित्र प्रत्येक बच्चे के पास उपलब्ध हों जिससे वे अपनी तरह से उठाकर, उलटकर, पलटकर भिन्न-भिन्न कोणों से देख सकें जैसा कि वे करते हैं।) ➤ चित्रों के विषय, कक्षा-कक्ष, बाज़ार, खेल का मैदान, पिकनिक, चिड़ियाघर आदि ➤ स्वतंत्र गतिविधि के लिए समय सारिणी में पर्याप्त समय एवं सामग्री ➤ अध्यापक द्वारा धैर्यपूर्वक लिखा गया प्रत्येक बच्चे का नाम और प्रत्येक वर्ण का सही उच्चारण ➤ बच्चों के परिवार के सदस्यों के लिखे हुए नाम और उनका उच्चारण ➤ चार्ट पर बारहखड़ी ➤ वर्णों व शब्दों के कार्ड व चार्ट ➤ बाल साहित्य ➤ चित्रात्मक पुस्तकें |

सुनना और बोलना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
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| | <ul style="list-style-type: none"> • एक चिड़िया..... अनेक चिड़ियाँ (हाथ से मुद्राएँ बनाना) • (दृष्टि बाधित बच्चे के हाथों को छूकर चिड़िया की मुद्रा बनाना) <ul style="list-style-type: none"> ➤ रोल प्ले और मूक अभिनय करवाएँ। ➤ पुस्तक कोना बनाकर कविता/कहानी की पुस्तकें उलटने-पुलटने के मौके दें। ➤ जानवरों की आवाज़ें बोलकर / टेप द्वारा सुनवाएँ और नकल करने के लिए कहें। ➤ फेरी वालों की आवाज़ें सुनने के लिए प्रोत्साहित करें और कक्षा में उनको सुनाने व अभिनय करने के लिए कहें। ➤ अपनी तरह से तुकबंदी करने के अवसर दें। (सार्थक शब्दों की अपेक्षा न की जाए) ➤ शब्दों की लड़ी जैसे – ➤ खेलना, झूलना.....आदि बनवाएँ ➤ प्रश्न करने के लिए प्रोत्साहित करें। ➤ श्रवण बाधित / मूक-बधिर बच्चों के संकेत समझने और उन्हें अपनी बात संप्रेषित करने के अवसर दें। ➤ दृष्टि बाधित बच्चों को बोली जा रही वस्तुओं को छूने के अवसर दें, उनके हाथ पकड़कर, क्रियाएँ कर के भाव बताएँ, जैसे:- दोनों हाथ फैलाकर बड़े का अहसास कराना आदि। | |

थीम 2: पढ़ना एवं लिखना (पठन एवं लेखन कौशल)

बच्चों के विद्यालय आने का उद्देश्य पढ़ना और लिखना सीखना होता है। चित्रों की सहायता से बच्चे अनुमान लगा कर पढ़ना सीखते जाते हैं और भाषा की ध्वनियों / वर्णों और मात्राओं को पहचानने लगते हैं। लेखन का आरंभ बच्चों द्वारा 'कीरम काटी' या चित्र बनाने से ही हो जाता है और धीरे-धीरे वे परिवेश में प्रदर्शित लिखित सामग्री से वर्णों और मात्राओं को पहचान कर उनका अनुलेख तथा शब्द लिखने लगते हैं।

अधिगम उपलब्धियाँ (Learning outcomes):

- ✔ परिचित परिवेश से संबंधित चित्रों को ध्यान से देखकर उनका अपनी भाषा में वर्णन कर सकेंगे।
- ✔ चित्र पर आधारित प्रश्नों के उत्तर दे सकेंगे और स्वयं भी प्रश्न पूछ सकेंगे।
- ✔ चित्र को समझकर उसका कोई नाम (शीर्षक) दे सकेंगे और लिख सकेंगे (स्ववर्तनी)।
- ✔ बोली / सुनी गई कविताओं के आधार पर चित्र बना सकेंगे।
- ✔ उस पर शब्द या एक-दो वाक्य लिख सकेंगे (स्ववर्तनी)।
- ✔ अपना व परिचितों का नाम देखकर लिख और पढ़ सकेंगे।
- ✔ अपने नाम में आए अक्षरों व वर्तनी की पहचान कर सकेंगे।
- ✔ बारह खड़ी के सभी वर्णों को पहचान सकेंगे।
- ✔ बारह खड़ी के आधार पर सरल व सार्थक शब्द बना सकेंगे (तीन अक्षर वाले)।
- ✔ अध्यापक द्वारा सुनाई, सिखाई और गवाई गई सरल तुकबंदियों और बाल कविताओं को गा सकेंगे और उनके लिखित रूप के प्रति पहचान बना सकेंगे।
- ✔ सरल तुकबंदियों और बाल कविताओं को अनुमान और पूर्व अनुभवों के आधार पर पढ़ सकेंगे।
- ✔ अध्यापक की मदद से दृश्य शब्दावली को पढ़ सकेंगे।
- ✔ दृश्य शब्दावली में सीखे, पढ़े गए शब्दों के आधार पर मौखिक रूप से वाक्य बना और लिख सकेंगे।
- ✔ वाक्य को पढ़ते और लिखते समय पूर्ण विराम के प्रयोग को समझ सकेंगे।
- ✔ कक्षा में सीखे गए शब्दों / वाक्यों को परिचित संदर्भों में मिलने वाली पठन सामग्री में पहचान सकेंगे, जैसे – होर्डिंग्स, विज्ञापन, घर-कक्षा में टंगे कैलेंडर-चार्ट आदि पर।
- ✔ बोर्ड (श्यामपट्ट / सूचना पट्ट) आदि पर लिखी और लगी सामग्री को अनुमान और पूर्व अनुभवों के आधार पर पढ़ सकेंगे।
- ✔ लेखन में दो शब्दों के बीच की दूरी, अक्षरों की सुडौलता, शिरोरेखा, विराम-चिह्नों का ध्यान रख सकेंगे।
- ✔ सरल व परिचित शब्दों का श्रुतलेख लिख सकेंगे, जैसे – सड़क, सीढ़ी, ठेला, ढोलक, डलिया, बाण, नदी आदि।

पढ़ना एवं लिखना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------|
| ▶ चित्र पठन के लिए विद्यालय, कक्षा-कक्ष, खेल का मैदान, बाज़ार आदि के चित्र | ▶ चित्रों का अवलोकन करने का पर्याप्त समय व अवसर दें। ▶ चित्रों पर बातचीत करें और प्रश्न पूछें। | ▶ विभिन्न प्रकार के चित्र पोस्टर तथा चार्ट |

पढ़ना एवं लिखना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▶ चित्रों में लिखे शब्द ▶ अपना व अपने परिवार के सदस्यों व मित्रों के नाम ▶ बारहखड़ी के आधार पर सरल शब्द, जैसे – <ul style="list-style-type: none"> ☛ काका, मेरा, नानी, लाल, आम, माला, जाला आदि ▶ चित्र बनाना और उनका नाम लेखन ▶ 2 से 5 पंक्तियों की सरल तुकबंदियों और बाल कविताओं का अनुमान और पूर्व अनुभवों के आधार पर पठन ▶ चार-पाँच वाक्यों वाली चित्र कथाओं का अनुमान और पूर्व अनुभवों के आधार पर पठन ▶ चित्र कथाओं, कहानी की पुस्तकों (बाल साहित्य) के आवरण पृष्ठ के आधार पर कहानी का अनुमान लगाना। उनके शीर्षकों का अनुमान के आधार पर पठन ▶ श्यामपट्ट/ फ़्लैश कार्ड पर लिखी दृश्य शब्दावली (दृश्य शब्दावली – पशु, पक्षियों, खेल उपकरण यथा झूला आदि, मौसम, दिनों, महीनों, रंगों के नाम हो सकते हैं) ▶ दृश्य शब्दावली के अक्षरों से नए शब्दों का निर्माण और लेखन ▶ पूर्ण विराम चिह्न ▶ शब्द, वाक्य से परिचय | <ul style="list-style-type: none"> ▶ चित्र पर लिखे गए शब्दों को पढ़ने के लिए प्रेरित करें। ▶ चित्र बनाने के अवसर और पर्याप्त सामग्री दें। ▶ बनाए गए चित्रों की सराहना करें। ▶ बारह खड़ी चार्ट से वर्णों, मात्राओं की पहचानने और पढ़ने के अवसर दें। ▶ नए शब्द बनाने के अवसर प्रदान करें। ▶ बच्चों को पुस्तकों में से कविताएँ पढ़कर सुनाने के अवसर दें। ▶ कक्षा की दीवारों पर लगी मुद्रित सामग्री को अनुमान और अनुभवों के आधार पर पढ़ने के अवसर दें। ▶ पुस्तकालय ले जाकर बच्चों को बाल कविताओं और कहानियों की पुस्तकों को उलट – पुलट कर पढ़ने का अवसर दें। ▶ अपने नाम के वर्णों से प्रारंभ करके सभी वर्णों, मात्राओं और उनसे बनने वाले सरल परिचित शब्दों का अनुलेख लिखने के लिए प्रेरित करें। ▶ परिचित सरल शब्दों से दो या तीन शब्दों वाले वाक्यों का अनुलेख लिखने को कहें (ध्यान दें कि बच्चे शब्दों पर शिरोरेखा लगाएँ और वाक्य के अंत में पूर्ण विराम का प्रयोग करें)। ▶ सरल व परिचित शब्दों का श्रुतलेख करवाएँ। | <ul style="list-style-type: none"> ▶ बोर्ड, होर्डिंग, विज्ञापन पट्ट, संकेत आदि ▶ बारह खड़ी का चार्ट ▶ फ़्लैश कार्ड, कैसेट या सी०डी० ▶ शब्दों के चार्ट ▶ शब्दलड़ी, शब्द-सीढ़ी आदि। ▶ बाल कविताएँ ▶ बाल साहित्य ▶ कविताओं के चार्ट ▶ वाक्य फ़ीतियाँ |

पढ़ना एवं लिखना

| सुझावित विषय / क्षेत्र | सुझावित शिक्षण-अधिगम प्रक्रिया | सुझावित अधिगम स्रोत |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------|
| <ul style="list-style-type: none">➤ खेल गीतों पर चित्र निर्माण, पठन और देखकर लेखन➤ परिचित शब्द / संदर्भों के आधार पर वाक्य लेखन➤ कक्षा कक्ष की दीवारों पर टंगे चार्ट, कविता आदि का पठन | | |

MATHEMATICS

Theme 1: Numbers

"Numbers' enable children to classify, recite, count, compare and recognize numbers from 1 to 20. They learn to write numerals and number names from 1 to 99. Pre-number concepts like classification, seriation and one to one correspondence play an important role in their learning numbers, numeration and making numbers a part of their daily life activities. Children acquire an understanding about these at home too. However, reciting number names in an order and recognizing some numerals are the only tasks that some children can do with varying competence when they enter formal schooling. Thus, the Class I curriculum focuses on developing number sense through the contexts that children are in. The basics for addition and subtraction of single digit numbers are part of daily life experiences.

Learning Outcomes:

Children will be able to:

- ✎ work with numbers from 1 to 20;
 - ✎ classify objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding;
 - ✎ recite number names and count objects up to 20, concretely, pictorially and symbolically;
 - ✎ count objects using numbers 1 to 9;
- ✎ compare numbers up to 20. recognize numbers up to 99 and write numerals;
- ✎ develop the concept of zero.

| Number | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Numbers and numerals from 1 to 20. ➤ Introduction to Zero through a subtraction pattern. ➤ Counting objects from 1 to 99 by making groups leading to tens and ones. ➤ Representing a number in groups of tens and ones. ➤ Numeral and numbers names up to 99. ➤ Comparison of numbers up to 99. ➤ Forming two digit numbers using the given digits (with or without repetition). ➤ Sequences of numbers up to 99 in an increasing or decreasing order. | <ul style="list-style-type: none"> ➤ Providing experiences of counting objects/things from 1 to 20 in different contexts. ➤ Involving children in creating subtraction pattern for developing an understanding of zero taken up interactively in each step and asking questions like "How many (say toffees) are left now?" ➤ Enacting stories like "Seven Tailed Mouse" in which seven tails are being reduced to zero in the class. ➤ Using concrete materials like -ice cream sticks, tooth picks, play money etc. to make bundles of tens and loose "ones" to represent numbers more than ten. ➤ Involving children in the use of objects like sticks and counting them by making bundles of tens and ones to recognise tens and ones in numbers. | <ul style="list-style-type: none"> ➤ Songs, poems, number lines, number charts and collection of different objects. <i>(This will contribute to the development of numbers and numerals.)</i> ➤ Different materials like straws, sticks, Unifix cubes, Cuisenaire rods, currency notes and coins of ₹10. <i>(These will help children in developing the idea of place value. For example, in 27 the digits 2 and 7 have specific meanings that can be represented by the above material).</i> ➤ Number cards up to 99. <i>(These be used to create</i> |

Number





| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>➤ Before, after and in between numbers.</p> | <p>➤ Conducting drills in different contexts e.g. shopping, buying tickets etc. to make children comfortable in the use of numbers up to 99.</p> <p>➤ Encouraging children to observe the patterns in number names-twenty, twenty-one, twenty-two and so on and use it for reciting number names up to 99.</p> <p>➤ Using number cards from 0 to 9 to let the children explore and make different two digit numbers.</p> <p>➤ Encouraging children by observing patterns, to compare 2-digit nos.</p> | <p><i>an increasing and decreasing order sequence).</i></p> <p>Sets of number cards from 0 to 9 (<i>This may be used to make two digit numbers</i>).</p> |

Theme 2: Number Operations

'Number Operations' as a theme enables children to learn the basic operations of addition and subtraction of numbers up to 99. Materials, pictures and stories of daily life contextual problems establish meaning in problem-solving situations. With these experiences children will develop their strategies to add/subtract double digit numbers using the place value (idea of tens and ones).

Learning Outcomes:

Children will be able to:

-  apply addition and subtraction of numbers from 1 to 20 in their daily lives;
-  construct addition facts up to 9 by using concrete objects;
-  subtract numbers using 1 to 9;
-  solve day to day problems related to addition and subtraction of numbers up to 9.

| Number Operations | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Addition and subtraction up to 20 (in steps-first up to 9 / less than 10 and then up to 20). ➤ Addition and subtraction of numbers within 99 without regrouping. ➤ Solving problems presented through pictures and verbal descriptions by addition and subtraction of numbers. | <ul style="list-style-type: none"> ➤ Taking up addition facts up to 9 first and up to 20 later. ➤ Involving children in exploration of addition facts through concrete materials like connecting cubes, number strips etc. ➤ Encouraging children to come up with a number story which involves a given addition fact and tell the story verbally and vice versa. ➤ Using picture cards involving numbers i.e. objects in numbers to let children solve problems. Smaller numbers may be used initially so that children are able to solve the problem mentally and communicate verbally. ➤ A number line created in the play area will provide both a numerical and kinaesthetic experience to develop readiness for addition and subtraction. | <ul style="list-style-type: none"> ➤ Concrete materials that are available in a child's vicinity. <i>(These should be an integral part of her/his work to develop intuitive understanding of addition and subtraction).</i> ➤ Geoboard and rubber bands. <i>(Can be used for demonstration of addition and subtraction).</i> ➤ Dominoes. <i>(These are a good source of learning addition facts. For example, through 1-5, 2-4, 3-3 dominoes a child will form addition facts that all add up to 6 and more over will learn to see partitions of the number 6)</i> ➤ Currency notes and coins of Rs.10 and ₹1 <i>(These may be used to learn addition and subtraction in a shopping context with and without regrouping).</i> ➤ Spike Abacus. <i>(Is an important and joyful manipulative tool/aid to explore various ways of addition and subtraction of numbers).</i> |

Theme 3: Geometry

'Geometry' focusses on the physical features of shapes in 2D and 3D. It enables children to classify, sort and describe various shapes on the basis of their observable features. The shapes that are in children's daily life form a strong basis for acquiring visualization skills.

Learning Outcomes:

Children will be able to:

- ✎ describe the physical features of various solids/shapes in her own language;
- ✎ describe names, and interpret relative positions in space and apply ideas about relative position;
- ✎ understand connection of geometrical concepts with daily life.

| Geometry | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Sorting, classification and description of shapes on the basis of their observable properties like corners, vertices, edges, surfaces etc. ➤ Basic 3D shapes like cuboid, cylinder, cone, sphere by their observable properties and names. ➤ 2-D shapes as outlines of the surfaces of 3-D shapes on paper/or flat surface. ➤ 2D shapes - rectangle, square, triangle, circle, line etc. | <ul style="list-style-type: none"> ➤ Providing concrete materials in the form of different shapes like triangle, rectangle, circle etc. so that children can classify the shapes based on a single property like colour, shape, size etc. The criteria for classification may be discussed in the class. ➤ Creating collection of empty boxes with different 3D-shapes. The children may be encouraged to use their sense of touch to describe and name the 3D shapes. ➤ Using above mentioned collection to encourage children in the exploration of tracing all the surfaces of 3D-shapes on paper. ➤ Asking children to observe their surroundings and identify objects/things which have shapes like 2D shapes namely triangle, rectangle, square and circles. | <ul style="list-style-type: none"> ➤ Various shapes that are available to children that are in close proximity i.e. at home, in school, in playground etc. <i>(These can be used to provide them the opportunity to verbalize and generalize their observable properties).</i> ➤ A collection of empty boxes that are used for packaging like sweet boxes, cold drink cans, clown's cap. ➤ Clay or play dough. <i>(To make different solid shapes and discuss about their creation).</i> ➤ A straight edge can be used by children to cut the three dimensional shape made by clay and to investigate the cross section to relate 3-D with 2-D. ➤ Geoboard. <i>(This can be used for demonstrating various shapes).</i> |

Integration: Arts Education

Skills: relating geometrical shapes with real life situations

Theme 4: Measurement

Concepts of 'Measurement' begin with a general comparison: bigger cake, taller building, heavier bag, slower bicycle, longer room or cooler day. However, these characteristics of length, volume, speed and heat cannot be counted directly. They are continuous properties that can take on any value which must be measured. Children have a basic idea and understanding of this comparison when they enroll in class I. Initially classes must be devoted to further strengthen these ideas and a need to measure them.

Learning Outcomes:

Children will be able to:

- ✎ estimate and measure short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps;
- ✎ compare mass/weight using a scale;
- ✎ order various containers in terms of their capacity and volume;
- ✎ arrange events happening in short/longer span of time.

| Measurement | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <p>(a) Length</p> <ul style="list-style-type: none"> ➤ Introduction to Vocabulary like near, far, thin, thick, longer/taller, shorter, high, low etc. ➤ compare lengths of objects and arrange in order ➤ Measure short lengths using non-standard units (e.g. hand span) ➤ Estimation of short distances and lengths and their verification using non-uniform units <p>(b) Weight</p> <ul style="list-style-type: none"> ➤ Compare heavy and light objects. <p>(c) Volume (Capacity)</p> <ul style="list-style-type: none"> ➤ Order different containers in terms of their capacity. <p>(d) Time</p> <ul style="list-style-type: none"> ➤ Distinguish between events occurring in time by using vocabulary like - earlier - | <ul style="list-style-type: none"> ➤ Using concrete materials to bring home the vocabulary like thick - thin, longer-taller etc. Questions like "Why do you think it is thick / thin? This may be discussed in the class using classroom objects. ➤ Creating activities/games around the vocabulary near - far, high-low to give children an idea that the vocabulary works with a frame of reference. ➤ Providing concrete materials of different lengths to children to arrange them in ascending/ descending order of length. ➤ Conducting activities with children involving various materials: <ul style="list-style-type: none"> ☛ to measure their length using nonstandard measure. ☛ to compare their weights. ☛ to compare their capacities. ➤ Creating a collection of different containers in the class by children. Children may be encouraged to | <ul style="list-style-type: none"> ➤ Material available in a child's vicinity. <i>(These can be used to bring home the idea of measurement and to appreciate the need for measuring quantities like length, mass, area, volume, capacity, money, temperature and time).</i> ➤ A toy clock, buckets and mugs, cold drink cans/bottles, chalk and pencil boxes and a toy weighing balance. ➤ Graph paper/grid sheets. <i>(Use of these will help children to get idea of area as number of squares inside the region).</i> ➤ Different containers that are available in a child's vicinity like glasses, spoon, jugs, mugs, buckets etc. |

Measurement

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <p>later etc.</p> <ul style="list-style-type: none">▶ Differentiate between events of short and long duration.▶ Verbal description of the sequence of events happening in a day. | <p>work in groups to find out the capacity of containers. e.g. How many cups / spoons are full / empty?</p> <ul style="list-style-type: none">▶ Organizing discussions with children to find out the day's various events by using words like – what happened earlier? Which happened later? What was the sequence? Which of the events of the day were of a short duration? "Which were of a longer duration? etc. | |

Integration: Languages, EVS

Theme 5: Data Handling

In Class I, data handling will focus on being exploratory in nature and centered around children's first hand observations. Many childhood activities provide data that children can organize such as- information about birthdays, shirt/dress sizes, colour and types, favourite sweets and television shows, etc.

Learning Outcomes:

Children will be able to:

- ▶ collect, record (using pictures/ numerals) and interpret simple information by looking at visuals.

| Data Handling | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none">▶ Collection, representation and interpretation of simple information presented in a visual or by actual measurement (like measuring arm length). | <ul style="list-style-type: none">▶ Conducting activities around data handling may be created by showing the children visuals in which different information can be visually seen and noted by children like animals, vegetables, fruits etc.▶ Conducting group activities woven around children exploring their own bodies by measuring different body parts using paper strips or threads and collecting information about their length. | <ul style="list-style-type: none">▶ Newspaper clippings having tables and graphs.▶ Wrappers of different things that children eat like biscuits, wafers, chocolates etc. (These <i>have lot of information that can be used to provide them the opportunity to organize and interpret</i>). |

Integration: Arts Education

Theme 6: Patterns

The theme 'Patterns' aims at familiarizing children with different types of patterns in their surroundings. They will also learn to extend patterns of numbers and shapes through observation. This will help them in acquiring the skill of generalization in higher classes.

Learning Outcomes:

Children will be able to:

observe, extend and create patterns of shapes and numbers. For example, arrangement of shapes/ objects/numbers, etc. like

1, 3, 5,....., 2, 4, 6,..... 

| Patterns | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▶ Simple patterns in shapes and numbers in the surroundings: their observation and extension. ▶ Patterns from daily life experiences. | <ul style="list-style-type: none"> ▶ Encouraging children to firstly observe and then verbally describe the patterns seen around them. ▶ Extending and completing a sequence in patterns, should be interspersed with questions like "Why do think it should be completed/extended like this." | <ul style="list-style-type: none"> ▶ Designs on Clothes, <i>Rangoli</i>, Tiles on pavements walls and floors. (These items that are arranged in order form the basis for looking into patterns). ▶ Patterns in numbers and shapes. |

Integration: Arts Education, EVS

*ENVIRONMENTAL
STUDIES*

Theme 1: About Me

The theme "About Me" is aimed at providing information to and making children aware of themselves such as parts of the body and their functions, their belongings, hobbies, interests. It will also develop skills/ processes such as observation, creative expression, communication and verbal expression. The prime focus of this theme is on the child expressing her/his own ideas and learning social skills.

Learning Outcomes:

Children will be able to:

- ✔ share and verbally communicate their personal details, i.e. own name, name of parents' / siblings, address, birthday date, phone number, etc.;
- ✔ identify and name the parts of the body;
- ✔ distinguish between functions of different parts of the body (both sense organs and large parts);
- ✔ draw various parts of the body (large parts);
- ✔ share their hobbies, likes and dislikes and learn to appreciate those of others;
- ✔ identify the differences in the peer group – hair, eye colour, height, weight;
- ✔ solve (6-8 pieces) body puzzle problems independently;
- ✔ make choices about their belongings;
- ✔ identify their own and others' feelings (sad, angry, happy, surprised, excited);
- ✔ learn to develop control over emotions;
- ✔ demonstrate use of extended vocabulary related to the theme;
- ✔ engage in and learn to cooperate in small and large group activities.

About Me

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ▷ Personal details of self: name, parents' name, address, phone number, birthday date, etc. ▷ Parts of the Body (External: head, chest, legs, hands, shoulders, elbow, wrists, fingers, face, cheeks, etc.). ▷ Sense Organs and functions. ▷ Likes & dislikes of oneself. ▷ Hobbies | <ul style="list-style-type: none"> ▷ Providing opportunities for sharing personal experiences. ▷ Using various action songs, drawings for self-awareness. ▷ Initiating discussion on body parts/ personal things. ▷ Providing jigsaw puzzles on making parts of the body. ▷ Developing models of the different body parts from clay. ▷ Providing opportunities to observe picture cards (flash cards) and matching with their functions related cards. ▷ Video watching on parts of the body. ▷ Discussing differences among peer group and learn to appreciate the differences. ▷ Designing activities for children to learn how to look after themselves. | <ul style="list-style-type: none"> ▷ Children's own learning experiences related with their personal things, body parts. ▷ Picture cards on body parts and their functions ▷ Jigsaw puzzles. ▷ Poems/riddles, songs, jingles on this theme. ▷ Flipbook on body parts and their functions. ▷ Photo album of self with family. ▷ Video on body parts/ puzzles. ▷ Name games. ▷ Colour and shape dominoes. |

About Me

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| | <ul style="list-style-type: none"> ➤ Involving children in origami activity to develop creative expression. ➤ Making of clay model on body parts, personal objects. ➤ Involving children in hobbies/ to develop various skills such as drawing, picture reading, creative expression, verbal communication skills. ➤ Providing opportunities to attempt to write poems, songs, to develop verbal and creative expression. ➤ Engaging children in the upkeep of the classroom after playing with activity material (to learn cooperation and working together.) ➤ Giving simple projects (with the support of elders) such as flip book, photo album, etc. | |

Integration: Health & Physical Education, Arts Education and Languages

Life Skills: Self -awareness, Co-operation, Working in teams



Theme 2: Others in my World

The theme is expected to develop an understanding about others in the child's world, which would include family members, neighbours, friends and also pets. The theme is also expected to focus on issues and concepts related to neighbourhood, indoor/outdoor games and significance of celebrating festivals.

Learning Outcomes:

Children will be able to:

- ☑ name the family members verbally;
- ☑ identify and differentiate between a Joint and Nuclear Family;
- ☑ appreciate variation in family structure and discuss reasons for differences;
- ☑ identify and share information on festivals celebrated in the family;
- ☑ identify relationship with different family members, describe (name) the relationship;
- ☑ draw the family tree of close relatives (grandparents, parents, children);
- ☑ describe the family's role and responsibilities in his/ her own words;
- ☑ discuss and share personal experiences related to one's family;
- ☑ appreciate need for neighbours (society) and friends;
- ☑ appreciate how neighbours help one another in day-to-day life.

| Others in my World | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Name of the family members, their roles, habits and hobbies, relationships with family members, family tree. ➤ Variation in family structure ➤ My neighbours, My friends, any Pets. ➤ Celebrations in the family and neighbourhood. ➤ Festivals: fun & sharing, time with family, friends and neighbours. ➤ Games with peer and family members for recreation. | <ul style="list-style-type: none"> ➤ Providing opportunities to share the names and number of members in the family (through bar graph or family tree). ➤ Listing and describing people children meet/see in their neighbourhood. ➤ Opportunities for describing festivals and fun time with family and friends. ➤ Providing opportunities to discuss and share role of family members and their habits/ hobbies. ➤ Organising activities to draw pictures/ paste photographs of family members, friends. ➤ Guiding/ assigning project to children to develop and draw family tree of family members ➤ Developing creative expression – through drawings, origami, puppet making, making photo albums, songs and poems related to this theme. ➤ Identifying and organizing indoor and outdoor games (in groups) and discussing the rules of the games. ➤ Appreciating differences in family members and respecting their differences. ➤ Creating a book on 'About me'. | <ul style="list-style-type: none"> ➤ Thumb impression (creative expression). ➤ Puppet show (story narration). ➤ Flash card/PPT for quiz celebration. ➤ Family album. ➤ Flip booklet. ➤ Experiences related to festival celebrations. ➤ Games and recreational activities. ➤ Activities/games related to the five senses. ➤ Circle time activities. |

Integration: Mathematics, Arts Education, Languages

Life Skills: Self-awareness, communication skills

Theme 3: My Needs - Food We Eat

The theme 'food' is introduced in the early grades with the expectation of focusing on the need and importance of food for living beings. The theme food discusses various issues and concerns related to food items. The theme is also expected to develop some core skills among children i.e. observation, discussion skills appreciating diversity in food. The various life skills i.e. self-awareness, respect, would also be inculcated from this theme.

Learning Outcomes:

Children will be able to:

- ✓ name and discuss about food items eaten at home;
- ✓ identify food items eaten in raw/cooked form and give examples of each;
- ✓ cite examples of food items got from plants;
- ✓ cite examples of food items got from animals;
- ✓ enlist food items cooked during festivals;
- ✓ give reasons why food of the young ones is different from that of adults;
- ✓ develop sensitivity towards food not be wasted;
- ✓ distinguish between food items obtained from plants and animals;
- ✓ demonstrate healthy eating habits
- ✓ appreciate the diversity in food items in different families;

| My Needs - Food We Eat | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Food eaten (daily) in the family. ▷ Food eaten in raw/cooked form. ▷ Food cooked during festivals in the family/neighbours. ▷ Food we get from plants and animals. ▷ Need and respect for food. ▷ Healthy eating habits. ▷ Food of different people: young ones, old people, patients, etc. | <ul style="list-style-type: none"> ▷ Discussing children's personal experiences related to food eaten at home. ▷ Discussing and enlisting food items eaten by them and not eaten by them. ▷ Showing and using various kind of actual food items & discussing about them in the class. ▷ Showing raw/cooked food. ▷ Showing and discussing about plant/animal product as food. ▷ Sharing narratives to inculcate values regarding respect for food. ▷ Developing observing, classifying skills by using various food items as group activity. ▷ Providing opportunities to collect/ make poems/songs /riddles on food to develop creative expression skill. ▷ Providing opportunities to do project work on the theme food (Plants and animals as a source of food, animals as source of food). ▷ Organising a discussion on food variation among family members (the old, the young and the infants). ▷ Drawing pictures of food items, colour, name them, activities related to origami. | <ul style="list-style-type: none"> ▷ Actual food items (for identification). ▷ Pictures of various food items received from plants and animals (Picture cards), picture dominoes. ▷ Crossword puzzles and quizzes on food. ▷ Lists of food items cooked during different festivals in the family with pictures. ▷ Project Work (Plants and animals as a sources of food) ▷ Papers. |

Integration: Languages, Health and Physical Education

Theme 4: My Needs - Water

The theme aims at developing awareness on water as a basic necessity/need for all living beings and related aspects and issues. The theme would focus on sources of water in the family/neighbourhood, storage of water, simple properties of water and concern towards wastage of water. A number of core skills i.e. observation, discussion, experimentation need to be developed through this theme.

Learning Outcomes:

Children will be able to:

- name and identify various sources of water available at home/in the surroundings;
- describe the various uses of water in the family;
- describe simple properties of water (observable only).
- distinguish activities done with water and without water;
- identify and name the vessels used to store water at home/school;
- give reasons for storage of water at home;
- appreciate the re-use of water related activities;
- discuss ways to avoid wastage of water.

| My Needs - Water | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Uses of water in the family. ➤ Sources of water at home and in the surroundings. ➤ Storage of water in the family. ➤ Need for storage of water. ➤ Simple properties of water (colour, taste, smell, shape). ➤ Activities done with and without water in the family. ➤ Need for judicious use of water, reuse of water in the family. | <ul style="list-style-type: none"> ➤ Initiating discussion on this theme related to children's personal experiences. ➤ Providing opportunities to collect picture of various sources of water/observed used in the surroundings. ➤ Discussing the activities done with/without water in day-to-day life (individually and or in groups). ➤ Providing opportunities to draw/picture of water sources and name them. ➤ Conducting simple activities/experiments to observe properties of water (observable only with elders). ➤ Group assignment to do project work on judicious use of water (Writing slogans, ways to save water, creative expression). ➤ Conducting activities to enlist ways to save water. | <ul style="list-style-type: none"> ➤ Children's daily life experiences. ➤ Children's local language related to water theme. ➤ Pictures of various sources of water. ➤ Worksheets on different key concepts prepared by the teacher. ➤ Narratives/stories/life experiences on judicious use/reuse of water. ➤ Audio/Videos on water usage and storage. ➤ Project work by children – messages and slogans on judicious use of water. |

Integration: Arts Education, Languages, Health and Physical Education.

Life Skills: Self -awareness, Communication skill, Team work, Decision making.

Theme 5: My Needs: Shelter

The theme 'Shelter' is expected to develop an understanding on need for shelter for living beings the different habitats and reasons for variation in the habitats. The theme would also lead to the development of some core skills such as creative expression, discussion, description.

Learning Outcomes:

Children will be able to:

- describe (own words) their own house and name the different areas in the house;
- distinguish between various kind of houses seen in the surroundings;
- discuss and give reasons (own words) for the need for a house; cleanliness of house;
- develop creative expression i.e., decorating the house, writing songs, poem;
- involve in hands-on activities, i.e. making a house, dustbin, Rangoli and decorating material for houses.

| My Needs: Shelter | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ My House, Types of houses in the neighbourhood. ➤ Description of a child's own house. ➤ Areas/Places, rooms in the house and work done in these areas/places. ➤ Need for a house. ➤ Cleanliness of house. ➤ Use of dustbins. ➤ Ways of decorating houses. | <ul style="list-style-type: none"> ➤ Creating situations for discussing/ to sharing personal experiences. ➤ Providing opportunities to observe pictures of various kind of houses to discuss and appreciate the variations. ➤ Assigning activities to draw pictures of children's own houses and writing a few lines on their houses. ➤ Making a collage of pictures of houses made by children as a group activity. ➤ Writing/Collecting poems/rhymes on houses and sharing them with peers. ➤ Demonstrating some hands-on activity i.e. models of houses made from clay, hard-board, making a dustbin. ➤ Asking children to make decorative articles for the house. ➤ Organizing group discussions on keeping the house clean. ➤ Making a model by using clay/other material available in the environment. | <ul style="list-style-type: none"> ➤ Videos. ➤ Pictures/drawings of different types of houses. ➤ Clay. ➤ Worksheets developed by the teachers. ➤ Models of houses ➤ Decorative articles |

Integration: Languages, Arts Education

Theme 6: My Needs - Clothing

The theme 'Clothing' aims at developing an understanding for its need for human beings. The theme would discuss the kind of textures of clothes worn by people. The emphasis would also be on cleanliness and care of clothes/dresses.

Learning Outcomes:

Children will be able to:

- need and importance of clothing for human beings.
- share and name various kinds of clothes/dresses worn by them and their family members;
- identify the kinds of clothes/ dresses worn by them and their family members;
- differentiate the different kind of dresses worn in different seasons/ festivals / on other occasions;
- appreciate the importance of clothes in daily life.

| My Needs - Clothing | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Need for clothes for human beings. ➤ Dresses worn by self and family members, school uniform, name of clothes worn by males and females at home. ➤ Variety of clothes/dresses worn in different seasons, occasions (festivals), by self/family members. ➤ Care of clothes/ dresses (cleanliness). | <ul style="list-style-type: none"> ➤ Discussing with children about their personal experiences. ➤ Talking about clothes being worn on various occasions. ➤ Providing opportunities to draw pictures of dresses worn by them, colouring and naming them. ➤ Giving opportunities to make various kind of dresses by using used papers/newspapers. ➤ Assigning project work on origami (paper folding). ➤ Organising activities to discuss ways to take care of clothes/ festival clothes. ➤ Discussion with teacher and peer group on cleanliness of dresses. | <ul style="list-style-type: none"> ➤ Children's learning experiences ➤ Pictures/visuals of various kind of dresses. ➤ Pictures of/Sample dresses worn on various occasions. ➤ Newspapers to make dresses by paper folding (origami). |

Integration: Languages



Theme 7: My Needs - Air

The theme 'Air' is aimed at discussing concepts and issues related to air in the daily lives of children. Simple observable properties of air would be discussed under the theme. Through simple activities skills like observation, discussion and experimentation would be developed. The theme would also focus on how to keep the surrounding air clean.

Learning Outcomes:

Children will be able to:

- ✔ demonstrate awareness (by citing examples) about the presence of air in the surroundings;
- ✔ appreciate the use of air by living beings;
- ✔ give reasons how air gets unclean/polluted;
- ✔ identify and list out the harmful effects of unclean air for living beings;
- ✔ conduct simple experiment/activities related to properties of air (with the support of elders);
- ✔ appreciate the need for planting trees to get the clean air.

| My Needs - Air | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Some observable features of air (Air has no colour. We feel air when the wind blows). ▷ Uses of air in daily life. ▷ Need for clean air ▷ Harmful effects of unclean air by giving examples. ▷ Planting of trees to keep air clean and fresh. | <ul style="list-style-type: none"> ▷ Undertaking/Demonstrating to show children the properties of air (<i>air has no colour, one can feel it</i>). ▷ Discussing reasons why air gets polluted (<i>effect of smoke, fuel burning of garbage may be discussed</i>). ▷ Exploring sharing and discussing children's experiences about air in the morning, afternoon, evening time in an open place. ▷ Demonstrating that under trees air is fresher. cleaner and also conduct deep breathing exercises. ▷ Assigning projects to groups on ways to keep air clean. | <ul style="list-style-type: none"> ▷ Children's experiences related to their immediate surrounding in the morning evening time. ▷ Films on the harmful effect of polluted air. ▷ Balloons, kites to demonstrate presence of air. ▷ Water, matchbox for activity. ▷ Rhymes/stories book on air. |

Integration: Languages, Health & Physical Education

Life Skills: Self-awareness, Awareness for healthy living



Theme 8: Keeping Oneself Clean, Safe and Healthy

The theme is expected to provide information on and develop an awareness on the issues and concerns related to cleanliness and health. The theme will focus on how to keep oneself healthy, recreational ways at home/neighbourhood, safety at home and in public places. It would help to develop skills related to self-awareness and self-protection.

Learning Outcomes:

Children will be able to:

- demonstrate personal hygiene of body and clothes;
- demonstrate healthy habits and safety in school/home/playground;
- list out reasons for maintaining a healthy body;
- show awareness of self-protection;
- differentiate between good and bad touch by persons at home, relatives in the neighbourhood / public places, school;
- demonstrate awareness and need for clean surroundings;
- participate in recreational activities (games, play);
- discuss personal problems with family members;
- demonstrate simple exercises/ *asanas* for keeping the body healthy.

Keeping Oneself Clean, Safe and Healthy

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▷ Personal hygiene (hand wash, body, nail, teeth, hair, clothes). ▷ Cleanliness in the house and surroundings. ▷ Use of dustbin in House/school. ▷ How to keep body healthy and fit: rest, exercise, yoga, deep breathing, play games (awareness level). ▷ Indoor and outdoor games for recreation. ▷ Safety at home and outside. ▷ Good/bad touch. ▷ Safety at public places | <ul style="list-style-type: none"> ▷ Discussing about the need of cleanliness at home, school and surroundings. ▷ Sharing / demonstrating yoga exercises and explaining their benefits. ▷ Organising activities and Listing some indoor and outdoor games enjoyed by children. ▷ Making children aware of good and bad touch by elders at home/school/ neighbourhood and at public places through sharing of experiences and narratives. ▷ Organising group work to involve children in creative expression activities. | <ul style="list-style-type: none"> ▷ Charts/poster/collage/booklet- by pasting pictures related to with this theme. ▷ Asking a yoga instructor to teach few basic <i>asanas</i>. ▷ Show and tell activity. ▷ Create a play corner with some indoor games displayed for children to use. ▷ Narratives for self-protection. ▷ Awareness related activities. |

Integration: Languages, Health and Physical education

Life Skills: Self-awareness and self-protection.

Note: Link this theme with the theme 'About Me'

Theme 9: Places in the neighbourhood

The theme 'Places in the neighbourhood' is aimed at providing information related to various places in the neighbourhood. The theme would also throw some light on the up-keep of public places in the community. People involved with various professions and their needs would also be discussed. Children would learn to appreciate and respect the all kind of work / professions in our day to day life.

Learning Outcomes:

Children will be able to:

- identify various places, i.e., school, hospital, park, water bodies in the neighbourhood;
- discuss the roles played by various people in these places;
- appreciate the role played by the people in keeping these places clean;
- discuss the role of each place in day-to-day life;
- demonstrate how to behave in public places.

| Places in the neighbourhood | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Various places- Market, Hospitals, Parks, Banks, Fire station, Post office, Bus Stop, Railway Station. ▷ People involved with various professions (Policeman, Doctor, Nurse, Teacher, Gardner, Milkman, Driver, Bus/Train conductor). ▷ Role of community members in the up-keep of public places. | <ul style="list-style-type: none"> ▷ Discussing with children about their personal experiences, about different places /professions. ▷ Providing opportunities to visit some important places. ▷ Interacting with people who are involved in different professions related with the identified places. ▷ Conducting survey/interview with children to get hands-on experiences. ▷ Assigning simple group/individual projects to children to collect pictures of neighbourhood places and the role played by different people. | <ul style="list-style-type: none"> ▷ Picture cards of various places and people involved in various professions. ▷ People from different professions. ▷ Narratives/stories/children's own experiences. ▷ Poem/songs on the above theme. ▷ Project Work. ▷ Discussion among peer group, teachers and elders. ▷ Mock /drill exercise. ▷ Role play. |

Integration: Languages

Life Skills: Respect, dignity of labour.

Note:

- Link this theme with transport and communication themes.
- Various professions may be added as per the context

Theme 10: Plants

The theme 'Plants' aims at developing an understanding on simple concepts related to plants, variation in plants and uses of plants for human beings. Through this theme the skills expected to be developed are those of observation, discrimination, appreciation along with sensitivity towards care and concern for plants and the environment.

Learning Outcomes:

Children will be able to:

- know about plants and the main parts of a plant;
- identify and name various plants seen in the surroundings;
- distinguish between plants that grow in water and on land;
- cite examples of some medicinal plants used at home;
- draw and label the main parts of plants;
- appreciate the uses of plant products;
- develop sensitivity towards care and protection of plants.

| Plants | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ▷ Plants/Trees in the surroundings/ in the school (their names only) ▷ Plants on land, water, climbers (names with pictures) ▷ Medicinal Herbs/plants that are used in daily life. ▷ Kinds of fruits, vegetables we eat. ▷ Edible parts of plants (fruits, seeds, leaves of some plants and their names). | <ul style="list-style-type: none"> ▷ Providing opportunities to share/discuss children's experiences in the class. ▷ Providing opportunities by organizing visits to observe and explore various kinds of plants available in the nearby surroundings. ▷ Discussing plant variations seen based on observation, i.e. colour, shape, size, aroma of leaves, size of plants. ▷ Group work to discuss uses of plants in our day-to-day life, particularly medicinal plants. ▷ Providing opportunities to draw pictures, collect photos, songs. ▷ Involving children in project work (collection of pictures, drawings of plants.). ▷ Discussing / questioning on care and protection of plants. | <ul style="list-style-type: none"> ▷ Plants seen in the school and at home. ▷ Pictures of some plants that grow in water and on land. ▷ Picture cards of plants. ▷ Nearby places, gardens, picnic spots. ▷ Development of picture books, cards. |

Integration: Health and Physical Education, Languages.

Life Skills: Sensitivity towards care and protection of the environment.

Theme 11: Animals

The theme 'Animals' is expected to develop awareness and an understanding of the concepts related to animals. It also aims at developing care and compassion for animals. The theme would also help to develop skills such as observation, classification, care and concern for animals and appreciation of beauty. The expectation of this theme is to acquaint children about different kinds of animals not to classify animals into sub categories/groups.

Learning Outcomes:

Children will be able to:

- recognize and name the animals/birds seen in the surroundings;
- identify and name the main body parts of animals;
- identify and differentiate between pet, domestic and wild animals by citing examples;
- list common animals and birds that live in water, land and in air;
- recognize the sounds made by some common animals and birds and mimic them;
- draw pictures of pet and wild animals and label their main body parts;
- sing/recite songs/poems on animals and birds;
- show concern and compassion for animals and birds;
- appreciate the variation and beauty in animals and birds.

| Animals | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Animals seen in the children's surroundings. ➤ Pet, wild and domestic animals. ➤ Care and compassion for pet animals. ➤ Name some common birds seen in the surroundings. ➤ Some common animals/birds living in water, land, air (name only). ➤ Sounds of some familiar animals and birds. ➤ Draw pictures/ make masks of common animals and birds. | <ul style="list-style-type: none"> ➤ Providing opportunities to children to share and narrate their experiences related to animals seen by them in their surroundings. ➤ Providing opportunities for observations through different ways i.e. nature walk, visit to nearby garden/zoo, with elders, parents and teachers. ➤ Showing animal cards/pictures/films. ➤ Facilitating play with puzzles and quizzes on animals. ➤ Organizing group activities with children to recognize sounds of animals, birds, their movements and imitating them. ➤ Asking children to draw pictures/paste pictures of some animals and write their names, some features such as, body parts, sounds, etc. below the pictures. ➤ Grouping and sorting activities with animal cards. | <ul style="list-style-type: none"> ➤ Nearby garden/zoo. ➤ Picture cards of animals/birds. ➤ Charts of animals of domestic, wild, pet, birds and display in the classroom. ➤ Collection of some songs, poems on animals. ➤ Documentary film on animals. ➤ Develop bird bath. ➤ Drawings of animals made by children. ➤ Origami work, masks of animals. |

Animals

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| | <ul style="list-style-type: none">▶ Providing opportunities to develop masks, origami work for creative expression.▶ Assigning Project Work, i.e. picture book, cards, drawings.▶ Creating situations to sensitize children towards animals through discussion, sharing experiences, stories, narratives. | |

Integration: Arts Education, Languages

Life Skills: Empathy, Care and tolerance for animals, Sensitivity towards environment and surroundings



Theme 12: Transport

The theme 'Transport' is aimed to provide information and awareness about the various modes of transport, traffic rules, need for emergency vehicles. Skills such as exploration, explanation and clarification skills would also be developed.

Learning Outcomes:

Children will be able to:

- ☑ identify the different modes of transport available in the surroundings;
- ☑ identify different professions related to transport;
- ☑ differentiate between the various kinds of transport used on land, in water and air;
- ☑ cite examples of each kind of transport (air, water, land);
- ☑ discuss and reason out the causes of noise in the surroundings;
- ☑ draw and collect pictures of various kind of transport;
- ☑ develop stories/ poems/ songs to express one's own ideas (creative expression);
- ☑ appreciate the role of traffic police, traffic lights;
- ☑ suggest ways to reduce smoke and noise.

| Transport | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Different kinds of transport in the surroundings. ➤ Different Modes of transport (land, air, water). ➤ Parts of vehicles. ➤ Occupations related to transport. ➤ Noise in the surrounding by vehicles. ➤ Traffic police and Traffic signals ➤ Emergency vehicles (Fire, Ambulance, Police, etc.) ➤ Misuse of Transport. | <ul style="list-style-type: none"> ➤ Providing opportunities to share children's experiences about transport. ➤ Exploring children's ideas about modes of transport through brainstorming and discussion. ➤ Providing opportunities to children to collect pictures of vehicles, draw pictures of different modes of transport. ➤ Organising discussion on causes of noise and air (smoke) pollution, uses and misuse of transport ➤ Conducting group activities to identify, classify and differentiate different types of vehicles. ➤ Organising mock drill exercises/ role play of persons involved in this work ➤ Discussing eco-friendly technology being adopted. | <ul style="list-style-type: none"> ➤ Children's experiences. ➤ Narratives created and compiled by children. ➤ Poems/ songs compiled on transport. ➤ Pictures/drawings of various kinds of vehicles. ➤ Mock drill of traffic rules ➤ Children's drawings on different kinds of vehicles. ➤ Project Work (traffic light) |

Integration: Health and Physical Education, Languages

Life Skills: Concern for noise pollution in the surroundings

Theme 13: Communication

The theme 'Communication' is expected to provide information on means of communication in the surroundings and uses and misuses of communication in daily life.

Learning Outcomes:

Children will be able to:

- enlist different ways of communication used in the family;
- discuss (with elders) the more common ways of communication used by the family;
- identify and discuss other ways of communication available in the surroundings;
- discuss uses of various ways of communication;
- identify uses and misuses of ICT Communication.

| Communication | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Means of communication at home, in the neighbourhood, (Radio, TV, Newspaper). ➤ Different ways of communication. ➤ Uses, misuse of communication. ➤ Use of ICT in Communication (email, SMS, internet at the awareness level only). | <ul style="list-style-type: none"> ➤ Providing opportunities to share the various ways of communication in the family, surroundings and describe them. ➤ Creating situations to develop poems/songs for developing divergent thinking/ creative expression on communication in children. ➤ Giving children opportunities to draw pictures. ➤ Organising group activities to discuss uses and misuses of communication. ➤ Doing puzzles (jig-saw). ➤ Providing opportunities to children to develop awareness on use of e-mails. Internet, telephone, letters, organising activities to use non-verbal ways of communication. | <ul style="list-style-type: none"> ➤ Children's experiences. ➤ Narratives created by children. ➤ Poems/ songs compiled on communication. ➤ Pictures/drawings of various means of communication. |

Integration: Languages, Computer Studies



Theme 14: The World around Me (Sun, Moon, Sky and Stars)

The theme 'World Around Me' is aimed to develop awareness about the sun, moon, stars and children's own ideas about these heavenly bodies. Simple information on these heavenly bodies would be provided in an interesting manner.

Learning Outcomes:

Children will be able to:

- ☑ identify the heavenly bodies seen in the morning and at night in the sky;
- ☑ discuss about the heavenly bodies (sun, moon and stars) in their own words;
- ☑ draw pictures of the sun, moon and stars and colour them;
- ☑ discuss and differentiate between sunny, cloudy, winter, summer and rainy days' experiences in their own words;
- ☑ describe and differentiate between summer, winter and rainy days' experiences.

The World around Me (Sun, Moon, Sky and Stars)

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
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| <ul style="list-style-type: none"> ▷ Sky in the morning, afternoon and evening. ▷ Cloudy and sunny days. ▷ Sky in the night-stars, moon. ▷ Sun in the summer, winter, and rainy days. ▷ Weather in summer, winter and monsoons. | <ul style="list-style-type: none"> ▷ Asking children to share their experiences of day/night time about the sky. ▷ Collecting poems/songs on heavenly bodies. ▷ Organising some activities such as dramatization (using masks) on sun, star, moon. ▷ Assigning projects to groups of children on the sky and heavenly bodies (collecting information and pictures with the support of elders). ▷ Organising group activities – collage, puppet, mask making. | <ul style="list-style-type: none"> ▷ Stories and songs related to sun, moon, stars (collected or created). ▷ Structured conversation on each heavenly body ▷ Puppet play, masks (sun, moon and stars). ▷ Children's personal experiences. |

Integration: Languages, Mathematics (Patterns)



*COMPUTER
STUDIES*

Topic 1: Computer - A Machine

A Computer is a machine made by humans that carries out computations and functions according to inputs/instructions given. Computers provide the opportunity to perform different functions like playing games/music, ticket reservation etc. Children develop an awareness on the art of computing as they learn about the different types of computers like desktop, laptop, etc. and their functions

Learning Outcomes:

Children will be able to:

- ☑ relate that a machine made by humans;
- ☑ infer that a computer is a machine;
- ☑ differentiate between a desktop and a laptop;
- ☑ list objects in their surroundings;
- ☑ classify objects into natural things and man-made things.

| Computer - A Machine | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Human made and natural objects. ➤ Computer - a machine and its characteristics ➤ Types of computers | <ul style="list-style-type: none"> ➤ Discussing the concept of machine and its characteristics. ➤ Demonstrating how a computer can perform different tasks. ➤ Demonstrating how a machine having many parts work together to perform tasks. ➤ Classifying objects into natural things and objects and those made by humans. ➤ Involving children in group discussions based on the places they have observed computers being operated. | <ul style="list-style-type: none"> ➤ Natural and human made objects ➤ Flash cards depicting objects (man-made & natural) ➤ Animated programs and videos ➤ Videos/pictures of human made machines i.e. Juicer, mixer, ➤ Projector etc. ➤ Visit to the Computer laboratory to identify and observe laptops/Desktops |

Integration: EVS, Languages



Topic 2: Uses of a Computer

Computers have multiple uses and have become an integral part of our daily lives. Computers can be used for various purposes such as- source of information, playing games, listening to music, preparing presentations and documents, storing data etc.

Learning Outcomes:

Children will be able to:

- ☑ identify places where computers are used;
- ☑ list the various uses of computers in daily life.

| Uses of a Computer | | |
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| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <p>Uses of computers in daily lives:</p> <ul style="list-style-type: none"> ▷ typing a document. ▷ listening to music and playing games. ▷ using the Internet. ▷ sending e-mails. ▷ chatting with friends | <ul style="list-style-type: none"> ▷ Sharing children's experiences related to computers. ▷ Encouraging children to identify / suggest places to visit where computers are used. ▷ Discussing the use of computers in their daily lives: | <ul style="list-style-type: none"> ▷ Computer/ IWB with presentation software and internet facility ▷ Interactive White Board ▷ Classroom discussion on how to identify the uses of computers. ▷ Audio and video programmes. ▷ Trips to various places from school/home. |

Integration: EVS, Languages

Life Skills: Self-awareness



Topic 3: Parts of a Computer

The main parts of a computer are the monitor, keyboard, mouse and central processing unit (CPU) that function together to perform a task. The keyboard/mouse is used for data input, CPU to process the data and monitor to display the output. Additional devices like printer, scanner, microphone, speaker etc. are used for specific purposes.

Learning Outcomes:

Children will be able to:

- ☑ recognise and identify the main parts of a computer;
- ☑ describe the functions of the main parts of a computer;
- ☑ list additional devices of the computer;
- ☑ illustrate the inter-connectivity of different parts of a computer.

| Parts of a Computer | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Main parts of a computer-meaning and functions: (CPU keyboard, mouse, and monitor) ➤ Additional devices connected to a computer :(printer, scanner, speaker etc.). | <ul style="list-style-type: none"> ➤ Helping children to identify the main parts of a computer ➤ Demonstrating the functions of the main parts through active class participation. ➤ Explaining the need for additional devices like printer, scanner, speaker etc. ➤ Involving children in role play activities to identify and state the functions of the main parts of the computer. | <ul style="list-style-type: none"> ➤ Computer/ IWB with presentation software and internet facility ➤ Interactive class discussions. ➤ Animated programmes and videos. ➤ Projector. ➤ Flash card on parts of a computer |

Life Skills: Awareness



Topic 4: Using Computers - Do's and Don'ts

A computer operates on electricity hence it entails certain safety precautions that must be undertaken to develop an awareness among children on the Do's and Don'ts while operating computers.

Learning Outcomes:

Children will be able to:

- ☑ maintain correct posture/ distance while using a computer;
- ☑ show ways of taking care of computers;
- ☑ practice safety rules while using a computer;
- ☑ develop habits of sharing computer resources.

Using Computers - Do's and Don'ts

| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▷ Guidelines while working on the computer: ▷ Do's <ul style="list-style-type: none"> ☛ <i>Keeping it neat and clean</i> ☛ <i>Using it gently.</i> ☛ <i>Maintaining the correct posture</i> ☛ <i>Being sensitive towards others.</i> ☛ <i>Taking turns while sharing the computer</i> ▷ Don'ts <ul style="list-style-type: none"> ☛ <i>Touch connecting cords/wires.</i> ☛ <i>bang the computer or its parts.</i> ☛ <i>Keep the volume high</i> ☛ <i>snatch the mouse/ keyboard from classmates.</i> | <ul style="list-style-type: none"> ▷ Emphasising the need of Do's and Don'ts while working on a computer ▷ Sensitising children towards good practices of taking care of the computer and strictly following the Do's and Don'ts. ▷ Providing Hands-on experience by assigning the responsibility of ensuring proper closure of computers to children (turn by turn). ▷ Active discussion on the Do's and Don'ts. | <ul style="list-style-type: none"> ▷ Computer/ IWB with presentation software and internet facility ▷ Flash cards on Do's and Don'ts. ▷ Interactive class resources ▷ Animated programs and videos ▷ Projector etc. |

Life Skills: General Awareness, Collaborative learning



Topic 5: Computer Mouse

A computer mouse is a pointing device used to input data. There are two buttons namely the left and right buttons and a scroll wheel. A mouse pad must be used for a smooth functioning of a mouse.

Learning Outcomes:

Children will be able to:

- ☑ identify the buttons and the scroll wheel on a mouse;
- ☑ perform appropriate actions using the left/right buttons and scroll wheel;
- ☑ recognise the need for a mouse pad while using a mouse.

| Computer Mouse | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none">➤ Mouse buttons➤ Scroll wheel➤ Skills to be practiced while using a mouse | <ul style="list-style-type: none">➤ Showing children how to identify the left and right buttons along with the scroll wheel on the mouse.➤ Demonstrating the use of the scroll wheel, left and right click actions on a mouse.➤ Inculcating the habit to use the mouse pad while using a mouse.➤ Providing Hands- on experience through group activity of children using the different parts of the computer– mouse buttons, scroll wheel. | <ul style="list-style-type: none">➤ Computers/ IWB with presentation software and internet facility➤ Animated programs and videos, projector etc.➤ Flash cards |

Skills: Fine motor skills



Topic 6: Computer Keyboard

A computer keyboard is an input device that consists of alphanumeric, numbers and special keys. It is primarily used to enter text.

Learning Outcomes:

Children will be able to:

- ☑ identify and locate alphanumeric and arrow keys on a keyboard;
- ☑ demonstrate the uses of different keys.

| Computer Keyboard | | |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| <ul style="list-style-type: none">▶ Alphanumeric keys: alphabet (a-z), number (0-9)▶ Arrow keys | <ul style="list-style-type: none">▶ Helping children to identify and locate keys i.e. alphabet (a-z), number (0-9) and arrow keys.▶ Providing hands on experience (individual/in groups of 4/6) through computer games to use keys on a keyboard | <ul style="list-style-type: none">▶ Computer/ IWB with presentation software and internet facility▶ Animated programmes and videos, projector etc.▶ Keyboard |



Topic 7: Storage Devices

A storage device is a hardware that is used to store data and other information either temporarily or permanently.

Learning Outcomes:

Children will be able to:

- ☑ describe data in simple terms;
- ☑ identify storage devices and their usage.

| Storage Devices | | |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts | Suggested Transactional Processes | Suggested Learning Resources |
| ▶ Storage devices | <ul style="list-style-type: none">▶ Showing devices for storing data - pen drive, data card etc.▶ Organising activities to identify storage devices through visuals | <ul style="list-style-type: none">▶ Computer/ IWB with presentation software and internet facility.▶ Observation of various storage devices, such as CD, DVD, Pen drive, data card etc. |

